




Year:		10	Subject:	History	Autumn 1	Autumn 2	Spring 1
Intent	Subject Concepts (Substantive knowledge) 	<ul style="list-style-type: none"> Monarchy 	Democracy and Dictatorship: The Kaiser and his problems Prior Knowledge: <ul style="list-style-type: none"> Monarchy Takeaway Learning: <ul style="list-style-type: none"> Kaiser Weltpolitik Socialism 		Prior Knowledge: <ul style="list-style-type: none"> Takeaway Learning: <ul style="list-style-type: none"> 		Prior Knowledge: <ul style="list-style-type: none"> Takeaway Learning: <ul style="list-style-type: none">
		<ul style="list-style-type: none"> Government 	Democracy and Dictatorship: Weimar Constitution, problems of the government Prior Knowledge: <ul style="list-style-type: none"> Kaiser Takeaway Learning: <ul style="list-style-type: none"> Strengths and weaknesses of the constitution Putsches Hyperinflation 	Democracy and Dictatorship: recovery under Stresemann Interwar Years: League of Nations Prior Knowledge: <ul style="list-style-type: none"> Weimar problems Popularity of the Nazis Takeaway Learning: <ul style="list-style-type: none"> Economic and political recovery under Stresemann Rise of the Nazis Structure of the League Strengths and Weaknesses of the League 	Democracy and Dictatorship: Hitler's aims and policies Prior Knowledge: <ul style="list-style-type: none"> Life in Nazi Germany Takeaway Learning: <ul style="list-style-type: none"> Hitler's political and economic aims 		
		<ul style="list-style-type: none"> Conflict 	Democracy and Dictatorship: Impact of WW1, Putsches Interwar Years: Impact of WW1 Prior Knowledge: <ul style="list-style-type: none"> Treaty of Versailles Impact of WW1 on Europe Takeaway Learning: <ul style="list-style-type: none"> Impact of WW1 on Germany and the allies Treaty of Versailles 	Interwar Years: Success and Failures of the League Prior Knowledge: <ul style="list-style-type: none"> Structure of the League of Nations Takeaway Learning: <ul style="list-style-type: none"> Successes and failures of the 1920s Diplomacy outside of the League Manchuria and Abyssinia 	Democracy and Dictatorship: War economy Prior Knowledge: <ul style="list-style-type: none"> Life in Nazi Germany Takeaway Learning: <ul style="list-style-type: none"> Preparation for war 		
		<ul style="list-style-type: none"> Society 	Interwar Years: Reaction to the Treaty of Versailles Prior Knowledge: <ul style="list-style-type: none"> Treaty of Versailles Takeaway Learning: <ul style="list-style-type: none"> Fairness of the Treaty German reaction to the Treaty 	Democracy and Dictatorship: popularity of the Nazis Prior Knowledge: <ul style="list-style-type: none"> Treaty of Versailles Rise of the Nazis Takeaway Learning: <ul style="list-style-type: none"> Who voted for the Nazis Great Depression 	Democracy and Dictatorship: Life in Nazi Germany Prior Knowledge: <ul style="list-style-type: none"> Life in Weimar government Life in Nazi Germany Takeaway Learning: <ul style="list-style-type: none"> Women Youth Religion Workers Economy 		
		<ul style="list-style-type: none"> Dictatorship 	Prior Knowledge: <ul style="list-style-type: none"> Takeaway Learning: <ul style="list-style-type: none"> 	Democracy and Dictatorship: popularity of the Nazis Prior Knowledge: <ul style="list-style-type: none"> Treaty of Versailles Rise of the Nazis Takeaway Learning: <ul style="list-style-type: none"> Political intrigue Reichstag Fire Enabling Act Night of the Long Knives 	Democracy and Dictatorship: establishing control Interwar Years: Hitler's aims Prior Knowledge: <ul style="list-style-type: none"> Life in Nazi Germany Takeaway Learning: <ul style="list-style-type: none"> Propaganda and censorship Police state Hitler's aims 1933-1938 		
Disciplinary Knowledge			<ul style="list-style-type: none"> Cause and effect – WW1, Treaty of Versailles, and the impact Significance – Putsches, Weimar Constitution Change and continuity -Second Reich and Weimar Similarity and difference – Second Reich and Weimar constitution Sources Interpretations 	<ul style="list-style-type: none"> Cause and effect – Successes and failures of the League, rise of the Nazis Significance – Manchuria, Abyssinia, Great Depression, Enabling Act Change and continuity – recovery of the Weimar Republic Sources Interpretations 	<ul style="list-style-type: none"> Cause and effect - social policy, Hitler's aims Significance – propaganda, police state Change and continuity – Weimar and Nazi Germany Similarity and difference – Weimar and Nazi Germany Sources Interpretations 		
Implementation	Common Misconceptions		<ul style="list-style-type: none"> Students may struggle to understand that the Weimar Constitution was considered 'too democratic' and why people would want a return to autocracy <ul style="list-style-type: none"> Students may believe that Germany was solely to blame for WW1 and therefore that the Versailles treaty was justified 	<ul style="list-style-type: none"> Students may think that the reasons why people voted for Hitler was because of his policies towards minorities. Students may fail to realise that despite its failures in preventing future wars, the League did have some successes in improving the lives of people 	<ul style="list-style-type: none"> Students may think that women were not important to the Nazi regime <ul style="list-style-type: none"> Students may fail to realise there were elements of genuine support for the Nazi regime 		
	Enabling or Adapting the Curriculum	SEND Students	<ul style="list-style-type: none"> Provide students with details on the impact of WW1 when studying the Big Three and their aims. They will use this to conceptualise why the Big Three wanted what they did and why their aims with Germany were different. 	<ul style="list-style-type: none"> Provide students with the different groups of people in Nazi Germany and their problems/wants. Use this to get students to explain why these people would want to vote for the Nazi party. 	<ul style="list-style-type: none"> To help students understand the different tactics used by the Nazis use dual coding to help students visualise. For extended writing tasks (e.g the methods of control) students will be 		

