



## KS5 History Curriculum Map Year 12: Unit 1 - Britain: Conflict, Revolution and Settlement

Topic	Knowledge		Skills	Assessment Opportunities
	<i>Substantive knowledge:</i> This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.		<i>Disciplinary knowledge:</i> This is the action taken within a particular topic in order to gain substantive knowledge.	What assessments will be used to measure student progress?
The quest for political stability, 1625–88.	<i>Introduction and Overview</i>	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• AO1 Questions</li> <li>• Contextual Lesson – English Political System in 1625</li> </ul>	<ul style="list-style-type: none"> <li>• For this unit the historical skills being explicitly developed and targeted are:</li> <li>• Demonstrate, organise and communicate knowledge and understanding</li> <li>• To analyse and evaluate the key features related to the periods studied,</li> <li>• To make substantiated judgements</li> <li>• To explore second-order concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be assessed on a selection of the content from this unit. They will complete at least two essay questions, on appropriate topics. The following are past-paper questions which will typify the kind of essays students will be assessed on.</li> <li>• To what extent was Charles I personally responsible for the problems which faced the monarchy in the years 1629–46?</li> <li>• How accurate is it to say that popular fear of royal absolutism was primarily responsible for the monarchy’s difficulties in the years 1678–88?</li> <li>• To what extent was republican rule (1649–60) different from the personal rule of Charles I (1629–40)?</li> <li>• How accurate is it to say that relations between Crown and Parliament improved in the years 1660–88?</li> <li>• How accurate is it to say that Charles I’s actions and attitudes were primarily</li> </ul>
	The failure of monarchical government, 1625–46	<ul style="list-style-type: none"> <li>• Charles I and parliament, 1625–29</li> <li>• Personal rule</li> <li>• Resistance and its failure, 1629–40</li> </ul>		
	Failure to Compromise 1640-49	<ul style="list-style-type: none"> <li>• Start of the Civil War</li> <li>• Parliamentary Victory</li> <li>• Charles’ Execution</li> </ul>		
	Republican Rule 1649-60	<ul style="list-style-type: none"> <li>• Reasons for the failure of Republican attempts to provide stable government</li> <li>• Was Oliver Cromwell a King in Parliamentary Clothing?</li> <li>• Was Oliver Cromwell a Parliamentarian in King’s Clothing?</li> </ul>		

	From restoration to revolution, 1660–88:	<ul style="list-style-type: none"> <li>• The Restoration Settlement, 1660–64</li> <li>• Conflicts between king and parliaments, 1665–81</li> <li>• Personal rule and the collapse of royal power, 1681–88.</li> </ul>		responsible for the problems that faced the monarchy in the years 1625–40?
Religion: conflict and dissent, 1625–88	The Church of England	<ul style="list-style-type: none"> <li>• <u>Contextual Lesson – State of English Religion in 1625</u></li> <li>• Laud’s policies and religious uniformity</li> <li>• Parliament’s reordering of the church, 1640–60</li> <li>• The restoration of Anglicanism, 1660–62 and its dominant position in religious life.</li> </ul>	<ul style="list-style-type: none"> <li>• For this unit the historical skills being explicitly developed and targeted are:</li> <li>• Demonstrate, organise and communicate knowledge and understanding</li> <li>• To analyse and evaluate the key features related to the periods studied,</li> <li>• To make substantiated judgements</li> <li>• To explore second-order concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be assessed on a selection of the content from this unit. They will complete at least two essay questions, on appropriate topics. The following are past-paper questions which will typify the kind of essays students will be assessed on.</li> <li>• Military involvement in politics responsible for political instability in the years 1646–60?</li> <li>• To what extent were radical political and religious ideas responsible for the failure of Republican rule in the years 1649–60?</li> <li>• How accurate is it to say that religious nonconformity survived persecution during the Restoration (1660–88) mainly due to the actions and attitudes of Charles II and James II?</li> <li>• How accurate is it to say that the failure of republican government, in the years 1649–60, was primarily due to divisions over religious issues?</li> <li>• How accurate is it to say that fear of Catholicism was fundamental to the discontent faced by the restored monarchy in the years 1660–88?</li> <li>• How far do you agree that Anglicanism overcame challenges to its doctrines and practices in the years 1625–88?</li> </ul>
	The Growth of Religious non-conformity	<ul style="list-style-type: none"> <li>• Puritans and Presbyterians</li> <li>• Persecution of Dissenters 1660-69</li> <li>• Non-Conformity 1669-88</li> </ul>		
The Catholic Question	<ul style="list-style-type: none"> <li>• Catholic influence within Charles I’s court</li> <li>• The exclusion of Catholics from religious toleration</li> <li>• Anti-Catholic sentiment, 1660–88.</li> </ul>			

