

St Cuthbert Mayne School Curriculum Map 2023-2024



Department: History

Year 11

“History is who we are and why we are the way we are” - David McCullough

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It inspires pupils’ curiosity to know more about the past. Teachers will equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

The aim for the History Department is to provide a curriculum and experience that is truly comprehensive and enables **all** learners to thrive, develop and grow in the widest sense. Most of all we want our learners to discover the joy of learning and to gain the skills that will enable them to continue learning throughout their lives.

The department’s mission statement is:

“Through engaging and challenging lessons, all learners will develop a lifelong love of learning and an enthusiasm for the study of History”.

Exam Board: Edexcel

Assessment Method (coursework/exam breakdown):

Paper One: Written examination (30% of final mark)

Paper Two: Written examination (40% of final mark)

Paper Three: Written examination (30% of final mark)

Paper Three: Modern Depth Study (30% of final mark)

Weimar and Nazi Germany, 1919 – 1939

How does a democracy die? How can a single politician enrapture a nation and lead them down a path that resulted in one of the greatest atrocities in human History? With some worrying reflections on politics in the 21st century, learners will embark on a detailed study in the History of Germany in the first half of the 20th century. From the trauma of defeat in WW1 and the hopeful beginnings of democracy under the new Weimar Constitution, we evaluate how the new Germany state enjoyed the 'Golden Years' under Stresemann, only to be utterly ruined by international finance in 1929. we then chart the rise of an unknown political dissident from Austria, who used populist policies to galvanize a movement around himself that would enable him to seize power legally in 1933 and fulfil his promise to 'destroy democracy from within'. From here we analyse how Hitler was able to build a totalitarian dictatorship that helped to lead the world back to war in 1939.

| Autumn Term 1 | | | | Autumn Term 2 | | |
|------------------------------------|---|--|--|--|--|--|
| Topic/Unit | Weimar and Nazi Germany, 1918–39 | Weimar and Nazi Germany, 1918–39 | | Weimar and Nazi Germany, 1918–39 | Weimar and Nazi Germany, 1918–39 | |
| Knowledge (Content covered) | <p>Key topic 1: The Weimar Republic 1918–29</p> <p>1 The origins of the Republic, 1918–19</p> <ul style="list-style-type: none"> • The legacy of the First World War. The abdication of the Kaiser, the armistice and revolution, 1918–19. • The setting up of the Weimar Republic. The strengths and weaknesses of the new Constitution. | <p>Key topic 1: The Weimar Republic 1918–29</p> <p>3 The recovery of the Republic, 1924–29</p> <ul style="list-style-type: none"> • Reasons for economic recovery, including the work of Stresemann, the Rentenmark, the Dawes and Young Plans and American loans and investment. • The impact on domestic policies of | | <p>Key topic 2: Hitler's rise to power, 1919–33</p> <p>1 Early development of the Nazi Party, 1920–22</p> <ul style="list-style-type: none"> • Hitler's early career: joining the German Workers' Party and setting up the Nazi Party, 1919–20. • The early growth and features of the Party. The Twenty-Five Point Programme. The role of the SA. | <p>Key topic 2: Hitler's rise to power, 1919–33</p> <p>3 The growth in support for the Nazis, 1929–32</p> <ul style="list-style-type: none"> • The growth of unemployment – its causes and impact. The failure of successive Weimar governments to deal with unemployment from 1929 to January 1933. The growth of support for the Communist Party. | |

| | | | | | | |
|--|---|---|--|--|--|--|
| | <p>2 The early challenges to the Weimar Republic, 1919–23</p> <ul style="list-style-type: none"> ● Reasons for the early unpopularity of the Republic, including the ‘stab in the back’ theory and the key terms of the Treaty of Versailles. ● Challenges to the Republic from Left and Right: Spartacists, Freikorps, the Kapp Putsch. ● The challenges of 1923: hyperinflation; the reasons for, and effects of, the French occupation of the Ruhr. | <p>Stresemann’s achievements abroad: the Locarno Pact, joining the League of Nations and the Kellogg-Briand Pact.</p> <p>4 Changes in society, 1924–29</p> <ul style="list-style-type: none"> ● Changes in the standard of living, including wages, housing, unemployment insurance. ● Changes in the position of women in work, politics and leisure. ● Cultural changes: developments in architecture, art and the cinema. | | <p>2 The Munich Putsch and the lean years, 1923–29</p> <p>The reasons for, events and consequences of the Munich Putsch.</p> <ul style="list-style-type: none"> ● Reasons for limited support for the Nazi Party, 1924–28. Party reorganisation and Mein Kampf. The Bamberg Conference of 1926. | <ul style="list-style-type: none"> ● Reasons for the growth in support for the Nazi Party, including the appeal of Hitler and the Nazis, the effects of propaganda and the work of the SA. <p>4 How Hitler became Chancellor, 1932–33</p> <ul style="list-style-type: none"> ● Political developments in 1932. The roles of Hindenburg, Brüning, von Papen and von Schleicher. ● The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933. | |
|--|---|---|--|--|--|--|

