

## Year 11 History

The Year 11 History curriculum is focussed on completing the final unit for the AQA GCSE course on Germany 1890 -1945 and consolidating the students' previous learning ready for the final examination through deepening and securing their knowledge and practising exam technique.

The main unit that students will study is Germany 1890 to 1945 which builds on previous learning at Key Stage 3 and the unit studied in Year 9 of Conflict and Tension. The students begin by looking at the problems faced by the Kaiser in pre-war Germany and move onto looking at the effects that the First World War had on Germany in political, economic and social terms. The fragile establishment of the Weimar republic is considered and the threats from left and right as well as to whether it was ever likely to succeed are considered. The impact of the Depression on Germany and the rise of Hitler are studied as well as how Hitler was able to consolidate his position of power and turn Germany from a democracy to a dictatorship by 1935. Life in Hitler's Germany is looked at focussing on key groups such as women, children and Jews as well as the preparations for war, especially within the economy. The impact of the war on the people of Germany is finally considered and of course historical skills and exam questions for the Germany section are practised regularly throughout the course.

It is proposed that once a fortnight throughout Year 11, the students have a lesson based on their learning from the previous units they have studied.

This will depend on the likelihood of school closure due to Covid. They will review the content and knowledge needed, undertake metacognition activities and practise exam questions. This will help prepare them for the Year 11 PPE exam as well as the final examinations in the Summer term.

Methods of deepening and securing knowledge:	
Spaced practice	Spaced practice is used in the Germany topic by thinking about how it links to the unit covered in Year 9 Conflict and Tension especially with the impact of the Treaty of Versailles and Hitler's foreign policy.
Retrieval practice	Retrieval practice is evident through starter activities where students use prior learning to complete a low stakes quiz, identify individuals and the importance of their work or offer their opinion on a topic. An image or cartoon is often used to aid students' retrieval of information. Reflective plenaries often link to prior learning as well as to current learning therefore checking students' knowledge and understanding.
Elaboration	Students are regularly encouraged to elaborate on a written or picture source using their own knowledge to help them assess how useful the source is to an historian. They verbally and in written form expand on their ideas and justify their opinions and these are often shared with the whole class.
Interleaving	Interleaving will be used with students once a fortnight to do a variety of revision tasks on the topics covered in Years 9 and 10. Students will revise a topic in class, look at the knowledge needed and then do a practice exam question.
Concrete examples	Concrete examples are used with assessment work or longer pieces of written work as students can see how to structure their ideas and include precise examples and explanations to improve their marks.
Dual coding	Dual coding is a strategy that students use to aid revision with use of highlighting and symbols etc.

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Topic(s)	<p><b>Germany 1890 - 1945</b></p> <ul style="list-style-type: none"> <li>- Kaiser's Germany</li> <li>- Personality of Kaiser</li> <li>- How Germany was ruled in 1914</li> <li>- Problems in Germany Weimar Republic</li> <li>- Impact of First World War</li> <li>- Treaty of Versailles</li> <li>- Challenges of Weimar</li> <li>- Weimar constitution</li> <li>- Economic problems – hyperinflation</li> <li>- Nazi threat</li> <li>- Stresemann era (political and economic)</li> <li>- Foreign policy</li> <li>- Weimar culture</li> <li>- How Golden were the 1920s?</li> </ul>	<p><b>Revision work in preparation for PPE</b></p> <p><b>PPE – November</b></p> <ul style="list-style-type: none"> <li>- Germany 1929 – 1933</li> <li>- Impact of Wall Street crash and depression</li> <li>- Failures of Weimar Republic</li> <li>- Nazis growing strength</li> <li>- How Hitler got into power</li> <li>- Hitler's consolidation of power - from democracy to dictatorship</li> </ul>	<p><b>Germany 1933 – 45</b></p> <ul style="list-style-type: none"> <li>- Control of Germany</li> <li>- Terror</li> <li>- Propaganda/ culture</li> <li>- Youth</li> <li>- Nazi society</li> <li>- Women</li> <li>- Jews and Holocaust</li> <li>- Opposition and July bomb plot</li> <li>- Nazi economy</li> <li>- Impact of Second World War</li> <li>- Overview of Nazi Germany</li> <li>- Did people benefit from Nazi rule?</li> </ul>	<p><b>Revision Conflict and Tension</b></p> <ul style="list-style-type: none"> <li>- Treaty of Versailles</li> <li>- League of Nations and reasons for its failure</li> <li>- Hitler's foreign policy 1933-9</li> </ul> <p><b>Medicine</b></p> <ul style="list-style-type: none"> <li>- Key individuals</li> <li>- Cause and cure</li> <li>- Surgery</li> <li>- Public Health</li> <li>- Factors in Medicine and specifically 16-mark questions</li> </ul>	<p><b>Revision Elizabeth</b></p> <ul style="list-style-type: none"> <li>- Structure and power of her government</li> <li>- Catholics and Puritans</li> <li>- Threats to Elizabeth's reign</li> <li>- Golden Age?</li> <li>- Specialist site - Burghley's Almshouses</li> </ul> <p><b>Germany</b></p> <ul style="list-style-type: none"> <li>- Government under the Kaiser</li> <li>- Problems after 1WW</li> <li>- Stresemann era</li> <li>- How Hitler gets into power</li> <li>- Life in Hitler's Germany</li> </ul>	

Assessment			To be developed Interleaving activities to be built into Year 11 (a lesson once per fortnight on previous topics and exam questions set)			
CEIAG ( <i>Careers that are linked to that topic</i> )	<p>The skills learnt as part of the Year 11 course are highly valued and are transferable across a wide range of careers. Employers and universities greatly value GCSE History and the skills that students have to demonstrate such as source interpretation, being able to write a balanced argument and reaching substantiated conclusions.</p> <p>Specific careers that students have pursued in recent years after studying GCSE History include: law (solicitor and barrister), medicine, museum work, archaeology, work in the heritage sector, teaching, journalism.</p>					

Independent Learning:
<p>Independent learning is a vital aspect of the Year 11 curriculum, with students expected to complete regular tasks depending on the topic. These include:</p> <ul style="list-style-type: none"> <li>- Regular practice questions to complete</li> <li>- Completing revision tasks</li> <li>- Revising for the end of topic assessments and the Year 11 PPE in November. Students are also expected to revise thoroughly for the final exams in June.</li> </ul>