

Curriculum Plan

Department/subject: History

Our Vision: **We take opportunities and aspire to excellence**

Our Intent:

- All students will experience a curriculum richness, breadth and depth
- The curriculum equips every student with the knowledge and skills for the future in our local area and beyond
- The curriculum builds on prior knowledge and creates a ‘web of knowledge’
- Gaps in knowledge and skills are identified and addressed quickly

| Year | Autumn 1 | Autumn 2 | Signpost/notes |
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| Knowledge to be taught | <p>Germany (Paper 1A) – Topic 1: 1890-1929</p> <ul style="list-style-type: none"> • Kaiser’s Germany • Changes 1890-1914 • Strength of Autocracy • Impact of World War One • Weimar Republic • Nazis in 1923 • Stresemann’s rebuilding <p>Germany (Paper 1A) – Topic 2: 1929-1933 – how & why Hitler rose to power</p> <ul style="list-style-type: none"> • Depression • Nazis in elections • Hitler’s rise to power • Consolidation • Debate – why Hitler came to power | <p>Germany (Paper 1A) – Topic 3: 1933-45</p> <ul style="list-style-type: none"> • Terror • Propaganda & censorship • Resistance • Changes to the economy • Benefits from the economy • Young People • Women • Minorities • Church | <p>Strategies to embed concepts in long term memory</p> <ul style="list-style-type: none"> - Recaps start/end lesson - Verbal questioning and feedback sessions - Revision homework - Timeline/fact/definition tests - Revision homework – based around 3 part revision method: <ol style="list-style-type: none"> 1. Make revision notes 2. Learn revision notes 3. Apply revision notes <p>Careers</p> <ul style="list-style-type: none"> - Data analysis - Research - Debate (politics/law) - Writing (publishing/journalism) <p>SMSC</p> <ul style="list-style-type: none"> - How did political systems differ across time in Germany? |
| Key Words | Kaiser, Chancellor, Reichstag, Autocracy, Empire, Parliament, Democracy, Constitution, Depression, electorate, consolidate, left-wing, right-wing, Proportional Representation, abdicate | Terror, propaganda, censorship, passive resistance, active resistance, anti-Semitism, deserters, ghetto | |
| Links to prior knowledge | <ul style="list-style-type: none"> • This unit draws on work that students completed in Key Stage 3, particularly concepts such as Parliament and control, communism, capitalism, and different classes of society covered in Years 8 & 9. | <ul style="list-style-type: none"> • The second part of this unit builds on the first – students have learnt about the foundations of Nazi Germany, and they now study Hitler’s time in power. | |

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| | | <ul style="list-style-type: none"> It also draws on work in Y9 on World War Two and an understanding of propaganda developed throughout Key Stage 3. | <ul style="list-style-type: none"> How do different political systems work, and what do they rely on to succeed? What was the impact of elections and the voters on changes of power in Germany? |
| Assessment | <p>Informal assessments: students are introduced to exam questions several times before they complete them formally, having a chance to practise the skills and use peer/self-assessment to review their work. Students are also given fact/definition/timeline quizzes.</p> <p>Formal assessments: x2 in this half term, assessing students on 4 of the exam questions that come up in this paper: interpretations 1-3 and describe.</p> | <p>Informal assessments: students are introduced to exam questions several times before they complete them formally, having a chance to practise the skills and use peer/self-assessment to review their work. Students are also given fact/definition/timeline quizzes.</p> <p>Formal assessments: x2 in this half term, assessing students on all 6 of the exam questions that come up in this paper: interpretations 1-3, describe, explain a change and judgement. The final assessment is a full mock of the whole of Paper 1A (Germany).</p> | <p>Mental/physical development</p> <ul style="list-style-type: none"> Comparing interpretations & understanding key concepts of causation (i.e. how did someone come to power) & success (how strong was a particular ruler) |
| How gaps will be addressed | <ul style="list-style-type: none"> Differentiated reading/work and support sheets are available for each lesson Hands down questioning used to assess students' understanding and address misconceptions Verbal feedback and support given by teachers throughout lessons Paired work allows students to work together to develop their understanding Medal and mission used to highlight and address misconceptions Teach checks students' work throughout lesson and addresses misconceptions if needed Conceptual lessons allow for recapping and consolidating knowledge Revision homework & lessons take place before each assessment Assessment feedback (both whole class & personal) allows for teachers to identify particular mistakes with exam questions | | <p>Literacy Students develop the ability to write: Comparisons about interpretations – what they say & why they were written Judgement essays – longer written answers which come to an evaluated judgement</p> |
| Cultural capital lessons | <ul style="list-style-type: none"> What are different systems of voting & representation? What does the political spectrum – left and right-wing – look like? How does Parliament and election campaigns work? How can a ruler/government be seen as powerful? What was the culture of the Weimar Republic? | <ul style="list-style-type: none"> What is propaganda/censorship? How are they used to prop up a government? What is the Church like in Germany? How was persecution used in Nazi Germany? What were the key events of World War Two for Germany? | <p>Numeracy Timelines & how proportional representation works</p> |