

## Year 11: History

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Topics	<p><b>Unit 3:</b> What was life like in Nazi Germany?</p> <p><b>Foci:</b> Nazi policies towards women, young people and minority groups. The Holocaust Education policies The Hitler Youth League of German Maidens Nazi economic policies.</p>	<p><b>Unit 2: Part A;</b> How did wartime allies become peacetime enemies?</p> <p><b>Foci:</b> Capitalism vs. Communism Tehran, Yalta and Potsdam NATO Warsaw Pact Cuban Missile Crisis Berlin Wall.</p>	<p><b>Unit 2: Part A;</b> How did the Cold War end?</p> <p><b>Foci:</b> Afghanistan Nuclear Power Star Wars Eastern Bloc Fall of the Berlin Wall Fall of the Soviet Union</p>	<p><b>Unit 2: Part B;</b> How successfully did Elizabeth 1st govern England?</p> <p><b>Foci:</b> Succession Legitimacy Privy Council Francis Walsingham William Cecil Privy Council Catholic/ Protestant Religious Settlement</p>	<p><b>Unit 2: Part B;</b> To what extent were foreign powers threatening to Elizabeth 1<sup>st</sup>?</p> <p><b>Foci:</b> Spain, France, Vatican Spanish Armada Francis Drake Walter Raleigh Singeing of the King's Beard Shakespeare The Globe Theatre Leisure Education</p>	<p><b>External Exams</b></p> <p><i>Revision Sessions timetabled.</i></p>	
Assessments	<p>How useful are sources B and C for an enquiry into the success of Nazi economic policies 1933 – 1939?</p>	<p>Explain two of the following: The importance of the Bay of Pigs incident for relations between the USA and Soviet Union. The importance of the USA's development of the atomic bomb for relations between the superpowers. The importance of the Brezhnev Doctrine.</p> <p style="text-align: center; color: red;">Mock Exam</p>	<p>Explain two consequences of the fall of the Berlin Wall.</p>	<p>Describe two features of Elizabeth's religious settlement (1559.)</p> <p style="text-align: center; color: red;">Mock Exam</p>	<p>Why was there an increase in exploration in the years 1558 – 1588.</p>	<p><b>GCSE Exams.</b></p>	
Building on Prior Learning	<p><b>Substantive Knowledge – First Order Concepts:</b> From Year 7/8 students will draw on knowledge of Elizabethan society as well as building on knowledge from both Year 9/10 on political ideologies and the growing conflict between the USA and USSR. The programme of study in Year 11 then allows knowledge of concepts such as Capitalism and Communism; different structures of Government; politics in different historical contexts; religion, conflict, power and to develop further.</p> <p><b>Disciplinary/procedural Knowledge – Second Order Concepts:</b> From Years 9 and 10, students will be familiar with the key second order concepts and the programme of study will allow students to build more sophisticated ways of thinking about concepts such as Cause and Consequence, Significance, Change and Continuity...</p>						
Cultural Capital	<p><b>There is cultural capital in abundance in this programme of study.</b> Students will learn about how the Cold War impacted on the Modern World today and develop their understanding of how the legacy of this conflict is evident today e.g. the conflict in Ukraine. We will consider the impact of nuclear weaponry and how nuclear disarmament is viewed and the lasting impact of proxy wars e.g. Korea and Vietnam. In Unit 2b pupils will have opportunity to explore the development of theatre in Elizabethan England and Elizabeth's legacy as one of Britain's greatest monarchs. Cultural diversity will be embedded throughout and will engage students in a better understanding of how different cultures, ethnicities and beliefs have been merged into British society in different eras.</p>						
Mastery	<p><b>In terms of mastery, students will be guided, through modelling, to make more sophisticated judgements.</b> When looking at second order historical concepts they will make more in depth links between events and people and offer precise support. They will ask and answer more questions about the sources and interpretations they are working with and address issues of provenance. They will be able to explain why the past has been remembered in different ways and, by the end of the year, there will be more indirect manifestation of first order conceptual understanding in their verbal and written responses.</p>						
Development of Character	<p><b>A wide range of virtues: moral and intellectual are visited, practiced, and embedded through History.</b> For example, humanity, justice and tolerance are all explored when learning about Elizabethan England and her attitude towards religion. The Cold War gives ample examples of leadership, courage and respect.</p>						
Extra-Curricular opportunities	<p><b>In School:</b> Film club, Politics and Debate Club and Holocaust Survivor talks. <b>Outside of School:</b> Trip to Nottingham National Justice Museum.</p>						
Metacognitive Learning	<p><b>Metacognitive learning will build through the second order concepts.</b> Students will learn, through expert modelling, the questions to ask of historical interpretations and sources. They will then be able to refer to these questions when tackling the same concept later in the year. Feedback will form an important part of developing our students as metacognitive learners. Students will set personal targets around the second order concepts, based on strengths and areas for development and use feedback to plan for success in future assessments.</p>						