

History
Year 12
Curriculum Overview

Intent: By the end of Y12, students will have gained substantial source skills in the Tudor topic and completed a study of Democracy and Dictatorships in Germany. Learners will organise and communicate their historical knowledge and understanding in different ways, arguing a case and reaching substantiated judgements and have developed their use and understanding of historical terms, concepts and skills.

	AUTUMN	SPRING	SUMMER
	Assessment 1		Assessment 2
Core Course Topic: These topics are taught through the identified terms. They are taught in small bitesize chunks and revisited regularly.	Unit Y106: England 1485–1558: the Early Tudors Students will be able to: Understand the significance of the rule of the Early Tudors	Unit Y106: England 1485–1558: the Early Tudors Enquiry Topic: Mid Tudor Crises 1547–1558 Students will be able to: Understand the significance of the crisis that the Tudors had to contend with.	Unit Y319: Civil Rights in the USA 1865–1992 Students will be able to: Understand the struggle of citizens in the United States to gain equality before the law. Learners should understand the factors which encouraged and discouraged change during this period.
	Unit Y221: Democracy and Dictatorships in Germany 1919–1963 Students will be able to: Understand The establishment and development of the Weimar Republic: 1919–Jan 1933 and the establishment of the Nazi Dictatorship and its domestic policies Feb 1933–1939.	Unit Y221: Democracy and Dictatorships in Germany 1919–1963 Students will be able to: Understand The impact of war and defeat on Germany: 1939–1949 and Divided Germany: The Federal Republic and the DDR 1949–1963.	Non exam assessment: Topic based essay (Unit Y100) Students will be able to: Understand how to complete an independently researched essay of 3000– 4000 words in length. This unit is a non exam assessment.
Additional support links: Here are links to additional resources which will help your child	Weimar - link Nazi Dictaatorship - link Early Tudor - link link Mid Tudor - link link	Impact of War - Link Divided Germany - Link Early Tudor - Link Link Mid Tudor - Link Link	Impact of War - Link Divided Germany - Link Early Tudor - Link Link Mid Tudor - Link Link Civil Rights - Link
Knowledge: Included here is the specific knowledge your child will learn in detail	TUDORS <ul style="list-style-type: none"> • The government of Henry VII and threats to his rule • Henry VII's foreign policy • Henry VIII and Wolsey • The reign of Henry VIII after 1529 GERMANY <ul style="list-style-type: none"> • Consequences of WW1 • Establishment of Weimar – economic, political and social problems and improvements • Rise and appeal of Nazism • Hitler's appointment as Chancellor • Hitler's consolidation of power • Machinery of Terror 	TUDORS <ul style="list-style-type: none"> • The stability of the monarchy • Religious changes • Rebellion and unrest GERMANY <ul style="list-style-type: none"> • War economy and total war • Racial policies and the final solution • Consequences of WW2 • Division of Germany • Developments in Soviet Zone and Berlin Blockade • Creation of West Germany – political, social, economic and foreign policies • Role of Adenauer 	USA: <p>African Americans:</p> <ul style="list-style-type: none"> • Their position in 1865, Reconstruction, white reaction and discrimination • The role of African Americans in gaining civil rights (e.g. Booker T Washington, Dubois, Martin Luther King, the Black Panthers) • The roles of Federal (Presidents, Congress and Supreme Court) and State governments in the struggle • The role of anti and pro-civil rights groups • The Civil Rights Movement to 1992.

History

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THE HART
SCHOOL
Creative
Education
Trust

	<ul style="list-style-type: none"> • Treatment of opposition • Economic and social policy 	<ul style="list-style-type: none"> • East Germany – political, social, economic and foreign policies • The Berlin Wall 	
<p>Skills: Included here is the specific skills your child will learn in detail</p>	<ul style="list-style-type: none"> • Develop their interest in and enthusiasm for history and an understanding of its intrinsic value and significance. • Acquire an understanding of different identities within society and an appreciation of aspects such as social, cultural, religious and ethnic diversity, as appropriate. • Build on their understanding of the past through experiencing a broad and balanced course of study. • Improve as effective and independent learners and as critical and reflective thinkers with curious and enquiring minds. • Develop the ability to ask relevant and significant questions about the past and to research them. • Acquire an understanding of the nature of historical study, for example that history is concerned with judgements based on available evidence and that historical judgements are provisional. • Develop their use and understanding of historical terms, concepts and skills. • Make links and draw comparisons within and/or across different periods and aspects of the past. • Organise and communicate their historical knowledge and understanding in different ways, arguing a case and reaching substantiated judgements. 	<ul style="list-style-type: none"> • Develop their interest in and enthusiasm for history and an understanding of its intrinsic value and significance. • Acquire an understanding of different identities within society and an appreciation of aspects such as social, cultural, religious and ethnic diversity, as appropriate. • Build on their understanding of the past through experiencing a broad and balanced course of study. • Improve as effective and independent learners and as critical and reflective thinkers with curious and enquiring minds. • Develop the ability to ask relevant and significant questions about the past and to research them. • Acquire an understanding of the nature of historical study, for example that history is concerned with judgements based on available evidence and that historical judgements are provisional. • Develop their use and understanding of historical terms, concepts and skills. • Make links and draw comparisons within and/or across different periods and aspects of the past. • Organise and communicate their historical knowledge and understanding in different ways, arguing a case and reaching substantiated judgements. 	<ul style="list-style-type: none"> • Develop their interest in and enthusiasm for history and an understanding of its intrinsic value and significance. • Acquire an understanding of different identities within society and an appreciation of aspects such as social, cultural, religious and ethnic diversity, as appropriate. • Build on their understanding of the past through experiencing a broad and balanced course of study. • Improve as effective and independent learners and as critical and reflective thinkers with curious and enquiring minds. • Develop the ability to ask relevant and significant questions about the past and to research them. • Acquire an understanding of the nature of historical study, for example that history is concerned with judgements based on available evidence and that historical judgements are provisional. • Develop their use and understanding of historical terms, concepts and skills. • Make links and draw comparisons within and/or across different periods and aspects of the past. • Organise and communicate their historical knowledge and understanding in different ways, arguing a case and reaching substantiated judgements.
<p>Common Lexicon: These are the key words and terms learnt. These can be found on knowledge organisers.</p>	<p>Reichstag, Nazi, Weimar, Constitution, Chancellor, propaganda, Communist, depression, backstairs intrigue. Stability, annulment, dissolution, Catholicism, excommunicated, faction, heresy, papal dispensation, regency.</p>	<p>EEC NATO, division, collectivisation, nationalisation, rapprochement, Cold War, Adenauer. Stability, annulment, dissolution, Catholicism, excommunicated, faction, heresy, papal dispensation, regency.</p>	<p>African American, Reconstruction, Federal government, Supreme court, President, Congress.</p>