

Year 10	Half Term 1	Half Term 2	Half Term 3
	<p>Topic: Germany 1890-1945 PART 1: Germany and growth of Democracy 1 - Kaiser Wilhelm II and the difficulties of ruling Germany ☐ What was Germany like before WWI? 2 – Impact of the First World War ☐ Germany and WWI ☐ What was the Weimar Republic? • Why did Germans hate the Treaty of Versailles? ☐ 1923 – The Weimar Republic in Trouble 3 – Weimar Democracy ☐ Murders and uprisings ☐ Hitler and the Munich Putsch ☐ To what extent did the Weimar Republic recover after 1923? ☐ Germany's Golden Age</p>	<p>Topic: Germany 1890-1945 PART 2: Germany and the Depression 4 – The Depression and the Rise of the Nazis ☐ How did the Depression affect Germany? ☐ The Growth of the Nazi Party ☐ Who Voted for the Nazis? 5 – The Failure of Weimar Democracy ☐ How did Hitler become Chancellor? 6 – The Establishment of Hitler's Dictatorship. • How did Hitler begin to eliminate opposition? ☐ The Night of the Long Knives</p>	<p>Topic: Germany 1890-1945 PART 3 – The Experience of Germans under the Nazis 7 – Economic Changes ☐ 'Work and Bread' ☐ Did Hitler make Germany 'self-sufficient'? ☐ Were ordinary Germans better off under the Nazis? ☐ The Impact of War – WW2 8 – Social Policy and Practice ☐ How did the Nazis change the lives of young people? ☐ Women in Nazi Germany. ☐ Christianity and the Nazis. ☐ Who was on Hitler's hate list? ☐ The Journey to the Final Solution 9 – Control and Resistance ☐ Fear and Terror – repression and the police state ☐ 'Winning people over' ☐ How were the arts and culture affected by Nazi rule? ☐ Resistance and Opposition to Hitler</p>
Assessments / Mini-assessments	<p>Marking task – What threats did Kaiser Wilhelm face and why? Students look at how Germany's change to an industrial nation led to the rise of Socialism and how this created conflict in Germany.</p> <p>Marking task – Interpretation questions about the Spartacist Uprising Students practice how to answer the Germany interpretation questions.</p>	<p>AP1 – Germany 1918-1933 including interpretation questions</p> <p>Marking task – Who started the Reichstag fire? Students use evidence to outline the different theories about who started the fire and who think the fire was started.</p>	<p>Marking task – Did life get better or worse for women in Nazi Germany? Students look at both sides of the argument and write a conclusion.</p> <p>Marking task – How did the Nazis control the German people? Source question.</p>

<p>Vocabulary</p>	<p>Kaiser, Militarism, Prussia, Bundesrat, Chancellor, Reichstag, Industrialisation, Trade Union, Social Democratic Party, Socialism, 'A Place in the Sun', Weltpolitik, Empire, Revolution, Mutiny, Abdicated, 'November Criminals', Armistice, Democratic Republic, Weimar Republic, Spartacus League, Communism, Free Corps (Freikorps), Left-Wing, Right Wing, Constitution, Proportional Representation, Chancellor, President, Reichstag, Electorate, Article 48, Reparations, Diktat, Hyperinflation, Passive Resistance, Ruhr, Invasion, Putsch, Red Rising, Free Corps, Nazi Party, NSDAP, Swastika, Stormtroopers, SA, Munich Putsch, German Workers Party, Mein Kampf (My Struggle), Gustav Stresemann, Rentenmark, Ruhr, Dawes Plan, Young Plan, League of Nations, Kellogg-Briand Pact, Culture, Avant-Garde, Bauhaus</p>	<p>Depression, Wall Street Crash, Radical, SA, Propaganda, Extreme, Rallies, Coalition, Proportional Representation, Chancellor, President, Article 48, Reichstag, Marinus Vander Lubbe, Hindenburg, Enabling Act, Gestapo, Concentration Camp, Trade Unions, One Party State, Dictatorship, Night of the Long Knives, Der Fuhrer, Schutzstaffel (SS), Police State</p>	<p>Rearmament, Conscription, National Labour Service (RAD), Self – Sufficiency, Autarky, Four Year Plan, German Labour Front (DAF), Beauty of Labour (SDA), Strength Through Joy (KDF), Volkswagen, Rationing, Total War, Refugees, Indoctrinate, Eugenics, Hitler Youth, League of German Maidens, Swing Youth, Edelweiss Pirates, 3 Ks (Kinder, Kirche, Kuche), Lebensborn, Euthanasia, Confessional Church, German Christians, Persecute, Aryan, Master Race, Death Camp, Ghetto, Nuremberg Laws, Kristallnacht, Final Solution, anti-Semitism, Einsatzgruppen, Police State, SS, Gestapo, Concentration Camps, Propaganda, Censorship, 1936 Berlin Olympics, Passive Resistance, White Rose Group, Assassinate, Kreisau Circle, July Bomb Plot, Claus von Stauffenberg</p>
<p>Assessment Objectives</p>	<p>AO1 - Knowledge and understanding of key features and characteristics of the period. AO2 – Explain and analyse historical events and periods using 2nd order concepts.</p>	<p>AO1 Knowledge and understanding of key features and characteristics of the period. AO4 – How and why interpretations differ and what makes interpretations convincing</p>	<p>AO4 – How and why interpretations differ and what makes interpretations convincing AO2 – Explain and analyse historical events and periods using 2nd order concepts.</p>

