

## Subject Curriculum Overview for Academic Year 2022/2023

Subject: History		Subject Leader: Gary ward	Year Group: 12	AUTUMN TERM
Topic	Key Learning Points	Key Vocabulary	Assessments	
<p><b>Britain 1930-1997</b></p> <p>Churchill: Out of office, 1929-1940</p> <p>Churchill: Wartime leader</p> <p>Churchill: International diplomacy, 1939-51</p> <p>Conservative domination, 1951-64</p> <p>Labour and Conservative governments, 1964-79</p>	<p><u>Curriculum goals:</u> Students will understand the role Winston Churchill played in Britain's pre-war policy in relations with Nazi Germany, wartime military strategies, and, international relations with other leaders.</p> <p><u>Students will:</u></p> <ul style="list-style-type: none"> <li>➤ Understand why Churchill was an 'outsider' from government in the 1930s.</li> <li>➤ Know why Churchill was a controversial figure due to his stance on India and the abdication scandal.</li> <li>➤ Understand the debate over Appeasement and re-armament.</li> <li>➤ Know why Churchill became PM in 1940.</li> <li>➤ Know about Churchill's leadership style and relations with his generals.</li> <li>➤ Know about the controversy over the bombing of Germany.</li> <li>➤ Know about the debate over reconstruction policies during the war.</li> <li>➤ Understand why Churchill lost office in 1945.</li> <li>➤ Know Churchill's stance on Britain's world and imperial roles.</li> <li>➤ Know about Churchill's relations with de Gaulle, Stalin and Roosevelt.</li> <li>➤ Know about Churchill's contribution to the wartime conferences.</li> <li>➤ Know about Churchill's plans for post-war Europe and the Empire.</li> </ul> <p><u>Curriculum goals:</u> Students will understand why the Conservative Party held office for 13 years.</p> <p><u>Students will:</u></p> <ul style="list-style-type: none"> <li>➤ Know why the Conservatives won the elections of 1951, 1955 and 1959.</li> <li>➤ Understand the importance of public trust in Conservative leaders.</li> <li>➤ Know reasons that the Labour Party was divided.</li> <li>➤ Know why support for the Conservatives declined in the early 1960s.</li> </ul> <p><u>Curriculum goals:</u> Students will understand how Labour and the Conservatives struggled to deal with the problems of the 1960s and 70s.</p> <p><u>Students will:</u></p> <ul style="list-style-type: none"> <li>➤ Know why Labour won the 1964 election.</li> </ul>	<p>Re-armament; Appeasement; abdication; left-wing; right-wing; moderate; diplomacy; reconstruction; colonial; dominions; independence; collective security; Grand Alliance; Iron Curtain;</p> <p>Welfare state; austerity; conscriptio / national service; electoral system; GDP; Sterling; credit; inflation; deflation; stagflation; balance of payments; mixed economy; unilateral; disarmament; socialism; state control; EEC; scandal; sub-culture; social reform;</p> <p>Trade union; industrial relations; Grammar school; comprehensive school; nationalised industries;</p>	<p>Knowledge tests as starters and lesson reviews.</p> <p>Exam-style tests at the end of each section.</p>	

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<p>Thatcher and the end of consensus, 1979-97</p>	<ul style="list-style-type: none"> <li>➤ Understand the debate about the effectiveness of Harold Wilson as PM.</li> <li>➤ Know how successful Labour economic policies were.</li> <li>➤ Know how successfully Labour dealt with industrial relations.</li> <li>➤ Know why the Conservatives won the 1970 election.</li> <li>➤ Know how successful Heath was as PM.</li> <li>➤ Know how Wilson and Callaghan tried to deal with the problems faced by the UK, 1974-79</li> </ul> <p><u>Curriculum goals:</u> Students will understand why Thatcher’s legacy is so divisive.</p> <p><u>Students will:</u></p> <ul style="list-style-type: none"> <li>➤ Know why Thatcher won 3 elections.</li> <li>➤ Understand the controversy over Thatcher’s economic and social policies.</li> <li>➤ Know how Thatcher dealt with industrial relations.</li> <li>➤ Know why Thatcher resigned in 1990.</li> <li>➤ Understand why the Conservatives lost so badly under Major in 1997.</li> </ul>	<p>devaluation; Treasury; closed shop; white collar worker; shadow cabinet; strike; pickets; U-turn; referendum; budget; IMF;</p>	
<p>Britain’s position in the World, 1951-97</p>	<p><u>Curriculum goals:</u> Students will understand how British governments dealt with the transition from Empire to Commonwealth, and the loss of great power status.</p> <p><u>Students will:</u></p> <ul style="list-style-type: none"> <li>➤ Know how Britain responded to crises including Korea, Suez, the Falklands and Iraq.</li> <li>➤ Understand the relationship between the UK and USA.</li> <li>➤ Know the nature of relations with the USSR.</li> <li>➤ Know about the influence of the UN on Britain’s overseas policy.</li> <li>➤ Know why Britain’s relationship with Europe was controversial.</li> <li>➤ Understand the debate over the nuclear deterrent.</li> <li>➤ Understand the problems associated with de-colonisation.</li> </ul>	<p>Consensus; landslide; interest rates; tenants; council house; incentives; monetarism; indirect taxation; VAT; manufacturing output; privatisation; consumers; stock market; subsidy; ballot; sympathy strike; cabinet; ‘wets and ‘dries’; by-election; Eurosceptic;</p> <p>Boycott; United Nations; Commonwealth; NATO; Middle East; imperialist; UN Security Council; special relationship; national sovereignty; ECSC; Maastricht Treaty; CND; nationalism; apartheid;</p>	