			<ul style="list-style-type: none"> • For extended writing tasks (e.g the most hated term of the Treaty of Versailles) students will be provided with sentence starters to encourage the use of PEEL structure. • In extended writing, encourage students to develop their explanation through sentence signposting and the use of three clause sentences. • Use of historical sources to help students to understand the aims of the Kaiser and Weltpolitik • Hyperinflation game to help students understand how money can be considered worthless. • Use PCAS to help students to analyse historical interpretations on the Munich Putsch and to assist in explaining why that would make the argument accurate. • Use interactive timeline to help students understand the development of the Weimar Republic 	<ul style="list-style-type: none"> • For extended writing tasks (e.g the failure of the League of Nations) students will be provided with sentence starters to encourage the use of PEEL structure. • In extended writing, encourage students to develop their explanation through sentence signposting and the use of three clause sentences. • Use of historical sources to help students to understand the rise of the Nazi party • Storyboard activity to help students chronologically order and dual code Hitler's rise to power. • Use PCAS to help students to analyse historical interpretations on the appeal of Hitler and to assist in explaining why that would make the argument accurate. • Use interactive timeline to help students understand the development of the Weimar Republic • Wall Street Crash and Great Depression simulation game to help students understand how/why there was a global economic crisis 	<p>provided with sentence starters to encourage the use of PEEL structure.</p> <ul style="list-style-type: none"> • In extended writing, encourage students to develop their explanation through sentence signposting and the use of three clause sentences. • Use of historical sources to help students to understand Hitlers aims • Storyboard activity to help students to chronologically order Hitler's aims from 1933-1938 • Use PCAS to help students to analyse historical interpretations on workers in Nazi Germany and to assist in explaining why that would make the argument accurate. • Opportunity to go to St Albans to watch a play called 'Hitler on Trial'
	Disadvantaged Students		<ul style="list-style-type: none"> • Learning is organised in a sequential manner and is revisited through memory recall at the beginning of each lesson to allow students to bridge gaps in learning. • In extended writing, encourage students to develop their explanation through sentence signposting and the use of three clause sentences. • Termly reading activity on the threats to the Weimar Republic • Use of historical sources to help students to understand the aims of the Kaiser and Weltpolitik • Use of historical sources to help students to understand the impact of hyperinflation. • Hyperinflation game to help students understand how money can be considered worthless. • Use interactive timeline to help students understand the development of the Weimar Republic 	<ul style="list-style-type: none"> • Learning is organised in a sequential manner and is revisited through memory recall at the beginning of each lesson to allow students to bridge gaps in learning. • In extended writing, encourage students to develop their explanation through sentence signposting and the use of three clause sentences. • Termly reading activity on the threats to the failures of the League of Nations • Use of historical sources to help students to understand the culture of 1920s Weimar Germany • Wall Street Crash and Great Depression simulation game to help students understand how/why there was a global economic crisis 	<ul style="list-style-type: none"> • Learning is organised in a sequential manner and is revisited through memory recall at the beginning of each lesson to allow students to bridge gaps in learning. • In extended writing, encourage students to develop their explanation through sentence signposting and the use of three clause sentences. • Termly reading activity on the popularity of the Nazi regime • Use of historical sources to help students to understand the Hitler's aims 1933-38 • Opportunity to go to St Albans to watch a play called 'Hitler on Trial'
	More Able Students		<ul style="list-style-type: none"> • Use extracts from historians to broaden understanding of historical events like the Treaty of Versailles • Use their contextual knowledge on the threats to the Weimar Republic to be able to explain why an interpretation of an event is convincing and how time/context can place limitations on historians 	<ul style="list-style-type: none"> • Investigate the impact of the Great Depression from a global perspective, with specific focus on the USA, UK and France, to help students understand the reasons for appeasement. • Use extracts from historians to broaden understanding of the failure of the League of Nations • Use their contextual knowledge on the rise of the Nazis to be able to explain why an interpretation of an event is convincing and how time/context can place limitations on historians 	<ul style="list-style-type: none"> • Encourage the use of substantiated judgement throughout their academic writing (e.g. on the methods of control) • Use extracts from historians to broaden understanding the police state in Nazi Germany • Use their contextual knowledge on the life of women in Germany to be able to explain why an interpretation of an event is convincing and how time/context can place limitations on historians

