

# Landau Learner Curriculum Overview

Subject: History

Director of Learning: CPC

Year: 13

## Curriculum organisation

Year 13 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	Term 2	Term 3	Term 4	Term 5:
<p><b>Continue / complete NEA</b></p> <p><b>Tudors:</b></p> <ul style="list-style-type: none"> <li>The triumph of Elizabeth, 1563–1603 (A-level only)</li> <li>Elizabethan government: court, ministers and parliament; factional rivalries</li> <li>Foreign affairs: issues of succession; Mary, Queen of Scots; relations with Spain</li> <li>Society: continuity and change; problems in the regions; social discontent and rebellions</li> </ul> <p><b>Germany</b></p> <ul style="list-style-type: none"> <li>The Nazi Dictatorship, 1933–1939 (A-level only)</li> <li>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</li> <li>The 'Terror State': the police, including the SS and Gestapo; the courts; extent, effectiveness and limitations of opposition and non-conformity; propaganda: aims, methods and impact; extent of totalitarianism</li> </ul> <p><b>Link to prior learning</b></p> <p>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>	<p><b>Tudors :</b></p> <ul style="list-style-type: none"> <li>Economic development: trade, exploration and colonisation; prosperity and depression</li> <li>Religious developments, change and continuity; the English renaissance and 'the Golden Age' of art, literature and music</li> </ul> <p><b>Germany:</b> Economic policies and the degree of economic recovery; Schacht; Goering; the industrial elites</p> <ul style="list-style-type: none"> <li>Social policies: young people; women; workers; the churches; the degree of Volksgemeinschaft; benefits and drawbacks of Nazi rule</li> </ul> <p><b>Link to prior learning:</b></p> <p>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>	<p><b>Tudors:</b></p> <ul style="list-style-type: none"> <li>The last years of Elizabeth: the state of England politically, economically, religiously and socially by 1603</li> </ul> <p><b>Germany</b></p> <ul style="list-style-type: none"> <li><b>The Racial State, 1933–1941</b> <ul style="list-style-type: none"> <li>The radicalisation of the state: Nazi racial ideology; policies towards the mentally ill, asocial, homosexuals, members of religious sects, the Roma and Sinti</li> <li>Anti-Semitism: policies and actions towards the Jews, including the boycott of Jewish shops and the Nuremberg Laws</li> <li>The development of anti-Semitic policies and actions; the effect of the Anschluss; Reichskristallnacht; emigration; the impact of the war against Poland</li> <li>The treatment of Jews in the early years of war: the Einsatzgruppen; ghettos and deportations</li> </ul> </li> </ul> <p><b>Link to prior learning:</b></p> <p>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"> <li><b>Germany:</b> Wartime including students, churchmen, the army and civilian critics; assassination attempts and the July Bomb Plot; overview of the Nazi state by 1945e impact of War, 1939–1945 (A-level only) <ul style="list-style-type: none"> <li>Rationing, indoctrination, propaganda and morale; the changing impact of war on different sections of society including the elites, workers, women and youth</li> <li>The wartime economy and the work of Speer; the impact of bombing; the mobilisation of the labour force and prisoners of war</li> <li>Policies towards the Jews and the 'untermenschen' during wartime; the Wannsee Conference and the 'Final Solution'</li> <li>Opposition and resistance in</li> </ul> </li> </ul> <p>Ongoing Revision of all aspects of the course Both Tudors and Germany</p>	<p>Ongoing Revision of all aspects of the course Both Tudors and Germany</p>

Equipment needed for sessions:

What can you do to support your child?

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