



SAINT JOHN WALL CATHOLIC SCHOOL

A Catholic School For All



Departmental Schemes of Work

Curriculum Intent: “To educate each and every unique child in our care to hear and respond to what God calls them to be”.

GCSE History: Year 11



Year 11 History Scheme of Work Overview

Sequencing of topics	<p>Autumn term 1: Weimar and Nazi Germany</p> <p>Autumn term 2: Weimar and Nazi Germany</p> <p>Spring term 1: Weimar and Nazi Germany</p>	<p>Spring term 2: Revision based on areas of weakness and DDTA action points</p> <p>Summer term 1: Year 11 collapsed timetable- revision</p> <p>Summer term 2: N/A</p>
Calendared assessments	<p>Mock 1: Autumn Term 2 (Paper 2)</p> <p>Mock 2: Spring Term 2 (Paper 1 and Paper 2) **Paper 3 will be assessed in class**</p>	
Personal Development <i>(Cross curricular, SJW Values, SMSCV, cultural capital)</i>	<p>British Values-</p> <p>Democracy and Rule of Law: (What were the strengths and weaknesses of the Weimar Constitution? How was Hitler able to turn a democracy into a dictatorship?) This also links to moral development.</p> <p>Individual Liberty, Mutual Respect and Tolerance: (How did the treatment of Jewish people change 1933-1939, the Nuremberg Laws). This also links to moral development.</p> <p>SJW Values-</p> <p>Faith-filled and hopeful: we need to live in such a way that will stop atrocities such as the Holocaust from happening again.</p> <p>Compassionate and loving: we need to be compassionate towards those in the past whose lives were affected by actions of those in the past such as those affected by the Holocaust.</p>	
Progression model	<p style="text-align: center;">What knowledge will pupils develop? <i>(Including key terminology)</i> (For more detail please see GCSE Edexcel History specification)</p>	<p style="text-align: center;">What skills will pupils develop? <i>(Including literacy & Numeracy)</i></p>
	<p>The Weimar Republic 1918-29: why it was set up, strengths and weaknesses, challenges and problems faced, reasons for the recovery of the republic, changes in society 1924-29. <u>Key terminology includes:</u> Kaiser, armistice, “Stab in the Back”, November Criminals, putsch, hyperinflation, golden age, reparations.</p> <p>Hitler’s rise to power 1919-33: Hitler’s early career, setting up of the Nazi Party, early growth and features, reasons for, events and consequences of the Munich Putsch, reasons for limited support for the Nazi Party 1924-29, reasons for growth in support 1929-1933, reasons why Hitler became the chancellor in 1933. <u>Key terminology includes:</u> SA, Twenty-Five Point Programme, Mein Kampf, Bamberg Conference, propaganda.</p> <p>Nazi control and dictatorship 1933-39: Democracy to dictatorship, the police state, controlling and influencing attitudes, opposition, resistance and conformity. <u>Key terminology includes:</u> Gestapo, SD, SS, Concordat, Reich Church, Night of the Long Knives, Enabling Act, Edelweiss Pirates.</p> <p>Life in Nazi Germany 1933-39: Nazi policies towards the family and women, towards the young, employment and living standards, the persecution of minorities. <u>Key terminology includes:</u> rearmament, invisible unemployment, Nuremberg Laws and Kristallnacht.</p>	<ol style="list-style-type: none"> 1. Making inferences from sources. 2. Describing the past and explaining why. 3. Explaining the usefulness of different types of sources. 4. Explaining how interpretations are different in what they say about the past. 5. Explaining why interpretations give different views about the past. 6. Justifying an opinion about how far you agree with an interpretation about the past (use of evidence from sources and interpretations, understanding biasness and detailed knowledge about the past.
Development homework	<p>An example: Google “World War Two places to visit in Berlin”. List and describe the different places that you can travel to and visit in Berlin that are associated with Nazi Germany.</p>	