

Year 11 History Sequence



	Content Taught	Reference	Essential Knowledge	Assessment	Rationale
YEAR 11					
HT1	Elizabeth 1558-1588	Paper 2: British Depth Study	<p>Substantive Concepts</p> <p>Monarchy Succession Hierarchy Nobility Gentry Peasantry Merchants Parliament Extraordinary Taxation Legitimacy Privy Council Collective Threat Clergy Protestantism Puritanism Catholicism Papacy Rome Religious compromise</p> <p>Disciplinary Knowledge Causation</p> <p>Essential Reading She Wolves – Helen Castor.</p>	<p>SA - Problems facing Elizabeth Essay (16 marks)</p> <p>SA - Causation - Northern Revolt</p> <p>SA - Knowledge Test</p> <p>FA - includes using daily reviews, weekly reviews to inform future planning. TLAC questioning is also part of our formative assessment approach</p>	<p>In the Year 11 scheme of learning essential knowledge is followed by lessons requiring students to BIAT.</p> <p><u>Justification for Elizabeth 1558-1588</u></p> <p>This unit was one of number of compulsory British depth studies that had to be selected. It was selected as we believed it had to most compelling narrative (a woman, surviving against all odds in a man's world, after inheriting a seemingly insurmountable catalogue of obstacles and bequeathing a reputation of being one of the most successful English monarch's of the last millennia.) It was also one of the few topics studies at GCSE, that had a clear female protagonist.</p>

HT2	Elizabeth 1558-1588	Paper 2: British Depth Study	<p>Substantive Concepts Revolt/rebellion Conspiracy Spanish Inquisition Foreign Policy Piracy Privateering Circumnavigation Provocation New World Colonization Triangular Trade Deserving/undeserving poor Vagabondage Enclosure Social Mobility</p> <p>Disciplinary Knowledge Causation</p> <p>Essential Reading Consolidation Reading Elizabeth's Spymaster by Robert Hutchinson.</p>	<p><u>SA - Cumulative - PPE</u> Elizabeth and Cold War</p> <p><u>SA - Knowledge Test</u></p> <p><u>FA</u> - includes using daily reviews, weekly reviews to inform future planning. TLAC questioning is also part of our formative assessment approach</p>	
HT3	Germany 1919-1939	Paper 3: Modern depth study	<p>Substantive Concepts Constitution Republic Kaiser Abdication Armistice Reichstag Chancellor President Proportional Representation Political Spectrum Dolchstoss</p>	<p><u>SA - Stresemann 16 Mark Essay</u></p> <p><u>SA - Causation:</u> Explain Why Hitler became Chancellor in 1929?</p> <p><u>SA Knowledge Test</u></p> <p><u>FA</u> - includes using daily reviews, weekly reviews to inform future planning. TLAC questioning is also</p>	<p><u>Justification for Germany 1919-1939</u> Germany was chosen again due to relevance at a time where there has been a rise of populism and extremism, it is vital for students to grasp how a dictatorship can emerge from a democracy and where dangerous ideologies can lead.</p> <p>It also allows us to pursue a valuable field trip to Berlin for</p>

			Social Democrat Spartacism Nationalist Freikorps Self-determination Diktat War Guilt Scapegoat November Criminal Self-determination Hyperinflation Culture Manifesto Nazism Putsch Political Wilderness Disciplinary Knowledge Inference Causation Interpretations Usefulness Essential Reading Depth Travellers in the Third Reich – Germany after WW1 – Julia Boyd	part of our formative assessment approach	Year 10's students which allows students to visit places relevant to the course such as the Reichstag, Sachsenhausen concentration camp, Hitler's bunker etc.
HT4	Germany 1919-1939	Paper 3: Modern depth study	Substantive Concepts Depression Big Business Industrialists Fuhrer Police State Totalitarianism Volksgemeinschaft Gestapo Concentration Camps	<u>SA - Cumulative PPE –</u> Germany and Whitechapel - Why did Hitler become Fuhrer - Munich Putsch Sources <u>SA - Knowledge Test</u>	

			<p>Concordat Censorship Propaganda Conformity Resistance Opposition Kinder, Kirche, Kuche Indoctrination</p> <p>Disciplinary Knowledge Inference Causation Interpretations Usefulness</p> <p>Essential Reading Depth Travellers in the Third Reich –Olympic Games – Julia Boyd</p>	<p>FA - includes using daily reviews, weekly reviews to inform future planning. TLAC questioning is also part of our formative assessment approach</p>	
HT5	Germany 1919-1939	Paper 3: Modern depth study	<p>Substantive Concepts Invisible unemployment Rearmament Eugenics Racial Hygiene Anti-Semitism Boycotts Herrenvolk Untermenschen Lebensunwertes</p> <p>Disciplinary Knowledge Inference Causation Interpretations Usefulness</p>	<p>SA - Kristallnacht Usefulness and Interpretation Questions.</p> <p>SA - Knowledge Test</p> <p>FA - includes using daily reviews, weekly reviews to inform future planning. TLAC questioning is also part of our formative assessment approach</p>	

			Essential Reading Depth Johann Trollman Story - BBC History.		
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