



Year 11 History

Subject Leader: Mrs Sophie Foster

Exam Board: Edexcel

History challenges and fires our curiosity whilst encouraging critical thinking. It helps students to develop their own identities through an understanding of history at a personal, local, national and international level and so make sense of our complex and constantly changing world. It encourages a mutual understanding and respect for the historic origins of our ethnic and cultural diversity. It develops students' desire and ability to play an active role in a democratic society. It promotes the importance of decision-making and independent enquiry as we seek to equip students with the transferable skills required to face the opportunities and challenges of work and life.

Topics to be covered in Year 11

	Term 1	Term 2	Term 3
Topics to be covered	<ul style="list-style-type: none"> Germany 1918-1939: Key topic 1 - The Weimar Republic 1918-1929 (paper 3) Germany 1918-1939: Key topic 2 - Hitler's rise to power 1919-1933 (paper 3) Two-weeks revisiting paper 2 	<ul style="list-style-type: none"> Germany 1918-1939: Key topic 3- Nazi control and dictatorship 1933-1939 (paper 3) Germany 1918-1939: Key topic 4 - Life in Nazi Germany 1918-1939 (paper 3) Two-week revision slot: Germany in preparation for mocks (paper 3) 	<ul style="list-style-type: none"> Revision of all units <p>GCSEs</p>
Key vocabulary	<p>Weimar, abdication, kaiser, armistice, revolution, legacy, Treaty of Versailles, communism, putsch, Weimar Republic, constitution, 'stab in the back', November criminals, Spartacist, Kapp Putsch, hyperinflation, occupation of the Ruhr, Rentenmark, Stresemann, Locarno Pact, Dawes Plan, League of Nations, Kellogg-Briand Pact, 'Golden Age', Bauhaus, NSDAP, Centre Party, SPD, Twenty- Five point programme, SA, Mein Kampf, Bamberg Conference, propaganda, political intrigue, Hindenburg, von Papen, von Schleicher, chancellor</p> <p>(For Medicine and Henry VIII see Y9/Y10)</p>	<p>Reichstag Fire, Enabling Act, Röhm, Night of the Long Knives, oath of allegiance, Gestapo, SS, SD, concentration camps, Reich Church, Concordat, censorship, Swing Youth, Edelweiss Pirates, Hitler Youth, League of German Maidens, labour service, autobahns, Strength through Joy, Beauty of Labour, minorities, persecution, Kristallnacht, Nuremberg Laws</p>	<p>(see all other docs)</p>
Skills to be developed	<ul style="list-style-type: none"> Cause and consequence Historical significance Historical interpretations Source skills 	<ul style="list-style-type: none"> Cause and consequence Historical significance Source skills Historical interpretations 	<ul style="list-style-type: none"> Cause and consequence Historical significance Change and continuity Historical interpretations Source skills

Tasks to consolidate learning

- Create an overview timeline for Germany 1918-1939
- Create a more detailed timeline for each of the key topics
- Learn the fact tests for Weimar and Nazi Germany
- Watch the relevant GCSE pods– accessible on the school website
- Plan or write out practice questions for the different GCSE exam style questions
- Create a key words glossary with definitions and memorise these key words
- Create a fact file for all of the key individuals in Germany
- Create key dates flash cards

	Term 1	Term 2	Term 3
When will formal assessment of progress take place?	<ul style="list-style-type: none"> Weimar and Nazi Germany: Key topic 1 (paper 3) Weimar and Nazi Germany: Key topic 2 (paper 3) Mock exam (paper 2) 	<ul style="list-style-type: none"> Weimar and Nazi Germany: Key topic 3 (paper 3) Weimar and Nazi Germany: Key topic 4 (paper 3) Mock exam (paper 3) 	<ul style="list-style-type: none"> GCSEs

Year 11 Useful Resources

The VLE - <https://www.gilberd.com/index.php/en/vle>

<https://www.gcsepod.com/>

<https://www.bbc.co.uk/bitesize>

<https://www.senecalearning.com/>

Marking, Assessment and Feedback

Over the course of an academic year students will complete a number of formal assessments, these will be used to assess where students are in their learning journey.

Information from these assessments could be used when making decisions regarding setting of students, reporting progress home and predicting outcome. Current guidelines mean that we cannot provide as much detailed written feedback as it typical. As a result of this, we will during lessons, evaluate students' learning through a range of activities including quizzes, class discussions, detailed questioning and other strategies. Through this, students will know where they are in their learning journey and what they need to do next to make further progress.

Teachers will continue to provide planned written feedback on selected pieces of work.

Homework

Homework will be set using the online platform Go 4 Schools.

Homework tasks are designed to prepare students for future learning or consolidate work completed in the classroom. It will be clear what should be handed in, when it should be handed in and how it should be handed in.

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