

Year 12 History



What will students know and be able to do:

By the end of Year 12, students will have built upon their existing knowledge gained at GCSE, giving them a sound understanding of historical principles. The emphasis of the course this year is on historical knowledge and the skills required for historical research, with students developing their knowledge in cause and effect, continuity and change, similarity and differences and the use of historical evidence. Their studies this year will help develop an interest in the past and acquire an understanding and sound knowledge of selected periods or themes. It will challenge them to question what they already know about topics such as Elizabethan England and the Cold War, and inspire them to appreciate the nature and diversity of historical sources and methods.

How will they learn this:

Students will spend nine lessons a fortnight learning their first two topics. They will have access to a variety of sources and historical interpretations that they can use to develop their knowledge and understanding. Students will still have lessons with structures they would recognise from their GCSE studies, however they will also be introduced to different types of learning through lectures, seminars, essay writing, and revision practise. They will also use 'flipped learning', meaning they will be given a homework task that will give them the information needed for the following lesson. The purpose of this is to challenge students to work independently, as well as be able to spend lessons discussing and applying knowledge, rather than a focus on learning facts. Students will be encouraged to develop their own interpretations of the past and to consider History as an historian.

How will they be assessed:

Students will complete a variety of exam question essays throughout the term, with at least one essay a fortnight. They complete these in a specific essay book, which is marked and then given back to the student to complete DIRT tasks.

Democracy and Dictatorships in Germany, 1919-1963

	Term 1	Term 2	Term 3
Topic	<p>The establishment and development of the Weimar Republic 1919-January 1933</p> <p>The establishment of the Nazi dictatorship and its domestic policies February 1933-1939</p>	<p>The establishment of the Nazi dictatorship and its domestic policies February 1933-1939</p> <p>The impact of war and defeat on Germany 1939-1949</p>	<p>Divided Germany: the Federal Republic and the DDR</p> <p>Introduction to Y100 - Coursework</p>
Aims	<p>Students to know, understand, and be able to explain the following:</p> <p><u>The establishment and development of the Weimar Republic 1919-January 1933</u></p> <ul style="list-style-type: none"> • Consequences of the First World War • The Weimar constitution • Impact of the Treaty of Versailles • Coalition governments • Challenges to Weimar • Communist revolts • Kapp Putsch • Munich Putsch • Invasion of the Ruhr • Hyperinflation • "Stresemann and the 'Golden Years'" • Dawes and Young Plan • Economic recovery • Political stability • Improvements to working and living conditions • The impact of the Great Depression • Elections and governments 1928–1933 • Rise and appeal of Nazism • Role of propaganda and Hitler • Papen, Schleicher and 'backstairs intrigue' • Hitler's appointment as Chancellor 	<p>Students to know, understand, and be able to explain the following:</p> <p><u>The establishment of the Nazi dictatorship and its domestic policies February 1933-1939</u></p> <ul style="list-style-type: none"> • Censorship and propaganda • Machinery of terror, including courts, SS, Gestapo; treatment of opposition • Religious policies • Economic policies, Schacht's New Plan, Goering's Four Year Plan, public works, conscription and autarky • German Labour Front • 'Strength through Joy' • Policy towards women • Education and policy towards youth • Racial policies to 1939 • Benefits of Nazi rule <p><u>The impact of war and defeat on Germany 1939-1949</u></p> <ul style="list-style-type: none"> • The war economy and Total War • Impact of bombing • War and racial policies • The Final Solution • Morale and rationing • Opposition and resistance 	<p>Students to know, understand, and be able to explain the following:</p> <p><u>Divided Germany: the Federal Republic and the DDR</u></p> <ul style="list-style-type: none"> • The creation of West Germany and the DDR • "The Basic Law and constitution of West Germany" • The 1949 election • The economic miracle • Political and social stability • Foreign policy; rapprochement with France, EEC, NATO, policy towards USA and USSR, DDR • Elections of 1953, 1957 and 1961 • Berlin Wall • Adenauer's decline and the Der Spiegel Crisis of 1962 • West Germany in 1963 • The GDR in 1949 • Uprising 1953 • Economic change, land reform, collectivisation, nationalisation and heavy industry • Social change, churches, Trade Unions, education and youth. <p>Introduction to Y100 – Coursework</p>