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Subject: History		Subject Leader: Gary Ward	Year Group: 12	SPRING TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
<p><b>Democracy to Dictatorship, Germany 1919-1933</b></p> <p>The establishment and development of the Weimar Republic 1919-1933</p>	<p><u>Curriculum goals:</u> Students will understand the difficulties faced by Germany's new democratic government and their attempted solutions.</p> <p><u>Students will:</u></p> <ul style="list-style-type: none"> <li>➤ Understand the economic, social and political impacts of the First World War on Germany.</li> <li>➤ Know the impact of the Treaty of Versailles.</li> <li>➤ Know about the Weimar Constitution and resulting coalition governments.</li> <li>➤ Know about left-wing and right-wing revolts.</li> <li>➤ Know about the Occupation of the Ruhr and hyperinflation.</li> <li>➤ Know about Stresemann and the 'Golden Years', including the Dawes Plan and Young Plan.</li> <li>➤ Understand the impact of the Great Depression on elections after 1928.</li> <li>➤ Understand the appeal of, and rise of Nazism.</li> <li>➤ Understand the impact of Hitler and Nazi propaganda.</li> <li>➤ Understand the role of Papen and Schleicher and 'backstairs intrigue'.</li> <li>➤ Know about Hitler's appointment as Chancellor.</li> </ul>		<p>Constitution; Treaty of Versailles; Nationalist; Communist; Socialist; Democracy; putsch; National Socialist; progressive; liberal; traditional elite; Great Depression; intrigue;</p>	<p>Knowledge tests as starters and lesson reviews.</p> <p>Exam-style tests at the end of each section.</p>
<p>The establishment of the Nazi Dictatorship and its domestic policies 1933-1939</p>	<p><u>Curriculum goals:</u> Students will understand how Hitler became a dictator, and how life changed for the German people.</p> <p><u>Students will:</u></p> <ul style="list-style-type: none"> <li>➤ Know how Hitler consolidated his power by August 1934, including the Reichstag Fire, Enabling Act, Gleichschaltung, one-party state, Night of the Long Knives, army oath of loyalty and death of Hindenberg.</li> <li>➤ Understand the Nazi system of government.</li> <li>➤ Know about censorship and propaganda.</li> <li>➤ Know about the machinery of terror including Gestapo, courts, camps and SS.</li> <li>➤ Know about Nazi religious policies.</li> <li>➤ Know about Nazi economic policies including Schact's 'New Plan' and Goring's 'Four-Year Plan', public works, conscription and autarky, German Labour Front and Strength Through Joy.</li> </ul>		<p>Dictatorship; consolidation; autarky; conscription; censorship, propaganda, hearts and minds;</p>	