Social and intellectual challenge, 1625–88	Population	<ul style="list-style-type: none"> <li>• <u>Contextual Lesson –English Society in 1625</u></li> <li>• Reasons for the increase in population</li> <li>• The impact of population growth on urban development and rural change</li> <li>• Growth of poverty and the Poor Laws</li> </ul>	<ul style="list-style-type: none"> <li>• For this unit the historical skills being explicitly developed and targeted are:</li> <li>• Demonstrate, organise and communicate knowledge and understanding</li> <li>• To analyse and evaluate the key features related to the periods studied,</li> <li>• To make substantiated judgements</li> <li>• To explore second-order concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be assessed on a selection of the content from this unit. They will complete at least two essay questions, on appropriate topics. The following are past-paper questions which will typify the kind of essays students will be assessed on.</li> <li>• How accurate is it to say that religious and legal changes, in the years 1625-88, did little to alter the status of women?</li> <li>• How significant was the role of migration in the population growth experienced by Stuart Britain in the years 1625–88?</li> <li>• How accurate is it to say that the social structure of Britain was transformed in the years 1625–88?</li> </ul>
	The Changing Structure of Society	<ul style="list-style-type: none"> <li>• The changing gentry class the power of the nobility</li> <li>• Urbanisation and the growth of the professional and merchant classes</li> <li>• The impact of religious and legal changes on the status of women.</li> </ul>		
	A Ferment of Ideas	<ul style="list-style-type: none"> <li>• Radical political ideas, including the Levellers and the Diggers</li> <li>• The end of divine right monarchy and a confessional state</li> <li>• The significance of the ideas of Hobbes and Locke.</li> </ul>		
	The Scientific Revolution	<ul style="list-style-type: none"> <li>• Francis Bacon and the experimental method</li> <li>• The significance of the Royal Society.</li> <li>• A society transformed?</li> </ul>		

