

KS4 Curriculum Map Year 9: Germany: Democracy and Dictatorship 1890-1945

<p>Topic</p>	<p>Substantive Knowledge</p> <p>This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p>	<p>Disciplinary Knowledge (Skills)</p> <p>This is the action taken within a particular topic in order to gain substantive knowledge.</p>	<p>Assessment Opportunities</p> <p>What assessments will be used to measure student progress?</p>
<p>Unit 1: GROWTH OF DEMOCRACY</p>	<ul style="list-style-type: none"> • German Unification • Biography of Kaiser Wilhelm II • Germany under the Kaiser’s rule 1890-1914 • The Naval Laws • Causes of WWI • Impact of WWI on Germany • Treaty of Versailles and its impact • Weimar democracy • Uprisings and Putschs • The Ruhr Crisis • Birth of the Nazi Party • Munich Putsch • Weimar recovery and Golden Years • The Great Depression and its impact 	<ul style="list-style-type: none"> • Cause and Consequence • Change and continuity • Historical significance • Historical interpretations • Exam skills 	<p>4 mark question AO1</p> <p>8 mark question AO1 and 2</p> <p>12 mark question AO1 and 2</p> <p>Knowledge Tests</p>
<p>1a) Germany under the Kaiser</p>			
<p>1b) Impact of WWI</p>			
<p>1c) Weimar Germany</p>			
<p>UNIT 2: FAILURE OF WEIMAR AND RISE OF HITLER</p>	<ul style="list-style-type: none"> • Growth of support for the Nazis and Hitler’s political ambitions • Weimar elections • Reichstag Fire • Enabling Act • Collapse of the Weimar Republic • Night of the Long Knives 	<ul style="list-style-type: none"> • Historical Interpretation • Historical Significance • Cause and Consequence • Exam Skills 	<p>12 mark question AO1 and 2</p> <p>Knowledge Tests</p>
<p>2a) Impact of the Depression</p>			
<p>2b) Failure of Weimar</p>			

2c) Establishment of Dictatorship	<ul style="list-style-type: none"> • Structure of Hitler's Dictatorship 		
UNIT 3: NAZI GERMANY	<ul style="list-style-type: none"> • Women • Youth and Education • Churches • Propaganda • Hitler's economic policies • State Terror • Opposition to the Nazi regime • Jewish Persecution • Persecution of Minorities • Germany at war • Social impact of WWII 	<ul style="list-style-type: none"> • Historical Significance • Historical Interpretation • Cause and Consequence • Change and Continuity • Exam Skills 	<p>Interpretations questions (4, 4, 8 marks) AO1, 2 and 4</p> <p>Knowledge Tests</p> <p>Full Mock Exam- past paper</p>
3a) Social Policy			
3b) Control			
3c) Racial Policy			
3d) Impact of WWII			

KS4 Curriculum Map Year 9: Conflict and Tension: Interwar Years 1918-1939

Topic	Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	Disciplinary Knowledge (Skills) This is the action taken within a particular topic in order to gain substantive knowledge.	Assessment Opportunities What assessments will be used to measure student progress?
UNIT 1: PEACEMAKING	<ul style="list-style-type: none"> • Aftermath of WWI • Paris Peace Conference • The Big Three • The Treaty of Versailles • Other Treaties • International Reactions 	<ul style="list-style-type: none"> • Change and Continuity • Historical Significance • Historical Interpretation • Exam Skills 	12 mark source question AO3 Knowledge Test
UNIT 2: THE LEAGUE OF NATIONS	<ul style="list-style-type: none"> • Creation, aims and structure of the League • Special Commissions • Border Disputes in the 1920s • International Relations • Impact of the Great Depression • Manchuria Crisis • Abyssinian Crisis • Failure of the League of Nations 	<ul style="list-style-type: none"> • Change and Continuity • Historical Interpretations • Historical Significance • Cause and Consequence • Exam Skills 	16 mark essay (+4 SPaG) AO1 and 2 Knowledge Test
UNIT 3: ORIGINS OF WWII	<ul style="list-style-type: none"> • Hitler's Foreign Policy Aims • Rearmament • The Anglo-German Naval Agreement • Remilitarisation of the Rhineland • Anschluss • Policy of Appeasement • Sudeten Crisis • Munich Agreement 	<ul style="list-style-type: none"> • Cause and Consequence • Historical Significance • Historical Interpretation • Exam Skills 	4 and 8 mark questions AO1 and 2 Knowledge Tests Full Mock- past paper questions

