

Landau Learner Curriculum Overview

Subject: History

Director of Learning: CPC

Year: 12

Curriculum organisation				
Year 12 students experience ten History sessions across the two week timetable. This will be split across two different 'modules'. The curriculum is designed to build on knowledge from KS3 and KS4 and links in with our curriculum intent, whereby we want our students to be critical thinkers on global, national and local histories.				
What topics will students be studying this year? Includes links to National Curriculum, Curriculum Intent and Prior Related Learning*				
Term 1 Tudors Henry VII Germany – The Fall of the Kaiser and the Weimar Republic (August – December)	Term 2 Tudors: Henry VIII Germany – Golden Age (August – December)	Term 3 Tudors: Mid Tudor Crisis (January – April)	Term 4 (April-May) Germany: Collapse of Weimar and Rise of Hitler	Term 5: Non-Examined Assessment (NEA) (May – July)
<ul style="list-style-type: none"> Students begin to look at new exam questions based on the A Level specification. 'Tudors' they will look take a thematic approach to Henry VII's reign, looking at Economic, Religious, Social and political issues. Germany: Students will look at the November revolution and the birth of the Weimar Republic in Germany. <p>Link to prior learning Extracts – connect with the 'Interpretation question' from KS4 and students will build on their ability to analyse arguments and draw from their own contextual knowledge to form judgments.</p> <p>Content – Links to KS3 and KS4 learning on the Tudors/ power struggles. Builds on thematic approach already seen in both Key stages prior.</p>	<ul style="list-style-type: none"> Germany: Weimar Republic – Golden Age. Students will look at the years of 'recovery' and achievement considering political and economic developments and their impact on political stability They will evaluate the role of key individuals; e.g. Gustav Stresemann. Tudors: 'Tudors' they will look take a thematic approach to Henry VIII's reign, looking at Economic, Religious, Social and political issues. They will draw comparisons to his father's reign. <p>Link to prior learning: KS4 learning – building on 16 mark essays to 25 mark – building on writing technique.</p> <p>Content – Links to KS3 and KS4 learning on the Tudors/ power struggles. Builds on thematic approach already seen in both Key stages prior. Links to democracy/ dictatorships and knowledge of the reformation KS3</p>	<ul style="list-style-type: none"> Edward VI, Somerset and Northumberland; royal authority; problems of succession; relations with foreign powers The social impact of religious and economic changes under Edward VI; rebellion; intellectual developments; humanist and religious thought Mary I and her ministers; royal authority; problems of succession; relations with foreign powers The social impact of religious and economic changes under Mary I; rebellion; intellectual developments; humanist and religious thought Elizabeth I: character and aims; consolidation of power, including the Act of Settlement and relations with foreign powers The impact of economic, social and religious developments in the early years of Elizabeth's rule <p>Link to prior learning: KS4 learning – building on 16 mark essays to 25 mark – building on writing technique.</p> <p>Content – Links to KS3 and KS4 learning on the Tudors/ power struggles. Builds on thematic approach already seen in both Key stages prior. Links to democracy/ dictatorships and knowledge of the reformation KS3</p>	<ul style="list-style-type: none"> The Collapse of Democracy, 1928–1933 <ul style="list-style-type: none"> 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 appointment as chancellor Political developments: the Reichstag Fire; parties and elections; the Enabling Act and the end of democracy; the state of Germany by March 1933 <p>Link to prior learning: Democracy vs Dictatorships Conflict and Tension (KS4)</p>	<p>Students to complete an independent investigation on the Civil Rights Movement 1830-1960).</p>

Equipment needed for sessions:	What can you do to support your child?
<ul style="list-style-type: none"> History textbooks – college provided History folder – with 'History assessment' question book in the front Fully equipped pencil case including a calculator. 	<ul style="list-style-type: none"> Wider reading around the topics discussed Encourage your child to read/watch/listen to the news on a daily basis and discuss these current affairs with them. Encourage them to complete the homework tasks and ongoing revision
How will learning be assessed and progress measured?	Extension and enrichment activities:
<ul style="list-style-type: none"> Marking of written is carried out on a regular basis in line with the College policy/ exam board regulations 	<ul style="list-style-type: none"> Can apply for Auschwitz visit

- Three assessment windows throughout the year
- Regular peer and self-marking.