	<p><u>The establishment of the Nazi dictatorship and its domestic policies February 1933-1939</u></p> <ul style="list-style-type: none"> • Hitler’s consolidation of power • The Reichstag Fire • March Elections and Enabling Act • Gleichschaltung • Creation of the one-party state • Night of the Long Knives • Army oath and death of Hindenburg • System of government and administration 	<ul style="list-style-type: none"> • Consequences of the Second World War • Cold War • Potsdam • Division of Germany • Bizonia and developments in the Soviet Zone • Currency and the Berlin Blockade 	<ul style="list-style-type: none"> • What is required • Writing an introduction and conclusion • Source analysis • Interpretation analysis • Writing a question • Research • Planning
Resources	N. Fellows (2018) ‘Democracy and Dictatorships in Germany, 1919-1963’, London: Hodder Education, pp. 10-75	N. Fellows (2018) ‘Democracy and Dictatorships in Germany, 1919-1963’, London: Hodder Education, pp. 43-103	N. Fellows (2018) ‘Democracy and Dictatorships in Germany, 1919-1963’, London: Hodder Education, pp. 108-133 N. Fellows and M. Wells (2018) ‘Coursework Workbook. History. Unit Y100 Non-exam assessment: Topic-based essay’, London: Hodder Education
Assessment	<p>Students complete a variety of exam questions every fortnight, such as:</p> <p><u>10 marks:</u></p> <ul style="list-style-type: none"> • Which of the following were the more important reasons for the growth in Nazi support in the period from 1918 to 1933? <ol style="list-style-type: none"> 1. The Treaty of Versailles 2. The Great Depression <p><u>20 marks:</u></p>	<p>Students complete a variety of exam questions every fortnight, such as:</p> <p><u>10 marks:</u></p> <ul style="list-style-type: none"> • Which of the following were the more important reasons for the Nazi consolidation of power? <ol style="list-style-type: none"> 1. Terror 2. Propaganda <p><u>20 marks:</u></p> <ul style="list-style-type: none"> • ‘Terror was the most important factor in the Nazi regime in the maintenance of 	<p>Students complete a variety of exam questions every fortnight, such as:</p> <p><u>10 marks:</u></p> <ul style="list-style-type: none"> • Which of the following were the more important reason for the decline in support for Adenauer in the period after 1959? <ol style="list-style-type: none"> 1. The building of the Berlin Wall 2. The Spiegel affair <p><u>20 marks:</u></p>

	<ul style="list-style-type: none"> • ‘The problems facing the Weimar Republic were never very serious’. How far do you agree? • ‘The period from 1924 to 1929 was one of increasing stability’. How far do you agree? 	<p>power in the period to 1939’. How far do you agree?</p> <ul style="list-style-type: none"> • ‘Economic difficulties were the most serious problem facing the Western zones in the period from 1945-49’. How far do you agree? 	<ul style="list-style-type: none"> • ‘Adenauer’s greatest success was in foreign policy’. How far do you agree? • ‘The Communist Party was able to transform East German society in the period from 1949 to 1963’. How far do you agree?
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Later Tudors, 1547-1603			
	Term 1	Term 2	Term 3
Topic	<p>The stability of the monarchy, 1547-1558</p> <p>Religious change, 1547-1558</p> <p>Rebellion and unrest, 1547-1558</p>	<p>Elizabeth I and religion</p> <p>The nature of the Elizabethan monarch: Government and parliament</p>	<p>Elizabeth’s management of financial, economic and social affairs</p> <p>Elizabethan later years, 1558-1603</p>
Aims	<p>Students to know, understand, and be able to explain the following:</p> <p><u>The stability of the monarchy, 1547-1558</u></p> <ul style="list-style-type: none"> • Problems caused by the minority of Edward VI • Somerset’s attempted coup of 1549 • Altering the succession in 1553 • The threat of a female ruler • Marriage of Mary to King Philip II of Spain • The stability of the monarchy from 1547-1558 <p><u>Religious change, 1547-1558</u></p> <ul style="list-style-type: none"> • The extent of Protestantism under Somerset • How radical the religious changes were under Northumberland 	<p>Students to know, understand, and be able to explain the following:</p> <p><u>Elizabeth I and religion</u></p> <ul style="list-style-type: none"> • The religious situation and problems in 1558 • The foreign situation and its impact on religious developments • The Elizabethan Religious Settlement • The Puritan challenge and aims, support for Puritanism, the influence of Puritan leaders, attempts to change the church, the MPs’ tactics, separatism • The attitude of Elizabeth’s archbishops • The Catholic threat and its nature, the increased threat after 1568, government reaction • The Northern Rebellion (1569) • Papal excommunication (1570) • Mary, Queen of Scots • Plots against Elizabeth 	<p>Students to know, understand, and be able to explain the following:</p> <p><u>Elizabeth’s management of financial, economic and social affairs</u></p> <ul style="list-style-type: none"> • The financial and economic situation in 1558 • Sources of Crown income; the problem of inflation • Methods of raising finances, ordinary revenue, parliamentary taxation; • Methods of reducing costs, financial administration • Overseas trade • The issue of purveyances and monopolies • The Statute of Artificers, poverty and the Poor Law <p><u>Elizabethan later years, 1558-1603</u></p>

