








Curriculum Overview for History - Year 10 (Spring Term)



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| <p>Half Term 3: Crime and Punishment - Whitechapel case study/Paper 3 - Weimar and Nazi Germany</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> ● Knowledge of living conditions in Whitechapel during the 1880's, including housing and patterns of migration ● Knowledge of policing and law enforcement in Whitechapel and the effectiveness of this ● Knowledge of the Jack the Ripper murders and police responses to this ● Knowledge of how this compare in both the regional and national contexts ● Knowledge of the impact of the First World War on the German people ● Knowledge of the Weimar constitution and the introduction of the Weimar Republic ● Knowledge of culture within the Weimar Republic ● Knowledge of the challenges to the early Weimar Republic, including: The Spartacist Revolt, The Kapp Putsch, the Munich Putsch and hyperinflation ● Knowledge of the 'Nazi Lean Years' and the impact of the Bamberg Conference ● Knowledge of the 'Golden Years' of the Weimar Republic and the work of Gustav Stresemann ● Knowledge of the impact of the Wall Street Crash on Germany |  | <ul style="list-style-type: none"> - Teachers lead by example. Teachers read from the board but will also encourage pupils to read aloud to the class. - Syllabification of key words. - Pupils will analyse a variety of text sources, gaining inference from these. - Pupils will develop core skills in: description, explanation, analysis, evaluation and judgement making through historical context. - Pupils will be expected to practice exam skills and questions in preparation for GCSEs. |
| <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> - All lessons will pull upon one of the core skills of the subject: chronology, causation, change and continuity, source/interpretation analysis and judgement making. - These lessons will be formulated mainly around the concept of 'change and continuity'; and so pupils will examine a mixture of literary and archaeological evidence, as well as key events and people, |  | <p>Whitechapel, migration, living conditions, H Division, Jack the Ripper.</p> <p>The Social Democrats (SPD), The German Workers Party (DAP), The National Socialist German Workers Party (NSDAP), SA (Sturmabteilung) , The November Criminals, The Weimar Republic, Article 48, Proportional Representation, The Spartacist Revolt, The Kapp Putsch, The Munich Putsch, French Invasion of the Ruhr, Hyperinflation, Twenty-Five Point Programme, The Bamberg Conference, Gustav Stresemann, Rentenmark, Locarno Pact, Kellogg-Briand Pact, The Wall Street Crash, The Great Depression.</p> |



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| <p>to provide evidence on judgements about this.</p> <ul style="list-style-type: none"> - This will also include the building of literacy and oracy skills to help pupils build greater confidence in developing answers both verbally and in writing. - Pupils will gain the knowledge and skills associated with the Edexcel GCSE History course |  | <p>Assessment at the end of the unit will be made up of a mock paper of Papers 1 and 3; to be built upon as the course progresses. This will include large written questions in which pupils are expected to: explain, analyse, evaluate and make judgements upon historical statements/sources and interpretations.</p> |
| <p>Half Term 4: Paper 3 - Weimar and Nazi Germany</p> |  | <p>Homework will be issued weekly for 30-40 minutes and will reinforce learning from the substantive knowledge; whilst also practising key GCSE style questions to assist pupils in preparing for their GCSEs.</p> |
| <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> ● Knowledge of Hitler’s rise to power, in both the Chancellorship and the Dictatorship ● Knowledge of Hitler’s means of persuasion (propaganda) and coercion (SS/SD/Gestapo) to control Germany ● Knowledge of Hitler’s social policies, particularly towards: the youth, Christians, and women ● Knowledge of Hitler’s policies towards minority groups, such as: Jews, Slavs, Roma, black people, disabled people and homosexuals ● Knowledge of Hitler’s economic policies, including: the RAD, the KDF and the ‘Beauty through labour’ programme ● Knowledge of resistance to the Nazis, including the actions of: the Swing Youth, the Edelweiss Pirates and The White Rose Group ● Knowledge of the impact of the Second World War on the German people, and the process of denazification <p>Disciplinary Knowledge:</p> |  | <ul style="list-style-type: none"> - Teachers lead by example. Teachers read from the board but will also encourage pupils to read aloud to the class. - Syllabification of key words. - Pupils will analyse a variety of text sources, gaining inference from these. - Pupils will develop core skills in: description, explanation, analysis, evaluation and judgement making through historical context. - Pupils will be expected to practice exam skills and questions in preparation for GCSEs. <p>Reichstag Fire, The Enabling Act, Hindenburg, Ernst Rohm, Night of the Long Knives, Fuhrer, Joseph Goebbels, SS/SD/Gestapo, Hitler Youth, Band of German Maidens, Kinder, Kirche, Kuche, The Concordat, The Reich Church,</p> |

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| <ul style="list-style-type: none"> - All lessons will pull upon one of the core skills of the subject: chronology, causation, change and continuity, source/interpretation analysis and judgement making. - These lessons will be formulated mainly around the concept of 'change and continuity'; and so pupils will examine a mixture of literary and archaeological evidence, as well as key events and people, to provide evidence on judgements about this. - This will also include the building of literacy and oracy skills to help pupils build greater confidence in developing answers both verbally and in writing. - Pupils will gain the knowledge and skills associated with the Edexcel GCSE History course | | <p>Martin Niemoller, The Confessing Church, The Pastors Emergency League, The Nuremberg Laws, Kristallnacht, The Final Solution, The KDF, The RAD, 'Beauty through labour' programme, The Swing Youth, The Edelweiss Pirates, Martin/Sophie Scholl, The White Rose Group, Denazification.</p> |
| |  | <p>Assessment at the end of the unit will be made up of a mock paper of Papers 1 and 3; to be built upon as the course progresses. This will include large written questions in which pupils are expected to: explain, analyse, evaluate and make judgements upon historical statements/sources and interpretations.</p> |
| |  | <p>Homework will be issued weekly for 30-40 minutes and will reinforce learning from the substantive knowledge; whilst also practising key GCSE style questions to assist pupils in preparing for their GCSEs.</p> |