Economy, Trade and Empire, 1625–88	Agriculture	<ul style="list-style-type: none"> <li>• <u>Contextual Lesson – The English Economy in 1625</u></li> <li>• Changes in agricultural techniques</li> <li>• Capital investment in agriculture &amp; development of National markets.</li> </ul>	<ul style="list-style-type: none"> <li>• For this unit the historical skills being explicitly developed and targeted are:</li> <li>• Demonstrate, organise and communicate knowledge and understanding</li> <li>• To analyse and evaluate the key features related to the periods studied,</li> <li>• To make substantiated judgements</li> <li>• To explore second-order concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance</li> </ul>	<p>Students will be assessed on a selection of the content from this unit. They will complete at least two essay questions, on appropriate topics. The following are past-paper questions which will typify the kind of essays students will be assessed on.</p> <ul style="list-style-type: none"> <li>• How far do you agree that the British economy was transformed in the years 1625–85?</li> <li>• How accurate is it to say that the expansion of Britain’s overseas possessions was the most important reason for economic change in the years 1625–88?</li> <li>• How significant was the role of the East India Company in the expansion of overseas trade in the years 1625–88?</li> <li>• To what extent was the growth of banking and insurance responsible for the expansion of the Stuart economy in the years 1625–88?</li> <li>• How significant were developments in agriculture for the growth of the Stuart economy in the years 1625-88?</li> </ul>
	Changing Trade Patterns	<ul style="list-style-type: none"> <li>• The changing cloth trade, including ‘new draperies’ and the impact of Protestant refugees.</li> <li>• London, banking and insurance.</li> </ul>		
	The Imperial Expansion	<ul style="list-style-type: none"> <li>• The significance of North America, the Caribbean, the Navigation Acts and the development of mercantilism.</li> <li>• The effects of Anglo-Dutch commercial rivalry</li> </ul>		
	The Imperial Expansion	<ul style="list-style-type: none"> <li>• The role of the East India Company</li> <li>• The significance of British control of the triangular trade.</li> <li>• An economy transformed?</li> </ul>		
How revolutionary, in the years to 1701, was the Glorious Revolution of 1688–89?	<ul style="list-style-type: none"> <li>• The significance of revolutionary ideals in the establishment of a constitutional monarchy.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Contextual Lesson – The Origins of the Glorious Revolution</u></li> <li>• Introduction to Interpretations</li> <li>• The revolutionary ideals behind the overthrow of James I</li> </ul>	<p>For this unit the historical skills being explicitly developed and targeted are:</p> <ul style="list-style-type: none"> <li>• Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted. [AO3]</li> </ul>	<p>Students will be assessed on a selection of the content from this unit. They will complete at least two essay questions, on appropriate topics. The following are past-paper questions which will typify the kind of essays students will be assessed on.</p> <ul style="list-style-type: none"> <li>• In the light of differing interpretations, how convincing do you find the view</li> </ul>

		<ul style="list-style-type: none"> <li>• The significance of the Bill of Rights and the Act of Settlement 1701</li> </ul>		<p>that, as a result of the Glorious Revolution, parliament became 'pre-eminent' in the government of the country?</p> <ul style="list-style-type: none"> <li>• In the light of differing interpretations, how convincing do you find the view that the Revolution Settlement of 1688–89 did not clarify the powers of the monarch?</li> <li>• In the light of differing interpretations, how convincing do you find the view that the Glorious Revolution 'did not have revolutionary effects'?</li> <li>• In the light of differing interpretations, how convincing do you find the view that the Glorious Revolution 'transformed the relationship between King and Parliament'?</li> <li>• In the light of differing interpretations, how convincing do you find the view that the Toleration Act of 1689 failed to promote religious tolerance?</li> <li>• In the light of differing interpretations, how convincing do you find the view that the Glorious Revolution of 1688–89 'did not establish a limited monarchy'?</li> </ul>
	<ul style="list-style-type: none"> <li>• The impact of the Toleration Act 1688 and the end of Anglican supremacy.</li> </ul>	<ul style="list-style-type: none"> <li>• The Act of toleration</li> <li>• The End of Anglican supremacy</li> </ul>		
	<ul style="list-style-type: none"> <li>• The significance of the Triennial Act 1694 and the growth of parliamentary power.</li> </ul>	<ul style="list-style-type: none"> <li>• The Triennial Act 1694</li> <li>• The increasing role of Parliamentary Power?</li> <li>• Parliamentary partnership become in government 1694-1701?</li> </ul>		
	<ul style="list-style-type: none"> <li>• The importance of William III's wars in the development of a financial revolution.</li> </ul>	<ul style="list-style-type: none"> <li>• William's wars</li> <li>• The financial revolution?</li> <li>• Public scrutiny of government spending</li> <li>• Founding of the Bank of England.</li> </ul>		



