Subject	History: Democracy and Nazism: Germany 1918-1945					
	Term 1 Jan-Oct	Term 2 Oct-Dec	Term 3 Dec-Feb	Term 4 Mar-Easter	Term 5 April-May	Term 6 Jun-Jul
Topic/Specification reference	The Establishment of the Early Years of the Weimar Republic 1918-1933	The Establishment of the Early Years of the Weimar Republic 1918-1933	The Establishment of the Early Years of the Weimar Republic 1918-1933	The Establishment of the Early Years of the Weimar Republic 1918-1933 The Establishment of the Nazi Dictatorship Jan-March 1933.	The Establishment of the Nazi Dictatorship Jan-March 1933 and decline of democracy.	The Establishment of the Nazi Dictatorship Jan-March 1933 and how Hitler consolidated his power 1933-1934.
Knowledge	• The impact of the war and the political crisis of October 1918 • The establishment of the Weimar constitution • Impact of the Treaty of Versailles on the new government. • Hyperinflation crisis • Threats to the Weimar Republic.	• Recovery • Economic, Social and political issues in Germany 1919-1924.	• Political stability for the Weimar Republic focused on Hindenburg's election and support/lack of support for the Republic. • Stresemann's Foreign Policy	The Economic, Social and Political impact of the Depression. Why did the Nazis attract mass support? How the Nazis used propaganda to win mass support?	The increase in support for Communism and fear of their rise. The decline of parliamentary democracy. Backstairs' intrigue and the rise of Hitler. The collapse of the Weimar Republic.	Hitler's consolidation of Power The Reichstag Fire and the Enabling Law. The creation of the one party state. The Knight of the Long Knives Terror and the Gestapo
Skills	Essay writing: constructing an argument, explaining using relevant	Essay writing: constructing an argument, explaining using	Essay writing: constructing an argument, explaining using	Essay writing: constructing an argument, explaining using	Essay writing: constructing an argument, explaining using	Essay writing: constructing an argument, explaining

	evidence and reaching judgements. Evaluation of extracts using detailed contextual knowledge	relevant evidence and reaching judgements. Evaluation of extracts using detailed contextual knowledge	relevant evidence and reaching judgements. Evaluation of extracts using detailed contextual knowledge	relevant evidence and reaching judgements. Evaluation of extracts using detailed contextual knowledge	relevant evidence and reaching judgements. Evaluation of extracts using detailed contextual knowledge	using relevant evidence and reaching judgements. Evaluation of extracts using detailed contextual knowledge
Key vocabulary	Armistice Fourteen points Constitution Chancellor Ludendorff Kaiser, Weimar Republic, Ebert Groener Reichstag Economy Demobilisation Sparticist Socialist Scheidemann Bismark German National People's Party (DNVP) German People's Party (DVP) German Democratic Party (DDP) Coalition Reichstrat	Assassination Left Wing Right Wing Inflation Foreign Policy Allied Occupation Freikorps Sparticist Mein Kampf Socialist Karl Liebknecht Rosa Luxemburg Kapp Putsch Putsch Munich Putsch Wolfgang KappMatthias Erzberger Organisation Consul Hugo Hasse Walter Rathenau Stromtrooper Otto Von Lossow	Means test Political stability Social Cultural Welfare Industry Wandervogel Barmat scandal Jewish Bolshevism Anti-Semitism Assimilation Bauhaus Communism Herman Muller	The Depression Poverty Discontent Dissolutionment White collar worker Agricultural Wall Street Crash Briant-Erbisdorff Extremism Juvenile Impoverishment Kurt Von Schleicher Henruch Bruning Coalition	Ideology Nationalism Furerprincip Constituencies Lebensraum Mein Kampf Volksemeinshaft Fritz Thyssen Propaganda Joseph Goebbels Von Papen demise Otto Meisser Franz Seldte	Consolidaiton Fuhrer One Party State Federal State Third Reich SD, SA, SS Reinhard Heydrich Ernest Rohm Gauleiters Heinrich Himmler Asocials Gestapo Municiple police Aryan

