



Year 12 Curriculum intent – 2022-23

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Key Concepts	<u>Monarchs and Parliaments, 1603–1629</u> <u>The Establishment and early years of Weimar, 1918–1924</u>	<u>Monarchs and Parliaments, 1603–1629</u> <u>The 'Golden Age' of the Weimar Republic, 1924–1928</u>	<u>Revolution, 1629–1649</u> <u>The Collapse of Democracy, 1928–1933</u>	<u>Revolution, 1629–1649</u> <u>The Collapse of Democracy, 1928–1933</u>	<u>Revision</u>	<u>Teaching of NEA content</u>
Knowledge & Understanding	<u>Monarchs and Parliaments, 1603–1629</u> <ul style="list-style-type: none"> The Political Nation and the social basis of power: the importance of land ownership; rival forms of wealth including merchants James I: character and views on monarchy; court and favourites; Charles I: character and views on monarchy; court and favourites The financial weakness of the Crown and attempts to reform and strengthen royal finance Religion and religious divisions: challenges to the Church of England 		<u>Revolution, 1629–1649</u> <ul style="list-style-type: none"> Divisions over religion: Arminianism and Laudianism; Puritanism and the emergence of Millenarianism Political divisions: the Personal Rule and the extent of opposition to it in England, Scotland and Ireland; the Short and Long Parliaments and the leadership of Pym; divisions and the outbreak of Civil War The First and Second Civil Wars: England, Scotland, Ireland and the reasons for royalist defeat 		<u>Recap of the key knowledge of both units in preparation for AS exams.</u> <u>NEA content spans from Civil War to 1960s</u> <ul style="list-style-type: none"> Civil War Reconstruction Woodrow Wilson WWI Cultural change NAACP Great Depression New Deal WWII Education Emergence of MLK Black Power 	



from Catholics and Puritans and the development of Arminianism

- Relations and disputes with parliaments: parliamentary privileges; finance; religion; foreign affairs
- The state of relations between Crown and Parliament by 1629 and the reaction of the Political Nation; the extent of breakdown between Crown and Parliament and the Political Nation

The 'Golden Age' of the Weimar Republic, 1924–1928

- Economic developments: Stresemann; the Dawes Plan; industry, agriculture and the extent of recovery; the reparations issue and the Young Plan

- Social divisions: the emergence of political and religious radicalism in the 1640s; the Levellers and Millenarian groups
- Post-war divisions between Army and Parliament and the failure to secure a post-war settlement
- Regicide: the basis for regicide and the King's response

The Collapse of Democracy, 1928–1933

- The economic, social and political impact of the Depression: elections; governments and policies
- The appeal of Nazism and Communism; the tactics and fortunes of the extremist parties, including the role of propaganda
- Hindenburg, Papen, Schleicher and the 'backstairs intrigue' leading to Hitler's



	<ul style="list-style-type: none"> • Social developments: social welfare reforms; the development of Weimar culture; art, architecture, music, theatre, literature and film; living standards and lifestyles • Political developments and the workings of democracy: President Hindenburg; parties ; elections and attitudes to the Republic from the elites and other social groups; the position of the extremists, including the Nazis and Communists; the extent of political stability • Germany's international position; Stresemann's foreign policy aims and achievements including: Locarno; the League of Nations; the Treaty of Berlin; the end of allied occupation and the pursuit of disarmament 	<p>appointment as chancellor</p> <ul style="list-style-type: none"> • Political developments: the Reichstag Fire; parties and elections; the Enabling Act and the end of democracy; the state of Germany by March 1933 				
Assessment	End of Unit Assessment	End of Unit Assessments & mock exams	End of Unit Assessment	End of Unit Assessment & mocks exams	End of Unit Assessment	End of Unit Assessment



<p>Why this? Why now?</p>	<p>1D Stuart Britain and the Crisis of Monarchy, 1603–1702</p> <p>This option allows students to study in breadth issues of change, continuity, cause and consequence in this period through the following key questions:</p> <ul style="list-style-type: none">• How far did the monarchy change?• To what extent and why was power more widely shared during this period?• Why and with what results were there disputes over religion?• How effective was opposition?• How important were ideas and ideology?• How important was the role of key individuals and groups and how were they affected by developments?	<p>1D Stuart Britain and the Crisis of Monarchy, 1603–1702</p> <p>This option allows students to study in breadth issues of change, continuity, cause and consequence in this period through the following key questions:</p> <ul style="list-style-type: none">• How far did the monarchy change?• To what extent and why was power more widely shared during this period?• Why and with what results were there disputes over religion?• How effective was opposition?• How important were ideas and ideology?• How important was the role of key individuals and groups and how were they affected by developments?	<p>The scale of content students are expected to remember combined with the exam skills means that revision is essential.</p> <p>The teaching of NEA content allows them to decide which question they are interested in later and formulate an argument.</p>
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20 Democracy and Nazism: Germany, 1918–1945