	Half Term 4	Half Term 5	Half Term 6
	<p>Topic: Conflict and Tension 1918-1939 recap</p> <p>PART 1 – Peacemaking (Treaty of Versailles and other settlements)</p> <p>PART 2 – League of Nations and international peace</p> <p>PART 3 – The origins and outbreak of WWI</p>	<p>Topic: Norman England 1066-c1100</p> <p>PART 1: The Normans; Conquest and Control</p> <p>1 – Causes of the Norman Conquest ☐ England before 1066 ☐ Who were the Normans? ☐ The rivals for the throne.</p> <p>2 – Military Aspects ☐ William prepares to invade. ☐ Harald Hardrada invades. ☐ The Battle of Hastings – Harold v William</p> <p>3 – Establishing and Maintaining Control ☐ William, King of England ☐ Rebellions against the Normans ☐ The Harrying of the North ☐ Why did Hereward the Wake rebel?</p>	<p>Topic: Norman England</p> <p>PART 2: Life under the Normans</p> <p>4 – Feudalism and Government ☐ How did William use land to help him control the country? ☐ What does the Domesday Book tell us about King William’s England? ☐ Who killed William II? ☐ Keeping law and order.</p> <p>5 – Economic and Social Changes ☐ What did a Norman village look like? ☐ A peasant’s year. ☐ How much did towns grow under the Normans? ☐ Did the Norman Conquest change everyday life?</p>
Assessments / Mini-assessments	<p>AP2 – Conflict and Tension 1918-1939 including source questions</p> <p>Marking task – What terms of the Treaty of Versailles angered the German people the most? Students look at military, economic and territorial losses and explain which clauses angered the German people the most.</p>	<p>AP3 – Germany 1933-1945 including interpretation questions</p> <p>Marking task – Contenders to the throne? Who should have been king in 1066 and why?</p>	<p>Marking task – Who killed William II? Students look at the evidence to say who killed William and how.</p> <p>Marking task – What changes did the Normans make to the legal system in England? Continuity and change.</p>