## KS5 History Curriculum Map Year 12: Unit 2 - Britain: Conflict, Revolution and Settlement

Topic	Knowledge		Skills	Assessment Opportunities
	<p><i>Substantive knowledge:</i> This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p>		<p><i>Disciplinary knowledge:</i> This is the action taken within a particular topic in order to gain substantive knowledge.</p>	<p>What assessments will be used to measure student progress?</p>
<p>The origins and onset of revolution, 1774–89</p>	<p>Introduction The Ancient Regime and it's Challenges</p>	<ul style="list-style-type: none"> <li>• Background context: France in c1774</li> <li>• Absolutism, Court faction, the Three Estates, rights of Nobles and Church Privilege</li> </ul>	<p>For this unit the historical skills being explicitly developed and targeted are:</p> <ul style="list-style-type: none"> <li>• Demonstrate, organise and communicate knowledge and understanding [AO1]</li> <li>• To analyse and evaluate the key features related to the periods studied,</li> <li>• To make substantiated judgements [AO1]</li> <li>• To explore second-order concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance [AO1]</li> <li>• Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted [AO2]</li> </ul>	<p>Students will be assessed on a selection of the content from this unit. They will complete at least two essay questions, on appropriate topics. The following are past-paper questions which will typify the kind of essays students will be assessed on:</p> <ul style="list-style-type: none"> <li>• How far could the historian make use of Sources 1 and 2 together to investigate the problems facing France in the late 1780s? Explain your answer, using both sources, the information given about them and your own knowledge of the historical context. [AO2]</li> <li>• How accurate is it to say that the lack of effective financial reform was primarily responsible for undermining the ancien régime in France? [AO1]</li> <li>• How significant was the challenge to the ancien régime posed by rural poverty and urban food prices in France in the 1780s? [AO1]</li> </ul>
	<p>Problems facing France in the 1780s</p>	<ul style="list-style-type: none"> <li>• The Impact of the Enlightenment</li> <li>• The Spread of New Ideas</li> </ul>		
	<p>The Failings of Louis XVI and his Ministers</p>	<ul style="list-style-type: none"> <li>• Louis' Character and Marie Antoinette</li> <li>• The financial reforms of Turgot, Necker and Calonne</li> <li>• Opposition in the Paris Parlement</li> <li>• The Significance of the Summoning of the Estate General</li> <li>• The Significance of the Declaration of the National Assembly &amp; the Tennis Court Oath</li> <li>• The Significance of the Revolt in Paris &amp; the Storming of the Bastille</li> </ul>		

Revolution and the failure of constitutional monarchy, 1789–93	Attempts to Create a Constitution	<ul style="list-style-type: none"> <li>• The Great Fear, Abolition of Feudalism and the Rights of Man</li> <li>• The October Days and the Impact of the March on Versailles</li> <li>• The Reform of the Constituent Assembly (Monarchy and Political, Economic, Religious and other)</li> </ul>	<p>For this unit the historical skills being explicitly developed and targeted are:</p> <ul style="list-style-type: none"> <li>• Demonstrate, organise and communicate knowledge and understanding [AO1]</li> <li>• To analyse and evaluate the key features related to the periods studied,</li> <li>• To make substantiated judgements [AO1]</li> <li>• To explore second-order concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance [AO1]</li> <li>• Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted [AO2]</li> </ul>	<p>Students will be assessed on a selection of the content from this unit. They will complete at least two essay questions, on appropriate topics. The following are past-paper questions which will typify the kind of essays students will be assessed on:</p> <ul style="list-style-type: none"> <li>• How far could the historian make use of Sources 1 and 2 together to investigate the reasons for King Louis XVI’s flight to Varennes in June 1791? Explain your answer, using both sources, the information given about them and your own knowledge of the historical context. [AO2]</li> <li>• In the years 1789–91, Louis XVI’s authority was only seriously undermined after his flight to Varennes.’ How far do you agree with this statement? [AO1]</li> <li>• ‘Religious issues were primarily responsible for the deepening divisions in France in the years 1790-94.’ How far do you agree with this statement? [AO1]</li> </ul>
	How Divided were Political Views in the Period 1789-93?	<ul style="list-style-type: none"> <li>• The Significance of Key Political Groups, Popular Protest, the Sans-Culottes, Mirabeau and Royalist Support.</li> </ul>		
	The Breakdown of Relations with the King.	<ul style="list-style-type: none"> <li>• The Flight to Varennes and the Initial Response</li> <li>• The Outbreak of War with Austria and Prussia</li> </ul>		
	The Revolution Radicalised	<ul style="list-style-type: none"> <li>• The execution of the Louis</li> <li>• The extent of the Radicals Triumph</li> </ul>		
The National Convention and the Terror, 1793–94	Pre-conditions for Terror	<ul style="list-style-type: none"> <li>• The External Threat</li> <li>• The Impact of Vendee</li> <li>• Economic Pressures and Sans-Culottes Discontent</li> <li>• Political Pressures</li> </ul>	<p>For this unit the historical skills being explicitly developed and targeted are:</p> <ul style="list-style-type: none"> <li>• Demonstrate, organise and communicate knowledge and understanding [AO1]</li> <li>• To analyse and evaluate the key features related to the periods studied,</li> <li>• To make substantiated judgements [AO1]</li> <li>• To explore second-order</li> </ul>	<p>Students will be assessed on a selection of the content from this unit. They will complete at least two essay questions, on appropriate topics. The following are past-paper questions which will typify the kind of essays students will be assessed on:</p> <ul style="list-style-type: none"> <li>• How far could the historian make use of Sources 1 and 2 together to investigate the challenge posed to the Republic by the Vendée revolt in 1793? Explain your answer, using both</li> </ul>
	Organising the Terror	<ul style="list-style-type: none"> <li>• The Committee of General Security, the Revolutionary Tribunal, the Committee of Public Safety representatives on mission and Watch Committees.</li> <li>• Counter-Revolutionary Laws.</li> </ul>		