	<ul style="list-style-type: none"> • How Protestant England was by the death of Edward VI • Mary's religious aims • Popularity of Mary's religious policies • How Catholic England was by Mary's death <p><u>Rebellion and unrest, 1547-1558</u></p> <ul style="list-style-type: none"> • How serious the socio-economic problems were in the mid-Tudor period • How these contributed to unrest • Why there was so much unrest in 1549 • Why rebellions failed and their threat to government • Challenges to Mary's rule in the first two years • The extent these challenges threatened the stability of the monarchy • Why the monarchy was able to survive the mid-Tudor crisis 	<ul style="list-style-type: none"> • Seminary priests • Jesuits • The problems facing Catholics 1558–1589 <p><u>The nature of the Elizabethan monarch: Government and parliament</u></p> <ul style="list-style-type: none"> • The role of the court, ministers and Privy Council • Role and influence of William Cecil • Elizabeth's use and management of faction • The role of gender • The roles of the Houses of Commons and Lords • Parliament's relationship with the Queen • The attitudes of Elizabeth, the Privy Council and Parliament to the issues of marriage • Succession and parliamentary privilege and their impact on domestic and foreign affair • The impact of Mary Queen of Scots and James VI 	<ul style="list-style-type: none"> • The defence of the royal prerogative, relations with Parliament • The domestic effects of war with Spain • Harvests and the impact of rising prices • Local unrest • Food riots • The Oxfordshire rising • The Irish rebellion, • Essex's rebellion • Elizabeth's reputation in this period
Resources	M. Dickson and N. Fellows (2015) 'England: 1485-1603', London: Hodder Education. Pp. 101-162	M. Dickson and N. Fellows (2015) 'England: 1485-1603', London: Hodder Education. Pp. 164-214	M. Dickson and N. Fellows (2015) 'England: 1485-1603', London: Hodder Education. Pp. 216-260
Assessment	Students complete a variety of 30 mark source based exam questions that asks them to evaluate and analyse four different contemporary sources.	Students complete a variety of 30 mark source based exam questions that asks them to evaluate and analyse four different contemporary sources. The also do a variety of 20 mark exam questions, for example: <ul style="list-style-type: none"> • 'The most important reason why Elizabeth was hostile to the Puritans 	Students complete a variety of 30 mark source based exam questions that asks them to evaluate and analyse four different contemporary sources. The also do a variety of 20 mark exam questions, for example:

		<p>was their challenge to her authority'. How far do you agree?</p> <ul style="list-style-type: none">• 'The Puritan movement was too disunited to be successful'. How far do you agree?	<ul style="list-style-type: none">• 'The war with Spain was the main reason for the problems Elizabeth faced after 1590'. How far do you agree?• 'The economic crisis of the 1590s exposed the deficiencies of Elizabethan government'. How far do you agree?
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