<p>Vocabulary</p>	<p>Paris Peace Conference, Treaty of Versailles, 'The Big Three', idealist, self-determination, League of Nations, 14 Points, Armistice, Reparations, Compensation, Rhineland, Allies, Empire, Communist, Disarmament, Diktat, Clause, Demilitarise, Anschluss, Conscriptio, Mandates, Isolationism, Ratify, Propaganda, Abdicate, Weimar Republic, Weimar Constitution, Democratic, Hyperinflation, Nazi, Naval Supremacy, Council, Locarno Treaty, Collective Security, Permanent Court of International Justice, Covenant, Moral Condemnation, Economic Sanctions, Assembly, Unanimous, Veto, Secretariat, Civil Service, International Labour Organisation, Slavery, Refugee, Plebiscite, Dictator, Depression, Humanitarian, Foreign Minister, Manchuria, Abyssinia, Fascist, Stresa Front, Haile Selassie, Benito Mussolini, Lord Lytton, Hoare-Laval Pact, Foreign Policy, Lebensraum, Volksdeutsche, Greater Germany, Rearmament, Luftwaffe, Appeasement, Pacifist, Capitalist, Dolfuss Affair, Remilitarisation, Pact, Fuhrer, Anti-Semitic, Hitler Youth, Nazi, Soviet, Nazi-Soviet Pact</p>	<p>Earl, Exiled, Inheritance, Housecarls, Allegiance, post obitum (after death), novissima verba (heir named on the death bed), Witan, Aethling, subregulus (deputy king), Bayeux Tapestry, Mobilise, Coronation, Papal Banner, Holy War, Fyrd, Mercenary, Thegn, Shield Wall, Infantry, Lance, Cavalry, Gonfanon, Feigned Retreat, Desertion, Fealty, Fortifications, Treasury, Negotiation, Siege, Regent, Harrying, Danelaw, Outlaw, Guerrilla, Fenlands</p>	<p>Aristocracy, Feudal System, Patronage, Villein, Administration, Baron, Social Hierarchy, Fief, Tenants-in-chief, Scutage, Garrison, Geld, Hides, Ploughs, Sheriff, Honorial Court, Jury, Primogeniture, Ecclesiastical, Murdrum Fine, Mutilation, Ordeal, Manor House, Fallow, Serf, Manor, Freeman, Demesne, Cruck, Reeve, Bailiff, Scythe, Sickle, Tithe, Burgess, Guild,</p>
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<p>Assessment Objectives</p>	<p>AO1 - Knowledge and understanding of key features and characteristics of the period. AO2 – Explain and analyse historical events and periods using 2nd order concepts. AO4 – How and why interpretations differ and what makes interpretations convincing</p>	<p>AO1 - Knowledge and understanding of key features and characteristics of the period. AO2 – Explain and analyse historical events and periods using 2nd order concepts.</p>	<p>AO1 - Knowledge and understanding of key features and characteristics of the period. AO4 – Interpretations – Focus on the extent with students agree with a particular statement.</p>
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Year 11	Half Term 1	Half Term 2	Half Term 3
	<p>Topic: Norman England PART 3: Norman Church and Monasticism 6 – The Church ☐ How religious were people in Norman times? ☐ How did the Normans influence religion in England? 7 - Monasticism ☐ The life of a monk Educating England</p>	<p>Topic: Power and the People PART 1: Challenging authority and Feudalism 1 – Constraints on kingship ☐ What did people want from the Medieval King John? ☐ What was Magna Carta? ☐ The impact of the Magna Carta. 2 – The origins of parliament ☐ Simon de Montfort and King Henry III ☐ The Provisions of Oxford and the Second Barons’ War ☐ The king and a new parliament 3 – Medieval revolt and royal authority ☐ Were rats to blame for the Peasants’ Revolt? PART 2: Challenging royal authority 4 - Popular uprisings against the crown ☐ How did Henry VIII change the Church? ☐ The Pilgrimage of Grace ☐ Impact of the rebellion 5 – Divine right and parliamentary authority ☐ The causes of the English Revolution ☐ The English Civil War and the role of the New Model Army ☐ Were the English right to kill their king? ☐ How should Oliver Cromwell be remembered? 6 – Royal authority and the right to representation ☐ What were the main causes and events of the American Revolution? ☐ What was the impact of the American Revolution?</p>	<p>Topic: Power and the People PART 3: Reform and Reformers 7 – The extension of the franchise ☐ Give us the vote • What was the impact of Chartism? 8- Protest and change ☐ The Anti-Corn Law League ☐ What was the impact of the anti-slavery movement? ☐ Factory and social reform 9– Workers’ movements ☐ The development of trade unionism ☐ The Tolpuddle Martyrs ☐ New Unionism: how successful were working class unions? PART 4: Equality and Rights 10 – Women’s rights and the campaign for the vote ☐ Where was a woman’s place? ☐ What was the impact of the campaign for women’s suffrage? 11 – Workers’ Rights ☐ The General Strike, 1926. ☐ Trade Union Reform after WWII 12 – Minority Rights ☐ Was the ‘mother country’ a good mum? ☐ Did the government make life worse for immigrants?</p>

