

# Landau Learner Curriculum Overview

Subject: History

Director of Learning: Mr J. Patel

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. Students will write and complete their NEA on the Civil Rights movement throughout the academic year.

**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>Tudors:</b> Students begin studying the ascension of Edward VI and the concept of a regency and are introduced to the idea of a Mid-Tudor Crisis. Students will understand the problems associated with the reign of Edward VI during the years of influence under two Lord Protectors. Students will understand how Protestantism was introduced in England and the impacts this had on English people. Students will study the problems with the succession following Edward VI and the problems faced by Mary I on her ascension to the throne.</p> <p><b>Germany</b> Students will begin studying the the Nazi Dictatorship, from the years 1933–1939 beginning with studying Hitler’s consolidation of power, governmental and administrative change and the establishment of the one-party state. Students will study the ways in which Hitler secured the dictatorship through the Night of the Long Knives and the impact of the death of President Hindenburg</p> <p>Students will begin analysing the 'Terror State' to understand how the Nazi regime was maintained through the role of the police, the SS, Gestapo and the courts.</p> <p><b>Link to prior learning</b> 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> Students will continue to study the reign of Mary I and the “Mid-Tudor Crisis” focusing on the re-introduction of Catholicism in England and its impact. Students will understand study the ascension of Elizabeth I and her aims and character. Students will focus on understanding how she consolidated her power by 1563.</p> <p><b>Germany:</b> Students will continue to study the Terror State with a focus on the extent, effectiveness and limitations of opposition and non-conformity students will deepen their understand of how propaganda was used before evaluating the extent of totalitarianism in Germany. Students will understand the economic and social changes experienced in Germany during the Nazi regime analysing the degree of economic recovery during the 1930s under Schacht and Goering with the involvement of the industrial elites. Students will analyse the impact the Nazi regime has on particular groups in Germany such as young people; women; workers and the churches. Students will evaluate the degree of Volksgemeinschaft including its benefits for Germany and drawbacks of Nazi rule on Germany.</p> <p><b>Link to prior learning:</b> 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. Tis builds on understanding gained of England’s first Queens. And continues to build 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> Students will study the triumph of Elizabeth from the years 1563-1603. They will begin through studying Elizabeth’s government reforms leading to the ways in which approached issues with foreign countries including Scotland and Spain. Students will analyse the significance of the defeat of the Spanish Armada in the 1580s. Students will also study the impacts of Elizabeth’s reign on society and the economy of England with a key focus on the role of overseas trade and early English colonisation and the beginnings of the British Empire.</p> <p><b>Germany</b> Students will understand The Racial State created by Hitler and the Nazis between the years 1933–1941. Students will study the role of radicalisation and the rise of Nazi racial ideology including the rise in Anti-Semitism in Germany through a study of policies and actions towards Jews in Germany. Students will understand how Hitler attempted to consolidate and grow the Racial State through the Anschluss, Reichkristallnacht and emigration; and the impact of the war against Poland. Students will begin to study the treatment of Jews in the early years of war with a focus on the Einsatzgruppen; ghettos and deportations</p> <p><b>Link to prior learning:</b> 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>Tudors: Students will end their study of the Tudor period understanding the religious developments made in the reign of Elizabeth and the last years of her reign which allows them to use the knowledge gained in the breadth study to analyse the political, economic, social and religious state of England by 1603.</p> <p>• <b>Germany:</b> Students will study the impact of war on Germany and on specific groups including students, churchmen, the army and civilian critics. Students will assess the role of propaganda and indoctrination during World War Two and the impact of Total War policies on Germany. Students will develop an understanding of the Holocaust and the Final Solution. Before studying ways in which people attempted to bring down the regime through opposition and resistance.</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>