This option provides for the study in depth of a period of German history during which a newly developed democratic form of government gave way to a dictatorial Nazi regime. It explores political concepts such as 'right' and 'left', nationalism and liberalism as well as ideological concepts such as racialism, anti-Semitism and Social Darwinism. It also encourages reflection on how governments work and the problems of democratic states as well as consideration of what creates and sustains a dictatorship.

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Skills & Characteristics

Critical Thinking
Debate
Writing skills
Source analysis

Critical Thinking
Debate
Writing skills
Source analysis

Critical Thinking
Debate
Writing skills
Source analysis

Critical Thinking
Debate
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Debate
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	Interpretation analysis Reading skills Literacy skills	Interpretation analysis Reading skills Literacy skills	Interpretation analysis Reading skills Literacy skills	Source analysis Interpretation analysis Reading skills Literacy skills	Interpretation analysis Reading skills Literacy skills	Interpretation analysis Reading skills Literacy skills
Aspirations & Careers	<ul style="list-style-type: none"> • Clear link to History university skills. • Research skills and argument formulation link to legal careers. • Debate and highlighting of the controversies shows the skills and mainstream place of a historian in society. 	<ul style="list-style-type: none"> • Clear link to History university skills. • Research skills and argument formulation link to legal careers. • Debate and highlighting of the controversies shows the skills and mainstream place of a historian in society. 	<ul style="list-style-type: none"> • Clear link to History university skills. • Research skills and argument formulation link to legal careers. • Debate and highlighting of the controversies shows the skills and mainstream place of a historian in society. 	<ul style="list-style-type: none"> • Clear link to History university skills. • Research skills and argument formulation link to legal careers. • Debate and highlighting of the controversies shows the skills and mainstream place of a historian in society. 	<ul style="list-style-type: none"> • Clear link to History university skills. • Research skills and argument formulation link to legal careers. • Debate and highlighting of the controversies shows the skills and mainstream place of a historian in society. 	<ul style="list-style-type: none"> • Clear link to History university skills. • Research skills and argument formulation link to legal careers. • Debate and highlighting of the controversies shows the skills and mainstream place of a historian in society.
End points	<p>By the end of Y12 students will have a solid grasp on the following for the Stuarts; the personalities of both monarchs, the challenges they faced, the effectiveness of their responses, and a judgement on the greatest threat they faced. The exam skills centre on argument and the ability to analyse interpretations.</p> <p>By the end of Y12 students will have a solid grasp on the following for Germany; the emergence of the Weimar Republic, its successes and its challenges, the rise of Nazism, the implantation of totalitarianism. The exam skills centre on argument and the ability to analyse sources.</p>					



Year 13 Curriculum intent – 2022-23

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	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Key Concepts	<u>NEA Write-up</u>	Unit: Schizophrenia Unit: Research methods	Unit: Relationships Unit: Forensic Psychology	Unit: Relationships Unit: Forensic Psychology	Revision	Revision
Knowledge & Understanding	1D Stuart Britain and the Crisis of Monarchy, 1603–1702 This option allows students to study in breadth issues of change, continuity, cause and consequence in this period through the following key questions: <ul style="list-style-type: none"> How far did the monarchy change? 		The establishment of constitutional monarchy, 1678–1702 (A-level only) <ul style="list-style-type: none"> Political developments and conflicts: Exclusion, its aims, methods and its failure; James II and the attempts at absolutism and the restoration of Catholicism The 'Glorious Revolution': causes and nature; its consolidation in England, Scotland and Ireland Divisions within the Political Nation and the 		Revision of both units mainly focussed on weak areas picked up from live marking and AFL as well as their assessments. Also focussing on predicted topics.	



- To what extent and why was power more widely shared during this period?
- Why and with what results were there disputes over religion?
- How effective was opposition?
- How important were ideas and ideology?
- How important was the role of key individuals and groups and how were they affected by developments?

