

Year 11 Curriculum Overview Plan: History

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Key Theme: Weimar and Nazi Germany, 1918–39</p> <p>Nazi control and dictatorship, 1933–39</p> <p>Life in Nazi Germany, 1933–39</p> <p>Key Concepts, Knowledge & Skills to be Embedded:</p> <p>The Reichstag Fire. The Enabling Act and the banning of other parties and trade unions. The threat from Röhm and the SA, the Night of the Long Knives and the death of von Hindenburg. Hitler becomes Führer, the army and oath of allegiance. The role of the Gestapo, the</p>	<p>Key Theme: The American West, c1835–c1895</p> <p>The early settlement of the West, c1835–c1862</p> <p>Key Concepts, Knowledge & Skills to be Embedded:</p> <p>Indigenous peoples of the Plains. Social and tribal structures, ways of life and means of survival on the Plains. Migration and early settlement. Oregon Trail from 1836. Manifest Destiny. California Gold Rush of 1849. Early migration to c1850, Donner</p>	<p>Key Theme:</p> <p>Changes in the ways of life of Indigenous peoples of the Plains</p> <p>The impact of railroads, the cattle industry and gold prospecting.</p> <p>The impact of US government policy towards Indigenous people. Reservations. The second Fort Laramie Treaty (1868).</p> <p>Conflict on the Plains: Little Crow’s War (1862) and the Sand Creek Massacre (1864), Red Cloud’s War (1866–68).</p> <p>Later developments in the West, c1876–c1895</p> <p>Changes in</p>	<p>Key Theme:</p> <p>Revision and Second Mock Exam</p> <p>Key Concepts, Knowledge & Skills to be Embedded:</p> <p>Revisiting of all past units. Looking at key skills for each individual paper again.</p> <p>Links to Prior Learning:</p> <p>Everything across GCSE</p> <p>Key Assessment Pieces:</p> <p>Second Mock Exams – All four papers. Paper 1: Medicine in Britain</p>	<p>Key Theme:</p> <p>Revision and Exams</p> <p>Key Concepts, Knowledge & Skills to be Embedded:</p> <p>Revisiting of all past units.</p> <p>Links to Prior Learning:</p> <p>Everything across GCSE</p> <p>Key Assessment Pieces:</p> <p>Final GCSE Exams</p> <p>Tier 3 Vocabulary Vault:</p> <p>All previously learnt vocabulary.</p>	