	Proportional Representation Hans Von Seeckt Judicary Versailles Diktat Disarmament Saarland Rhineland Reparations Self-determination Freikorps Clemenceau Joseph Wirth Hyperinflation Hugo Stinnes Civil Service	Gustav Von Kahr Gustav Stresemann Deficit Economic armistice Dawes Plan Young Plan	Parliamentary Erst Thalmann Hindenburg Alfred Hugenberg Fulfilment Locarno Pact League of Nations Occupation Treaty of Berlin Inter-Allied Control Commission Kellogg Brian Pact	Red Front Fighter's League Nazism mittelstand	Wilhem Frick, General Blomberg, Freiherr Von Neurath Marinus Van der Lubb The Decree for the Protection of People and State Act The Enabling Law	Concentration camp
Assessment	**Mini source essay** (2 paragraphs) to assess just focused on value to assess student's capability. **Essay 1:** "The Weimar Constitution was not democratic." Assess the validity of this view.	**Hand in first lesson back: Essay 4:** "The Weimar Republic was never seriously threatened in the years 1919-23." Assess the validity of this view. [25] Mock-December **Essay 5:** With reference to	**Essay 5 (done in 2020 not 2019)** How valuable is the source to a historian in explaining reactions to Hindenburg's election? **Essay 6:** By the late 1920s, the Weimar	**Essay 7 (did not do in 2020) class discussion in 2019)** With reference to source 2 and your understanding of the historical context, assess the value of the source to an historian studying the impact	**Essay 9:** Fear of Communism was the main reason why increasing numbers of Germans voted for the Nazis in the years 1930-32." Assess the validity of this view. [25] **Essay 10**: "Hitler became Chancellor	**Essay 11:** The failure of the Weimar Republic by 1933 was due to the weaknesses of the constitution." Assess the validity of this view. [25] **Mock** The Nazi consolidation of power between January 1933 and August 1934 was achieved through the use of

	Essay 2: How valuable is Source 2 (textbook) in explaining why Germans hated the Treaty of Versailles? **Essay 3:** "The Franco-Belgian invasion of the Ruhr was the main cause of the hyperinflation crisis in Germany in 1923." Assess the validity of this view. [25] **Set over half term:** **Essay 4:** "The Weimar Republic was never seriously threatened in the years 1919-23." Assess the validity of this view. [25]	Sources 3 and your understanding of the historical context, how valuable are these sources in explaining the extent of the economic recovery in Germany by 1928? (source 3-Reichsbank)	Republic was politically stable." Assess the validity of this view. [25] **Essay 7:** How valuable is source 2 for an historian studying German foreign policy in the years 1924 to 1928? (Stresemann source)	of the Depression on German society. **Essay 8**: With reference to these sources and your understanding of the historical context, assess the value of these two **(A and B) sources** to an historian in explaining why the Nazi movement began to attract mass support from 1930? **(Mock)**	in January 1933 mainly as a result of "backstairs intrigue". Assess the validity of this view. [25]	terror." Assess the validity of this view. [25]

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Subject	History: Tudors				Year	12
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic/Specification reference	Henry VII	Finish Henry VII Henry VIII	Henry VIII	Finish Henry VIII	Edward VI	Mary
Knowledge	Securing the throne Dynastic rebellions: Lovells, Simnel and Warbeck Government Controlling the nobility Finance Foreign policy Society	Henry VII Rebellions: Yorkshire and Cornwall Trade Economy Religion Humanism Henry VIII Character and early aims Rise of Wolsey Foreign policy 1509-14 Wolsey's government Foreign policy 1515-29 Why Henry VIII wanted a divorce	Wolsey's fall from power Government under Cromwell Cromwell's fall from power Government 1540-47 Foreign policy 1530-47 The Reformation and the Dissolution	The regions Society Rebellions: Amicable Grant and Pilgrimage of Grace Economy Humanism	Henry VIII's legacy and the succession Somerset's government Somerset's fall from power Northumberland's government Northumberland's fall from power Somerset's foreign policy Northumberland's foreign policy Rebellions: The Western Rebellion and Kett's Rebellion Religious change and humanism	Mary's character and the succession Government Spanish Marriage and Wyatt's rebellion Foreign policy Religious change
Skills	Essay writing: constructing an argument, explaining using relevant evidence	Essay writing: constructing an argument, explaining using relevant evidence	Essay writing: constructing an argument, explaining using relevant evidence	Essay writing: constructing an argument, explaining using relevant evidence	Essay writing: constructing an argument, explaining using relevant evidence	Essay writing: constructing an argument, explaining using relevant evidence

	and reaching judgements. Evaluation of extracts using detailed contextual knowledge	and reaching judgements. Evaluation of extracts using detailed contextual knowledge	and reaching judgements. Evaluation of extracts using detailed contextual knowledge	and reaching judgements. Evaluation of extracts using detailed contextual knowledge	and reaching judgements. Evaluation of extracts using detailed contextual knowledge	and reaching judgements. Evaluation of extracts using detailed contextual knowledge
Key vocabulary	Dynastic Privy Council Privy Chamber Recognisances Bonds Retaining Retinue Attainder Extraordinary revenue Ordinary revenue Custom duties Nobles Gentry	Enclosure Engrossing Embargo Transubstantiation Purgatory Catholic Protestant Humanism Subsidy diplomacy	Praemunire Transubstantiation Consubstantiation Purgatory Chantries	Gentry Enclosure Engrossing Debasement Inflation	Garrisoning Herald	Heretic Heresy Valois Hapsburg
Assessment	Essay on how threatening Warbeck's rebellion was Essay on the success of Henry VII's foreign policy Finance extract	Mock essay on Henry VII Henry VII's Foreign policy extract Test on Henry VII	Wolsey extract Henry VIII's government essay Henry VIII's foreign policy extract	Henry VIII's foreign policy essay Test on Henry VIII	Church essay comparing 1532 and 1553 Edward VI extract Test on Edward VI	Mock Essay on foreign policy