<p>Literacy/Numeracy Skills</p> 	<p>LITERACY</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Kaiser • Constitution • Weltpolitik • Treaty • Reparations • Demilitarisation • Proportional representation • Putsch 	<ul style="list-style-type: none"> • Culture • Economic Depression • Nazis • Crisis • Decree • Enabling Act 	<ul style="list-style-type: none"> • Policy • Protestant • Catholic • Propaganda • Censorship • Police state 	
	<p>Reading:</p>	<ul style="list-style-type: none"> • Reading activities on the Treaty of Versailles and the Munich Putsch • Reading of historical sources and use of PCAS to understand their meaning. • Termly reading activity on the threats to the Weimar Republic 	<ul style="list-style-type: none"> • Reading activities on the recovery of Germany and appeal of Hitler • Reading of historical sources and use of PCAS to understand their meaning. • Termly reading activity on the political scheming Hitler took to come to power 	<ul style="list-style-type: none"> • Reading activities on the causes of WW2. • Reading of historical sources and use of PCAS to understand their meaning. • Termly reading activity on the popularity of the Nazi regime
	<p>Writing:</p>	<ul style="list-style-type: none"> • Extended writings tasks on: the reaction to the Treaty of Versailles and the Threats to the Weimar Republic • Source analysis tasks on: Weltpolitik, Treaty of Versailles • Interpretation analysis on: Munich Putsch 	<ul style="list-style-type: none"> • Extended writings tasks on: the failure of the League of Nations, the most important reason for recovery of Germany • Source analysis tasks on: Manchuria and Abyssinia • Interpretation analysis on: Appeal of Hitler 	<ul style="list-style-type: none"> • Extended writings tasks on: Nazi policy, methods of control, Hitler's aims • Source analysis tasks on: remilitarisation of the Rhineland • Interpretation analysis on: workers and women in Germany
	<p>Oracy:</p>	<ul style="list-style-type: none"> • Debate on the most hated term of the Treaty of Versailles and the biggest problem Germany faced 	<ul style="list-style-type: none"> • Debate on the most important reason for the failure of the Weimar Republic 	<ul style="list-style-type: none"> • Debate on the most important reason for Nazis controlling Germany
	<p>NUMERACY</p>	<ul style="list-style-type: none"> • Use of end of unit timeline to demonstrate the development of Germany 	<ul style="list-style-type: none"> • Use of end of unit timeline to demonstrate the development of the League of Nations over the 1920s and 1930s 	<ul style="list-style-type: none"> • Use of end of unit timeline to demonstrate the development of Germany
<p>Digital Strategy</p> 		<ul style="list-style-type: none"> • Use of iPads to write a newspaper article on Hyperinflation – looking at causes, events, winners, losers and impact 	<ul style="list-style-type: none"> • Use of iPads to make a presentation on the different people who voted for Hitler and why they voted for Hitler 	<ul style="list-style-type: none"> • Use of iPads to make a mind-map on propaganda and the police state
<p>Home Learning</p>		<ul style="list-style-type: none"> • Termly reading activity on the threats to the Weimar Republic • Explain two ways in which Koch and Fleming are similar • In what ways were the lives of German people impacted by the industrialisation of Germany • 'Science and technology was the most important factor for the development of surgery and anatomy' How far do you agree? • Explain the significance of the Great Stink for the development of public health 	<ul style="list-style-type: none"> • Termly reading activity on the political scheming Hitler took to come to power • Write an account of the successes of the League of Nations in the 1920s • Write an account of how the aims of the big 3 peacemakers after the First World War led to disagreements in 1919 • In what ways were the lives of German people affected by events during 1919 to 1923? • Which of the following was the more important reason Germany recovered during the years 1924-1929: economic or political • Explain the significance of the NHS • Explain the significance of the Liberal Reforms for the development of public health 	<ul style="list-style-type: none"> • Termly reading activity on the popularity of the Nazi regime • In what ways were the lives of women impacted by Nazi policy • Explain two ways in which Paré and Lister were similar • How useful are source A and B for studying Hitler's foreign policy aims? • How useful is source A for studying public health in the 1800s? • Explain the significance of Galenic and Hippocratic medicine • Describe two ways the Great Depression impacted Germany

Impact

Composite Assessment

Date:

Week 5

Content:

- Treaty of Versailles
- Impact of WW1
- Kaiser's problems
- Similarities between medieval and industrial towns public health
- Northern Rebellion

Date:

Week 2 + 5

Content:

- Problems of Weimar
- Munich Putsch
- Appeal of Hitler
- Failure of the League of Nations

Date:

Week 5

Content:

- Impact of Nazi policy (women vs youth)
- Treaty of Versailles
- Abyssinia
- Problems of the League
- Hitler's aims
- Appeal of Hitler
- Hitler's methods of control (propaganda vs violence)