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<p>The impact of war and defeat on Germany: 1939-1949</p>	<ul style="list-style-type: none"> <li>➤ Know about policy towards women and youth including education and youth groups.</li> <li>➤ Know about racial policy until 1939.</li> <li>➤ Understand the benefits of Nazi rule.</li> </ul> <p><u>Curriculum goals:</u> Students will understand how the Second World War affected the German population during and after the conflict.</p> <p><u>Students will:</u></p> <ul style="list-style-type: none"> <li>➤ Know how the Nazis managed the wartime economy, and the move into total war.</li> <li>➤ Understand the impact of Allied bombing of German cities.</li> <li>➤ Know how racial policy developed between 1939 and 1945 including the Final Solution.</li> <li>➤ Understand the implications of the war for public morale and the impact of rationing.</li> <li>➤ Know about opposition and resistance to the regime.</li> <li>➤ Know about the consequences of defeat.</li> <li>➤ Know about the Cold war including Potsdam, the division into zones of occupation, Bizonia, developments in the Soviet Zone, currency changes and the Berlin Blockade.</li> </ul>	<p>Gauleiters; Total war; resettlement; Final Solution; ghetto; Einsatzgruppen; rationing; expellees; zero hour; blockade; zones of occupation; Occupying powers; De-Nazification; De-militarisation; Democratisation;</p>	
<p>Divided Germany: The Federal Republic and the DDR: 1949-1963</p>	<p><u>Curriculum goals:</u> Students will understand how Germany was permanently divided and the problems and achievements of East and West Germany by 1963.</p> <p><u>Students will:</u></p> <ul style="list-style-type: none"> <li>➤ Know about the creation of the FRG.</li> <li>➤ Know about the Basic Law.</li> <li>➤ Know about the results of the 1949 election.</li> <li>➤ Understand the economic miracle.</li> <li>➤ Know about political and social stability.</li> <li>➤ Understand the foreign policy priority of rapprochement with France, the EEC, rearmament, NATO membership and policy towards the USA, GDR and USSR.</li> <li>➤ Know about the elections of 1953, 1957 and 1961.</li> <li>➤ Understand the significance of the Berlin Wall.</li> </ul>	<p>Bundestag; Pluralism; CDU; Basic Law; Federal; Magnet theory; Social market economy; Co-determination; Rapprochement; Supranational; SED; Stasi; Collectivisation; De-Stalinisation; conformity; dissent;</p>	

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	<ul style="list-style-type: none"> <li>➤ Know about Adenauer's decline and the Der Spiegel Crisis of 1962.</li> <li>➤ Know about the GDR in 1949.</li> <li>➤ Know about the 1953 uprising.</li> <li>➤ Know about economic change, land reform, collectivisation, nationalisation and heavy industry.</li> <li>➤ Know about social change including the Churches and trade unions.</li> <li>➤ Know about policy regarding education and youth.</li> </ul>			
<b>Subject: History</b>		<b>Subject Leader: Gary Ward</b>	<b>Year Group: 12</b>	<b>SUMMER TERM</b>
<b>Topic</b>	<b>Key Learning Points</b>	<b>Key Vocabulary</b>	<b>Assessments</b>	
Independent Study (NEA)	<p><u>Curriculum goals:</u> Students will understand the criteria for success to be achieved by the end of the autumn term in Yr13. By the end of the summer term they will have independently framed a question, identified a full range of primary sources and interpretations, and written approximately 2000 words of their draft essay.</p> <p><u>Students will:</u></p> <ul style="list-style-type: none"> <li>➤ Be familiar with the criteria for success in their NEA.</li> <li>➤ Considered 3 possible topics, carried out 'reconnaissance' reading and identified some primary sources for each.</li> <li>➤ Reduced the possibilities to a single focus and consider potential questions.</li> <li>➤ Create an outline plan for their preferred essay and create a research record with details of all useful information and sources.</li> <li>➤ Write at least 4 paragraphs, self-evaluate and improve them using the criteria for the 3 assessment objectives.</li> </ul>	Primary source; interpretation; assessment objective; analyse; evaluate; reference; bibliography;	N/A – independent study means no specific feedback from teachers.	
Revision for UCAS prediction exams	<p><u>Curriculum goals:</u> Students will be prepared for their end of year exams in terms of their grasp of the potential content and the technique and timing for each type of question.</p> <p><u>Students will:</u></p> <ul style="list-style-type: none"> <li>➤ Know what potential content to revise.</li> <li>➤ Understand the criteria for success for each type of question.</li> <li>➤ Know the technique needed for each type of question.</li> <li>➤ Write practice answers and self-evaluate, then review and improve based upon detailed teacher feedback.</li> </ul>		Revision lessons and practice exam work for the Britain and Germany papers.	

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### How parents can support learning in the subject this academic year

- \*Encourage students to maintain their organisation of revision resources with separate folders for each exam unit.
- \*Ensure that resources provided by the History department are utilised effectively.
- \*Encourage students to create their own personalised resources such as flash cards and model exam question outline plans to reinforce their preparation.
- \*Help students to meet deadlines – share a diary of deadlines which can be updated and checked by parents and students.
- \*Locating specialist texts and journal articles for NEAs. For instance, communicating with libraries in Worcester and Ledbury to access books without buying copies.

### Recommended Reading

- \*Text books provided for each exam unit should be sufficient in most cases, but students should be returning to them frequently.
- \*The History department has a growing collection of relevant History journals which we encourage students to read as extra-curricular activity. Broadening their historical understanding can only help their overall grasp of the subject.
- \*Each student will have a range of texts made available to them depending on their NEA topic. These may need to be shared with others studying related topics.

### Points to note

- \*Students typically find managing the step up from GCSE to A Level difficult, particularly managing their time and getting used to independent reading. This should be recognised by parents and students, and related frustrations recognised as a 'normal' part of the process.