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Subject	History:					
	Term 1 Jan-Oct	Term 2 Oct-Dec	Term 3 Jan-Feb	Term 4 Mar-Easter	Term 5 April-May	Term 6 Jun-Jul
Topic/Specification reference	NEA from Sept to Oct. Oct: The Nazi Dictatorship 1933-39. The Terror State	The Nazi Dictatorship 1933-39. Economic Policies Social Polices The Racial State	The Racial State: The Radicalisation of the State 1933- Nazi Policy towards the Jews Impact of War on German Society	Revision	Revision	
Knowledge	The police System and the Third Reich Political Resistance Resistance by the workers, Churches, Youth and Elite. Methods of Propaganda	Recovery from the Depression and who benefitted from Nazi economic policy? Nazi policy towards the Youth, women, workers and the Church Racial State	Nazi Racial Ideology: Policies towards mentally ill and physically disabled, asocials and homosexuals, religious sects, Roma and Sinti. The boycott of Jewish shops, the Civil Service Laws and anti-Semitic legislation, The Nuremburg laws and Discrimination.		.	

			The development of Anti-Semitic Policies Impact of War on German Society			
Skills	Essay writing: constructing an argument, explaining using relevant evidence and reaching judgements. Evaluation of extracts using detailed contextual knowledge	Essay writing: constructing an argument, explaining using relevant evidence and reaching judgements. Evaluation of extracts using detailed contextual knowledge	Essay writing: constructing an argument, explaining using relevant evidence and reaching judgements. Evaluation of extracts using detailed contextual knowledge	Essay writing: constructing an argument, explaining using relevant evidence and reaching judgements. Evaluation of extracts using detailed contextual knowledge	Essay writing: constructing an argument, explaining using relevant evidence and reaching judgements. Evaluation of extracts using detailed contextual knowledge	
Key vocabulary						
Assessment	**Essay 1**: How valuable is source 2 in explaining the extent of German resistance to the Nazis.	**Essay 2:** "The Nazi economic miracle between 1933 and 1939 was merely a propaganda myth." Assess the validity of this view. [25]	**Essay 6:** "The Nazis followed a clear and consistent plan for removing Jews from the mainstream of German society in	Full Mock. Two essays and 3 shorter source essays.	Practice questions: sources and essays	

		Start of Dec-Three Essay Mock (full half paper): With reference to **Source 2, 3 and 4** and your understanding of the historical context, assess the value of this source to an historian studying Nazi policy towards youth. [30]	the years 1933-39." Assess the validity of this view. [25]			

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Subject	History: the Tudors				Year	13
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic/Specification reference	Finish Mary Mid Tudor crisis Elizabeth I	Elizabeth I	Elizabeth I	Elizabeth I Revision	Revision	
Knowledge	Religious change Mid Tudor crisis Elizabeth's personality Consolidation of power Government Parliament	Finance Succession Mary, Queen of Scots Foreign policy	Finish foreign policy Poverty legislation Rebellions: Northern and Essex Regions	Economy and trade Religious settlement, 1559 Religious change: Puritan and Catholic challenge Humanism	Review of topics of students' choice and based on areas that need development	
Skills	Essay writing: constructing an argument, explaining using relevant evidence and reaching judgements. Evaluation of extracts using detailed contextual knowledge	Essay writing: constructing an argument, explaining using relevant evidence and reaching judgements. Evaluation of extracts using detailed contextual knowledge	Essay writing: constructing an argument, explaining using relevant evidence and reaching judgements. Evaluation of extracts using detailed contextual knowledge	Essay writing: constructing an argument, explaining using relevant evidence and reaching judgements. Evaluation of extracts using detailed contextual knowledge	Essay writing: constructing an argument, explaining using relevant evidence and reaching judgements. Evaluation of extracts using detailed contextual knowledge	
Key vocabulary	Patronage Faction Royal prerogative monopolies	Huguenots Sea Beggars	Vagrants Impotent poor Deserving poor	Colonisation Calvinism Lutherans Puritans Presbyterians Sectaries		

				Jesuits Golden Age		
Assessment	Religious change from 1532 to 1558 essay Mid Tudor extracts Timed essay on the Mid Tudor crisis Elizabeth's parliaments extract	Government essay Full Tudor mock: 1 extract and 2 essays	Foreign policy extract and essay Rebellions essay, 1549-1571	Mock exam Religious change essay and extract	Various essay and extracts	