	<ul style="list-style-type: none">• Invasion of Czechoslovakia• Nazi Soviet Pact• Invasion of Poland• Outbreak of WWII		
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KS4 Curriculum Map Year 10: Migration, Empires and People 750AD to the present day

Topic	Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	Disciplinary Knowledge (Skills) This is the action taken within a particular topic in order to gain substantive knowledge.	Assessment Opportunities What assessments will be used to measure student progress?
Unit 1: Conquered and Conquerors	This unit of the course comprises the following topics, covered in chronological order: <ul style="list-style-type: none"> • What was life like in Britain before 790AD? • Why was Alfred the Great significant in the development of the English identity? • Who was King Cnut? Did he have a positive impact on Britain? • What impact did the Norman Conquest have on England? • Who was Henry II? What was the Angevin Empire? • Why did the Angevin Empire collapse under King John? • How successful were the English against the French in the Hundred Years War? • What was the impact of the Hundred Years War on England and France? 	Pupils will develop the following disciplinary knowledge through this unit: <ul style="list-style-type: none"> • Critical analysis of sources • Cause and consequence • Change and continuity • Significance • Analysis and creation of interpretations 	X3 8 mark significance question AO1 and 2 Knowledge test
Unit 2: Looking West	Pupils will study the following topics in chronological order: <ul style="list-style-type: none"> • Why did the Tudors and Stuarts look West? • Why did the British go to America? • Why did the British fall out with the American colonies? • What did losing the American colonies cost Britain? • Why did the Huguenots flee to Britain? • Why did the Highland Clearances occur? 	Pupils will develop the following disciplinary knowledge through this unit: <ul style="list-style-type: none"> • Critical analysis of sources • Cause and consequence • Change and continuity • Significance 	8 mark source question AO3 8 mark comparison question AO1 and 2 Knowledge test

	<ul style="list-style-type: none"> • What was the impact of the Highland Clearances on the growth of the British Empire? 		
Unit 3: Expansion and Empire	<p>Pupils will study the following topics in chronological order:</p> <ul style="list-style-type: none"> • How and why did Britain gain control of India? • Why are the events of 1857 called either a mutiny, rebellion or war of independence? • What was the impact of the growth of the British Empire on Britain? • Why did Britain join the scramble for Africa? • Why is Cecil Rhodes a controversial figure? • Why did Britain get involved in Egypt? • What was the significance of the Boer Wars? • Why did the Irish migrate to Britain? • What caused Jewish migration to Britain? • Why were people on the move in the C19th? 	<p>Pupils will develop the following disciplinary knowledge through this unit:</p> <ul style="list-style-type: none"> • Critical analysis of sources • Cause and consequence • Change and continuity • Significance 	<p>8 mark source question AO3 8 mark comparison question AO1 and 2 Knowledge test</p>
Unit 4: Britain in the Twentieth Century	<p>Pupils will study the following topics in chronological order:</p> <ul style="list-style-type: none"> • How did Britain lose her Empire? • Why did people migrate to Britain post WW2? • Why did Caribbean migrants come to Britain? • What was the significance of the Falklands War 1982? • How has Britain's relationship with Europe changed? 	<p>Pupils will develop the following disciplinary knowledge through this unit:</p> <ul style="list-style-type: none"> • Critical analysis of sources • Cause and consequence • Change and continuity • Significance • Essay writing • Compare and contrast sources/interpretations 	<p>16 mark essay (+4 SPaG) AO1 and 2 Knowledge test Full past paper</p>