<p>SS, the SD and concentration camps. Nazi control of the legal system, judges and law courts. Nazi policies towards the Catholic and Protestant Churches, including the Reich Church and the Concordat. Goebbels and the Ministry of Propaganda: censorship, Nazi use of media, rallies and sport, including the Berlin Olympics (1936). Nazi control of culture and the arts, including art, architecture, literature and film. The extent of support for the Nazi regime. Opposition from the Churches, including the role of Pastor Niemöller. Opposition from the young, including the Swing Youth and the Edelweiss Pirates.</p> <p>Nazi views on women and the family. Nazi policies towards women,</p>	<p>Party. Mormon migration, 1846–47. Conflict and tension. Reasons for tension with Indigenous peoples of the Plains, including US government policy and the 'Permanent Indian Frontier'. Fort Laramie Treaty (1851). The Indian Appropriations Act (1851). Lawlessness in early towns and settlements, including attempts to tackle lawlessness.</p> <p>Development of the Plains, c1862–c1876</p> <p>The development of settlement in the West</p> <p>Key Concepts, Knowledge & Skills to be Embedded:</p>	<p>farming, the cattle industry and settlement</p> <p>Key Concepts, Knowledge & Skills to be Embedded: Changes in farming: new technology and farming methods. Changes in the cattle industry, including the impact of the winter of 1886–87. End of the open range. Continued settlement: the Exoduster movement and Kansas (1879), the Oklahoma Land Rush of 1893. The closure of the 'Indian Frontier'.</p> <p>Conflict and Tension: Dealing with law and order, including sheriffs and marshals, including the significance of</p>	<p>Paper 2: Early Elizabethan England and Superpower Relations Paper3: Weimar and Nazi Germany</p> <p>Tier 3 Vocabulary Vault: All previously learnt vocabulary.</p> <p>Reading Exposure: Variety of sources and interpretations, PowerPoint information, worksheet handouts.</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory: Recall entry tasks, repeated styles of questioning to build confidence, recall of concepts from earlier years and units, revision homework</p>	<p>Reading Exposure: Exam Papers. Revision materials.</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory: Various revision techniques and skills. Students will produce their own personalised revision plan based on the methods of revision used over the preceding 5 years.</p>	
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<p>including marriage and family, employment and appearance. Nazi aims and policies towards the young. The Hitler Youth and the League of German Maidens. Nazi control of the young through education, including the curriculum and teachers. autobahns, rearmament and invisible unemployment. Changes in the standard of living, especially of German workers. The Labour Front, Strength Through Joy, Beauty of Labour. Nazi racial beliefs and policies and the treatment of minorities: Slavs, 'gypsies', homosexuals and those with disabilities. The persecution of the Jews, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws and Kristallnacht.</p>	<p>Pacific Railroad Act (1862) Transcontinental Railroad (1869). Homestead Act (1862). Problems for homesteaders: the use of new methods and technology. Timber Culture Act (1873). Law and order in settlements. Role of law officers and federal government. Ranching and the cattle industry. Growth of Cattle Industry including the roles of Iliff, McCoy and Goodnight and Abilene. Cowboys and Ranching, Relations between ranchers and homesteaders.</p> <p>Links to Prior Learning:</p>	<p>Billy the Kid, Wyatt Earp, the OK Corral (1881). The range wars, Johnson County War of 1892. Conflict on the Plains: Battle of the Little Big Horn (1876) Wounded Knee Massacre (1890).</p> <p>Indigenous peoples of the Plains: the destruction of their ways of life:</p> <p>The hunting and extermination of the buffalo. Life on the reservations. Changing government attitudes to Indigenous peoples, including the Dawes Act (1887).</p>	<p>for knowledge especially surrounding assessed pieces.</p>		
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<p>Links to Prior Learning: Year 9 study of fear in Nazi Germany and control leading to persecution. Challenging leadership such as Charles I and William I.</p> <p>Key Assessment Pieces: Exam Questions 1-3d</p> <p>Tier 3 Vocabulary Vault: Propaganda, Censorship, Allegiance German words: Gestapo, SS, SD, Eugenics, genetics, Aryan, Persecution, Holocaust, Genocide German words: Kristallnacht,</p>	<p>Year 7 study on Holy Crusades. Y8 Empire, conquest and colonialism. Y10 Early Elizabethan England: exploration and colonisation.</p> <p>Key Assessment Pieces: Exam questions 1-3</p> <p>First Mock Exams – All four papers. Paper 1: Medicine in Britain Paper 2: Early Elizabethan England and American West Paper3: Weimar and Nazi Germany.</p> <p>Tier 3 Vocabulary Vault: Indigenous, Plains Indians, Manifest Destiny, Homesteaders, Migration, Mormons.</p> <p>Reading Exposure:</p>	<p>Links to Prior Learning: Year 7 study on Holy Crusades. Y8 Empire, conquest and colonialism. Y10 Early Elizabethan England: exploration and colonisation.</p> <p>Key Assessment Pieces: Exam Questions 1-3d</p> <p>Tier 3 Vocabulary Vault: Sheriffs, Marshals, Indian Frontier, reservations, Indigenous, massacre, open range.</p> <p>Reading Exposure: Variety of sources and interpretations, PowerPoint information, worksheet handouts.</p>			
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<p>Lebensborn, KdF, RAD, SdA</p> <p>Reading Exposure: Variety of sources and interpretations, PowerPoint information, worksheet handouts.</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory: Recall entry tasks, repeated styles of questioning to build confidence, recall of concepts from earlier years and units, revision homework for knowledge especially surrounding assessed pieces.</p>	<p>Variety of sources and interpretations, PowerPoint information, worksheet handouts.</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory: Recall entry tasks, repeated styles of questioning to build confidence, recall of concepts from earlier years and units, revision homework for knowledge especially surrounding assessed pieces.</p>	<p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory: Recall entry tasks, repeated styles of questioning to build confidence, recall of concepts from earlier years and units, revision homework for knowledge especially surrounding assessed pieces.</p>			
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