| | | | | | | |
|--|---|---|--|---|---|--|
| Skills | Interpretation. Source Analysis. Judgment Research Narrative Inference Utility Explanation | Interpretation. Source Analysis. Judgment Research Narrative Inference Utility Explanation | | Interpretation. Source Analysis. Judgment Research Narrative Inference Utility Explanation | Interpretation. Source Analysis. Judgment Research Narrative Inference Utility Explanation | |
| Assessment | 1 x Interpretation (a) 1 x Interpretation (b) 1x Judgement | 1 x Interpretation (a) 1 x Interpretation (b) 1x Judgement | | 1 x Interpretation (a) 1 x Interpretation (b) 1x Judgement | 1 x Interpretation (a) 1 x Interpretation (b) 1x Judgement | |
| Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4 | Researcher Policing Law Politics Military | Researcher Policing Law Politics Military | | Researcher Policing Law Politics Military | Researcher Policing Law Politics Military | |

| Spring Term 1 | | | Spring Term 2 | | | |
|------------------------------------|---|---|---------------|--|--|--|
| Topic/Unit | Weimar and Nazi Germany, 1918-39 | Weimar and Nazi Germany, 1918-39 | | Weimar and Nazi Germany, 1918-39 | Weimar and Nazi Germany, 1918-39 | |
| Knowledge (Content covered) | <p>Key topic 3: Nazi control and dictatorship, 1933-39</p> <p>1 The creation of a dictatorship, 1933-34</p> <ul style="list-style-type: none"> • The Reichstag Fire. The Enabling Act and the banning of other parties and trade unions. • The threat from Röhm and the SA, the Night of the Long Knives and the death of von Hindenburg. Hitler becomes Führer, the army and oath of allegiance. | <p>Key topic 3: Nazi control and dictatorship, 1933-39</p> <p>3 Controlling and influencing attitudes</p> <ul style="list-style-type: none"> • Goebbels and the Ministry of Propaganda: censorship, Nazi use of media, rallies and sport, including the Berlin Olympics (1936). • Nazi control of culture and the arts, including art, architecture, literature and film. <p>4 Opposition, resistance and</p> | | <p>Key topic 4: Life in Nazi Germany, 1933-39</p> <p>1 Nazi policies towards women</p> <ul style="list-style-type: none"> • Nazi views on women and the family. • Nazi policies towards women, including marriage and family, employment and appearance. <p>2 Nazi policies towards the young</p> <ul style="list-style-type: none"> • Nazi aims and policies towards the young. The Hitler Youth and | <p>Key topic 4: Life in Nazi Germany, 1933-39</p> <p>3 Employment and living standards</p> <ul style="list-style-type: none"> • Nazi policies to reduce unemployment, including labour service, autobahns, rearmament and invisible unemployment. • Changes in the standard of living, especially of German workers. The Labour Front, Strength Through Joy, Beauty of Labour. | |

| | | | | | | |
|---------------|---|--|--|--|--|--|
| | <p>2 The police state</p> <ul style="list-style-type: none"> • The role of the Gestapo, the SS, the SD and concentration camps. • Nazi control of the legal system, judges and law courts. • Nazi policies towards the Catholic and Protestant Churches, including the Reich Church and the Concordat. | <p>conformity</p> <ul style="list-style-type: none"> • The extent of support for the Nazi regime. • Opposition from the Churches, including the role of Pastor Niemöller. • Opposition from the young, including the Swing Youth and the Edelweiss Pirates. | | <p>the League of German Maidens.</p> <ul style="list-style-type: none"> • Nazi control of the young through education, including the curriculum and teachers. | <p>4 The persecution of minorities</p> <ul style="list-style-type: none"> • Nazi racial beliefs and policies and the treatment of minorities: Slavs, 'gypsies', homosexuals and those with disabilities. • The persecution of the Jews, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws and Kristallnacht. | |
| Skills | <p>Interpretation. Source Analysis. Judgment Research Narrative Inference Utility Explanation</p> | <p>Interpretation. Source Analysis. Judgment Research Narrative Inference Utility Explanation</p> | | <p>Interpretation. Source Analysis. Judgment Research Narrative Inference Utility Explanation</p> | <p>Interpretation. Source Analysis. Judgment Research Narrative Inference Utility Explanation</p> | |

| | | | | | | |
|--|---|---|--|---|---|--|
| Assessment | 1 x Inference 1 x Interpretation (b) 1x Judgement | 1 x Utility 1 x Interpretation (b) 1x Judgement | | 1 x Inference 1 x Utility 1x Judgement | 1 x Interpretation (a) 1 x Interpretation (b) 1x Judgement 1 x PEE | |
| Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4 | Researcher Policing Law Politics Military | Researcher Policing Law Politics Military | | Researcher Policing Law Politics Military | Researcher Policing Law Politics Military | |

| Summer Term | | | | |
|------------------------------------|--|--|--|--|
| Topic/Unit | Preparation and Support for formal examination | | | |
| Knowledge (Content covered) | Revision of key content . Paper One: | | | |

| | | | | |
|--|--|--|--|--|
| | <p>Crime and Punishment, c1000-present day. Paper Two: The American West Early Elizabethan England, 1558 - 1588</p> <p>Paper Three: Weimar and Nazi Germany, 1919 - 1939</p> <p>Support with exam question structures.</p> | | | |
| Skills | <p>Interpretation. Source Analysis. Judgment Research Narrative Inference Utility Explanation</p> | | | |
| Assessment | Public Examination | | | |
| Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4 | <p>Researcher Policing Law Politics Military</p> | | | |