	The Great Terror 1794	<ul style="list-style-type: none"> <li>Religious Radicalism, Vendee, Purge of Hebertists and Indulgents</li> <li>Robespierre, Sain-Just and the Impact of the Great Terror</li> </ul>	<p>concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance [AO1]</p> <p>Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted [AO2]</p>	<p>sources, the information given about them and your own knowledge of the historical context. [AO2]</p> <ul style="list-style-type: none"> <li>How significant was Robespierre's role in the development of the Reign of Terror in the years 1793–94? [AO1]</li> <li>'War was primarily responsible for the divisions in France in the years 1792–94.' How far do you agree with this statement? [AO1]</li> </ul>
	The End of the Terror	<ul style="list-style-type: none"> <li>Economics and Political Fear</li> <li>Arrest of Robespierre and Establishment of the Thermidorean Government</li> </ul>		
From the Directory to Brumaire, 1795–99	Problems Facing the Directory	<ul style="list-style-type: none"> <li>Political Violence and the White Terror</li> <li>Political Divisions</li> <li>Economic and Financial Pressures &amp; Popular Protests</li> </ul>	<p>For this unit the historical skills being explicitly developed and targeted are:</p> <ul style="list-style-type: none"> <li>Demonstrate, organise and communicate knowledge and understanding [AO1]</li> <li>To analyse and evaluate the key features related to the periods studied,</li> <li>To make substantiated judgements [AO1]</li> <li>To explore second-order concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance [AO1]</li> </ul> <p>Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted [AO2]</p>	<p>Students will be assessed on a selection of the content from this unit. They will complete at least two essay questions, on appropriate topics. The following are past-paper questions which will typify the kind of essays students will be assessed on:</p> <ul style="list-style-type: none"> <li>How far could the historian make use of Sources 1 and 2 together to investigate the extent of the Directory's success? Explain your answer, using both sources, the information given about them and your own knowledge of the historical context. [AO2]</li> <li>'In the years 1795–99, the Directory succeeded in bringing political and economic stability to France.' How far do you agree with this statement? [AO1]</li> <li>How significant was the domestic impact of war in bringing about the fall of the Directory in 1799? [AO1]</li> </ul>
	The Work of the Directory	<ul style="list-style-type: none"> <li>1795 Constitution and Reforms</li> <li>Martial Law and Attempts to Control Factionalism</li> <li>Directorial Terror</li> </ul>		
	Dealing with Internal & External Threats	<ul style="list-style-type: none"> <li>Verona Declaration and the émigrés</li> <li>Revolt in the Provinces and Reaction to Conscription</li> <li>The Impact of War</li> </ul>		
	The Coup de Brumaire 1799	<ul style="list-style-type: none"> <li>The Directory Under Threat</li> <li>The Role of Abbe Sieyes and the Return of Napoleon</li> <li>The Coup of Brumaire and the Coup of November</li> </ul>		



