

Landau Learner Curriculum Overview

Subject: History

Director of Learning: Mr J. Patel

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) NEA: Civil Rights in America	Term 2 Tudors: The reign of Henry VII and Henry VIII Germany – Golden Age (August – December) NEA: Civil Rights in America	Term 3 Tudors: The reign of Henry VIII (January – April) Germany: NEA: Civil Rights in America	Term 4: Tudors: Henry VIII Germany: Collapse of Weimar and Rise of Hitler NEA: Civil Rights in America	Term 5: Tudors: The end of Henry VIII's reign and beginnings of the "Mid-Tudor Crisis" NEA: Civil Rights in America
<p>Students begin to look at new exam questions based on the A Level specification.</p> <p>Tudors:</p> <ul style="list-style-type: none"> Students will study the end of the Wars of the Roses and the ways in which Henry VII consolidated his position as King of England from 1485, studying the key threats to his reign and the way in which he reformed the countries government and finances. <p>Germany:</p> <ul style="list-style-type: none"> Students will look at the November revolution and the birth of the Weimar Republic in Germany and begin to study the Versailles Peace Settlement in 1919. <p>Civil Rights in America: Students begin with their study of the fight for equality and civil rights in America through a focus on the Reconstruction period in USA following the American Civil War. Students will be introduced to the NEA and the requirements of the component as they assess the role of the government, key individuals and organisations in this period.</p> <p><u>Link to prior learning</u> 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>Germany:</p> <ul style="list-style-type: none"> Students will evaluate the impact of the Versailles Settlement on Germany to understand the ways in which extremism and political instability is caused in the mid-1920s Students will begin to study the Weimar Republic and the Golden Age. Students will look at the years of 'recovery' and achievement considering political and economic developments and their impact on political stability. <p>Tudors:</p> <ul style="list-style-type: none"> Students will continue to study the reign of Henry VII focusing on the societal and economic changes of his reign and how England interacted with foreign powers in Europe. Students will end with summarising the successes and failures Henry VII had in consolidating the Tudor dynasty and begin studying the succession of Henry VIII <p>Civil Rights in America: Students are taught about the role of governments, organisations and individuals during the "Jim Crow" period of America understanding the relationship and impact the three factors had on the fight for civil rights.</p> <p><u>Link to prior learning:</u></p>	<p>Tudors:</p> <ul style="list-style-type: none"> Students will continue to study the reign of Henry VIII and will focus on the beginnings of the English Reformation with the Break from Rome including its causes, events and impacts and the role of key individuals who effected the government of England such as Wolsey and Cromwell. Students will study Henry VIII's foreign policy and how this impacts Henry VIII as a monarch and England's position in Europe. <p>Germany:</p> <ul style="list-style-type: none"> A continuation of a study of the Weimar Republic's Golden Age. Students will evaluate the role of key individuals; e.g. Gustav Stresemann and the international position of Germany in the 1920s. <p>Civil Rights in America: Students study the fight for equality and the role of governments, individuals, and organisations in the early 20th century and during both World Wars to understand the impact of them on African-Americans and their rights.</p> <p><u>Link to prior learning:</u></p> <p>KS4 learning – building on 16 mark essays to 25 mark – building on writing technique.</p> <p>Links to KS3 and KS4 learning on the Tudors/ power struggles. Builds on thematic approach</p>	<p>Tudors:</p> <ul style="list-style-type: none"> Students will continue to study to study the reign of Henry VIII understanding the ways in which England was governed in the second half of his reign and the impacts his reign had on English foreign policy from 1527 onwards and the impacts on society and the economy. <p>Germany:</p> <ul style="list-style-type: none"> Students will begin to study the collapse of the Weimar Republic and the Rise of Hitler by studying the economic, social and political impact of the Depression on elections, governments and policies. Students will study the appeal of Nazism and Communism and the tactics and fortunes of the extremist parties, including the role of propaganda. Students will also study the role of key individual such as Hindenburg, Papen, Schleicher and the 'backstairs intrigue' leading to Hitler's appointment as chancellor. <p>Civil Rights in America: Students are taught and study the Civil Rights Movement following the end of World War Two and understand how significant individuals, the government and organisations progressed the movement which resulted in legislation to help achieve equality for African-Americans.</p>	<p>Tudors:</p> <ul style="list-style-type: none"> Students will then evaluate the impact Henry VIII had on England and the Tudor dynasty and begin to study the problems associated with the succession of Edward VI. <p>Germany</p> <ul style="list-style-type: none"> Students will continue to study the Collapse of Democracy, 1928–1933 through understanding Political developments such as the Reichstag Fire; suppression of other political parties and elections, the introduction of the Enabling Act and the end of democracy; Students will be able to evaluate the state of Germany by March 1933. <p>Civil Rights in America: Students will finish studying the Civil Rights Movement between the years 1945-1970 and begin writing their introductions of their NEA.</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>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>already seen in both Key stages prior. Links to democracy/ dictatorships and knowledge of the reformation KS3</p>	<p><u>Link to prior learning:</u></p> <p>Democracy vs Dictatorships - Students have previously studied the role of democracy in society and how this is challenged in Europe in the 20th century through the rise of ideologies such as Communism.</p> <p>Students have previously studied the rise of Hitler and the Nazi Party during KS4. This content will give A Level students to study the rise of Hitler in a more depth especially of the political context in Germany in the 1930s.</p>	
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<p>Equipment needed for sessions:</p>	<p>What can you do to support your child?</p>
<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
<p>How will learning be assessed and progress measured?</p>	<p>Extension and enrichment activities:</p>
<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 - Three assessment windows throughout the year - Regular peer and self-marking. 	<ul style="list-style-type: none"> - Can apply for Auschwitz visit