KS4 Curriculum Map Year 11 Medieval England - the reign of Edward I, 1272–1307

Topic	Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	Disciplinary Knowledge (Skills) This is the action taken within a particular topic in order to gain substantive knowledge.	Assessment Opportunities What assessments will be used to measure student progress?
Government, the rights of King and people	<ul style="list-style-type: none"> Henry III's legacy: the relationship between Edward and his father, Henry III; the problems faced on Edward I's accession; relations with the nobility; Edward I's character as a king. Development of government, rights and justice: the Hundred Rolls; Robert Burnell; Statutes of Westminster; Statutes of Mortmain; 'Quo Warranto' Inquiries; parliaments; 'The Model Parliament' (1295). 	<p>Explain and analyse historical events and periods studied using second order concepts significance / consequence, narrative analysis etc</p> <p>Complex evaluation of interpretations with sustained judgement based on contextual knowledge/understanding</p>	8 mark Account question AO1 and 2 Knowledge tests
Life in Medieval England	<ul style="list-style-type: none"> Trade, towns and villages: agriculture and the wool trade; royal finance and taxation; wool tax; Statute of Merchants; Italian bankers; re-coinage; expulsion of the Jews in 1290. Education and learning: the medieval Church, universities, Roger Bacon, Duns Scotus. The development of the legal system: laws; courts; trials; crimes; criminals and 	<p>Explain and analyse historical events and periods studied using second order concepts significance / consequence, narrative analysis etc</p> <p>Complex evaluation of interpretations with sustained judgement based on contextual knowledge/understanding</p>	8 mark explain questions AO1 and 2 Knowledge tests

	<p>punishments; Statutes of Gloucester 1278 and Winchester 1285.</p>		
<p>Edward I's military campaigns in Wales and Scotland</p>	<ul style="list-style-type: none"> • Medieval warfare, tactics and technology: siege warfare, battlefield use of cavalry, infantry, weapons and armour. • The invasion and colonisation of Wales: Edward's Welsh Wars in 1277 and 1282–1283; Statute of Rhuddlan; castle building; costs and consequences. • The relations with Scotland: 'the Great Cause'; issue of Scottish succession, Balliol and Bruce; Scottish campaigns; William Wallace and the First War of Scottish Independence from 1297 to the death of Edward I; the reputation of Edward I as 'Hammer of the Scots'. 	<p>Explain and analyse historical events and periods studied using second order concepts significance / consequence, narrative analysis etc</p> <p>Complex evaluation of interpretations with sustained judgement based on contextual knowledge/understanding</p>	<p>8 mark interpretations questions AO4</p>
<p>The historic environment of Medieval England</p>	<p>This site will be as specified by the exam board and will be changed annually. The site will relate to the content of the rest of this depth study. It is intended that study of different historic environments will enrich students' understanding of Medieval England during the reign of Edward I.</p> <p>The study of the historic environment will focus on a particular site in its historical context and should examine the relationship between a</p>	<p>Second order concepts of change, continuity, causation and/or consequence, and to explore them in the context of the specified site and wider events and developments of the period studied.</p> <p>Using the site to illuminate how people lived at the time, how they were governed and their beliefs and values, the ways in which key features and other aspects of the site are representative of the period studied and how</p>	<p>16 mark historic environment essays AO1 and 2 Full Mock Paper- past paper questions Knowledge test</p>

	<p>specific place and associated historic events and developments.</p> <p>The following aspects of the site will be considered:</p> <ul style="list-style-type: none">• location• function• the structure• people connected with the site eg the designer, originator and occupants• design• how the design reflects the culture, values, fashions of the people at the time• how important events/developments from the depth study are connected to the site.	<p>aspects of the site have changed from earlier periods.</p>	
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