## KS5 History Curriculum Map Year 13 Unit 1 - Germany 1871-1990: United, Divided and Reunited (Paper 3)

Topic	Knowledge		Skills	Assessment Opportunities
	<i>Substantive knowledge:</i> This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.		<i>Disciplinary knowledge:</i> This is the action taken within a particular topic in order to gain substantive knowledge.	What assessments will be used to measure student progress?
Ruling the Second Reich 1871-79.	To what extent was the Second Reich a united nation-state by 1879?	<ul style="list-style-type: none"> <li>• Did the constitution of the Second Reich promote unity through the central government?</li> <li>• Did the constitution of the Second Reich promote unity through the local government?</li> <li>• Did the Reichstag promote unity or further division in the Second Reich?</li> </ul>	<p>For this unit the historical skills being explicitly developed and targeted are:</p> <p>For this unit the historical skills being explicitly developed and targeted are:</p> <ul style="list-style-type: none"> <li>• Demonstrate, organise and communicate knowledge and understanding [AO1]</li> <li>• To analyse and evaluate the key features related to the periods studied [AO1]</li> <li>• To make substantiated judgements [AO1]</li> <li>• To explore second-order concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance. [AO1]</li> <li>• Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context. [AO2]</li> </ul>	<p>Student's lesson-knowledge will be assessed for comprehension of at the start of every lesson on the required pre-reading.</p> <ul style="list-style-type: none"> <li>• Student's unit-knowledge will be assessed for overall comprehension at the end of each unit.</li> <li>• Student's skills will be assessed through one essay, taken at the end of the unit.</li> <li>• On this particular unit students' assessment will focus on the AO2 skills through the following types of questions:</li> <li>• "Assess the value of the source for revealing Bismarck's motives for the Kulturkampf and how he planned to deal with the issues he had identified.' Explain your answer, using the source, the information given about its origin and your own knowledge about the historical context."</li> </ul>
	How successful was Bismarck in his attempts to force social unity in the Second Reich?	<ul style="list-style-type: none"> <li>• How united, were Bismarck and the National Liberal Party 1871-79?</li> <li>• To what extent did Bismarck achieved his aims through the Kulturkampf?</li> <li>• How successful was the appeal to nationalism to achieve unity in the Second Reich?</li> </ul>		