The Nazi Dictatorship, 1933–1939 (A-level only)

- Hitler's consolidation of power, March 1933–1934: governmental and administrative change and the establishment of the one-party state; the Night of the Long Knives and the impact of the death of President Hindenburg
- The 'Terror State': the police, including the SS and Gestapo; the courts; extent, effectiveness and limitations of opposition and non-conformity;

- emergence of Whigs and Tories and their impact
- Religious changes: religious toleration and changes to the position of Anglicans, Protestants and Catholics
 - Government under William and Mary: the importance of political parties and ministers; the changing influence of Crown and Parliament and the reasons for the development of limited monarchy
 - The condition of Britain and its monarchy by 1702: the significance of the Act of Settlement; the balance of power between Crown and Parliament; the condition of the Church of England and non-conformism and Catholicism

The Racial State, 1933–1941 (A-level only)

- The radicalisation of the state: Nazi racial ideology; policies towards the mentally ill, asocials, homosexuals,



	<p>propaganda: aims, methods and impact; extent of totalitarianism</p> <ul style="list-style-type: none">• Economic policies and the degree of economic recovery; Schacht; Goering; the industrial elites• Social policies: young people; women; workers; the churches; the degree of Volksgemeinschaft; benefits and drawbacks of Nazi rule	<p>members of religious sects, the Roma and Sinti</p> <ul style="list-style-type: none">• Anti-Semitism: policies and actions towards the Jews, including the boycott of Jewish shops and the Nuremberg Laws• The development of anti-Semitic policies and actions; the effect of the Anschluss; Reichkristallnacht; emigration; the impact of the war against Poland• The treatment of Jews in the early years of war: the Einsatzgruppen; ghettos and deportations <p>The impact of War, 1939–1945 (A-level only)</p> <ul style="list-style-type: none">• Rationing, indoctrination, propaganda and morale; the changing impact of war on different sections of society including the elites, workers, women and youth• The wartime economy and the work of Speer; the impact of bombing; the mobilisation of the labour force and prisoners of war• Policies towards the Jews and the 'untermenschen' during wartime; the Wannsee	
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			<p>Conference and the 'Final Solution'</p> <ul style="list-style-type: none"> • Opposition and resistance in wartime including students, churchmen, the army and civilian critics; assassination attempts and the July Bomb Plot; overview of the Nazi state by 1945 			
Assessment	End of Unit Assessment	End of Unit Assessment & mock exams	End of Unit Assessment	End of Unit Assessment & mock exams	Summer series exams	Summer series exams
Why this? Why now?	<p><u>R</u> 1D Stuart Britain and the Crisis of Monarchy, 1603–1702</p> <p>This option allows students to study in breadth issues of change, continuity, cause and consequence in this period through the following key questions:</p> <ul style="list-style-type: none"> • How far did the monarchy change? • To what extent and why was power more widely shared during this period? 		<p><u>R</u> 1D Stuart Britain and the Crisis of Monarchy, 1603–1702</p> <p>This option allows students to study in breadth issues of change, continuity, cause and consequence in this period through the following key questions:</p> <ul style="list-style-type: none"> • How far did the monarchy change? • To what extent and why was power more widely shared during this period? 		<p>In the final two terms all teaching of new content has been completed. Students will use remaining time to revise all prior topics. Lessons will be spent reteaching and reassessing students on prior content from all three papers. This will include weekly assessment of exam papers. Content that will be retaught which focuses on areas of identified weakness in assessments, areas students lack confidence and areas likely to emerge in this year's exam.</p>	



- Why and with what results were there disputes over religion?
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- How important were ideas and ideology?

How important was the role of key individuals and groups and how were they affected by developments?

20 Democracy and Nazism: Germany, 1918–1945

This option provides for the study in depth of a period of German history during which a newly developed democratic form of government gave way to a dictatorial Nazi regime. It explores political concepts such as 'right' and 'left', nationalism and liberalism as well as ideological concepts such as racialism, anti-Semitism and Social Darwinism. It also encourages reflection on how governments work and the problems of democratic states as well as

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End points	By the end of year 13, students will have developed their essay skills to the more developed A Level standard with more focus on analytical argument and linking. Their foundational Y12 knowledge will be frequently referred to in connect tasks and knowledge tests to ensure it stays fresh in their minds as they acquire their new Y13 knowledge.						