<p>Assessments / Mini-assessments</p>	<p>AP1 – Norman England – GCSE style questions</p> <p>Marking task – What changes did the Normans make to the English church and why?</p>	<p>AP2 – Norman England and Conflict and Tension 1918-1939</p> <p>Marking task – How significant was Magna Carta? (Short term, medium term, long term.)</p>	<p>Marking task – What do the 2 plaques tell us about how views about the Peterloo Massacre have changed over time?</p> <p>Marking task – Why did some women get the vote in 1918?</p>
<p>Vocabulary</p>	<p>Pilgrim, Holy Land, Abbey, Monastery, DoomPainting, Reform, Clergy, Celibate, Corrupt, Romanesque, Diocese, Benedictine, Abbot, Archbishop, Bishop, Penance, Piety, Prior, Last Rites, Excommunicate, Monasticism, Novice, Abbess, Lay brother, Priory, Rhetoric, Vernacular</p>	<p>Crusade, Baron, Feudal System, Knight, Mass, Scutage, Occupy, Civil War, Freeman, Inherit, Merchant, Peasant, Villein, Siege, Regent, Parliament, Trebuchet, Aristocratic, Steward, Democracy, Pious, Chancellor, Burgess, Tenant, Republic, Autocrat, Model Parliament, Justice of the Peace, Hundred Years War, Poll Tax, Groat, Pardon, Reformation, Catholic, Pope, Act of Supremacy, Dissolution of the monasteries, Pilgrims, Pilgrimage, Rebellion, Divine Right, Tyranny, Puritan, Laudian, Pamphlet, Star Chamber, Presbyterian, The Short Parliament, The Long Parliament, Cavalry, Infantry, Propaganda, Regicide, Purge, Legislation, Rump Parliament, Lord Protector, Empire, Colony, Colonist, Native American, Congress, Penal colony, Plantation, Indentured servant, Autocratic</p>	<p>Ballot, Massacre, Tory, Whig, Petition, Great Reform Act, Chartist Movement, General Strike, Depression, Poor Law, Regulate, Constituencies, Trade Union, Temperance, Orator, Free Trade, Repeal, Tenant Farmer, Bill, Abolitionist, Coal seam, Laissez-faire, Philanthropists, Pacifist, Progressive, Quakers, Guild, Picket, Strike action, Luddites, Combination Act, Grand National Consolidated Trade Union, New Model Unions, Transportation, Militant, Suffrage, NUWSS, WSPU, Cat and Mouse Act, Nationalisation, Solidarity, Migration, Segregation, Voluntary Repatriation, Scarman Report</p>

Assessment Objectives	AO1 - Knowledge and understanding of key features and characteristics of the period. AO4 – Interpretations – Focus on the extent with students agree with a particular statement.	AO1 Knowledge and understanding of key features and characteristics of the period. AO2 – Explain and analyse historical events and periods using 2nd order concepts. (Explain the significance of... In what ways were things similar / different)	AO1 Knowledge and understanding of key features and characteristics of the period. AO2 – Explain and analyse historical events and periods using 2nd order concepts. (Explain the significance of... In what ways were things similar / different? Focus on the factors – war, religion, role of individual etc.)
	Half Term 4	Half Term 5	Half Term 6
	Topic: Norman Site Study and Revision	Topic: Revision Paper 1 and Paper 2	

	Site study – The site study changes every year		
Assessments / Mini-assessments	AP3 – Britain: Power and the People Marking task – monitoring of a piece of work on the site study which changes every year.	Marking task – specific GCSE-style questions to be marked.	
Vocabulary	This will vary depending on the site		
Assessment Objectives	AO1 - Knowledge and understanding of key features and characteristics of the period. AO2 – Explain and analyse historical events and periods using 2nd	AO1 to AO4 – Focus on specific questions	

	order concepts. Essay question linked to the specific site		
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