The birth of Democracy in Germany 1917-1919.	How did the Second Reich collapse?	<ul style="list-style-type: none"> <li>• What was the impact of the First World War on German unity?</li> <li>• How did the German political system begin to disintegrate in 1918?</li> <li>• How did the Second Reich try to save itself in autumn 1918?</li> </ul>	<p>For this unit the historical skills being explicitly developed and targeted are:</p> <p>For this unit the historical skills being explicitly developed and targeted are:</p> <ul style="list-style-type: none"> <li>• Demonstrate, organise and communicate knowledge and understanding [AO1]</li> <li>• To analyse and evaluate the key features related to the periods studied [AO1]</li> <li>• To make substantiated judgements [AO1]</li> <li>• To explore second-order concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance. [AO1]</li> <li>• Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context. [AO2]</li> </ul>	<p>Student's lesson-knowledge will be assessed for comprehension of at the start of every lesson on the required pre-reading.</p> <ul style="list-style-type: none"> <li>• Student's unit-knowledge will be assessed for overall comprehension at the end of each unit.</li> <li>• Student's skills will be assessed through one essay, taken at the end of the unit.</li> <li>• On this particular unit students' assessment will focus on the AO2 skills through the following types of questions:</li> <li>• "Assess the value of the source for revealing the beliefs of the Spartacists and the reasons for the Spartacist Rising of January 1919.'. Explain your answer, using the source, the information given about its origin and your own knowledge about the historical context."</li> </ul>
	How was the new Republic born?	<ul style="list-style-type: none"> <li>• Why did the Revolution of the German Extreme-Left, fail?</li> <li>• How was democracy established in Germany?</li> <li>• How suitable was the Weimar Constitution, for Germany in 1919?</li> </ul>		
A New Reich, 1933-35.	How did the Nazi's seize power 1933-34?	<ul style="list-style-type: none"> <li>• How did Hitler create a totalitarian state?</li> <li>• How did Hitler remove external political opposition?</li> <li>• How significant was the Night of the Long Knives in Hitler's takeover?</li> </ul>	<p>For this unit the historical skills being explicitly developed and targeted are:</p> <p>For this unit the historical skills being explicitly developed and targeted are:</p> <ul style="list-style-type: none"> <li>• Demonstrate, organise and communicate knowledge and understanding [AO1]</li> <li>• To analyse and evaluate the key features related to the periods studied [AO1]</li> <li>• To make substantiated</li> </ul>	<p>Student's lesson-knowledge will be assessed for comprehension of at the start of every lesson on the required pre-reading.</p> <ul style="list-style-type: none"> <li>• Student's unit-knowledge will be assessed for overall comprehension at the end of each unit.</li> <li>• Student's skills will be assessed through one essay, taken at the end of the unit.</li> <li>• On this particular unit students' assessment will focus on the AO2 skills through the following types of questions:</li> </ul>
	Did Hitler have total control of his totalitarian state, by 1935?	<ul style="list-style-type: none"> <li>• How did Hitler rule?</li> <li>• How powerful was Hitler by 1935?</li> <li>• How did the Nazis attempt to create a</li> </ul>		

		racially pure German volk?	<p>judgements [AO1]</p> <ul style="list-style-type: none"> <li>To explore second-order concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance. [AO1]</li> <li>Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context. [AO2]</li> </ul>	<ul style="list-style-type: none"> <li>“Assess the value of the source for revealing the approaches of the new Nazi regime to potential opposition in 1933 and its success in suppressing it.” Explain your answer, using the source, the information given about its origin and your own knowledge about the historical context.”</li> </ul>
Establishing and Ruling the New Federal Republic, 1949-60.	The creation of the Federal Republic of Germany (West Germany)	<ul style="list-style-type: none"> <li>How was West-Germany established by 1949?</li> <li>How did West-Germany overcome its early political challenges?</li> <li>How important was Konrad Adenauer and the CDU in shaping the Federal Republic?</li> </ul>	<p>For this unit the historical skills being explicitly developed and targeted are:</p> <p>For this unit the historical skills being explicitly developed and targeted are:</p> <ul style="list-style-type: none"> <li>Demonstrate, organise and communicate knowledge and understanding [AO1]</li> <li>To analyse and evaluate the key features related to the periods studied [AO1]</li> <li>To make substantiated judgements [AO1]</li> <li>To explore second-order concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance. [AO1]</li> <li>Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context. [AO2]</li> </ul>	<p>Student’s lesson-knowledge will be assessed for comprehension of at the start of every lesson on the required pre-reading.</p> <p>Student’s unit-knowledge will be assessed for overall comprehension at the end of each unit.</p> <ul style="list-style-type: none"> <li>Student’s skills will be assessed through one essay, taken at the end of the unit.</li> <li>On this particular unit students’ assessment will focus on the AO2 skills through the following types of questions:</li> <li>“Assess the value of the source for revealing the approach of the German government in coming to terms with the past treatment of the Jews and the attitude of the Jewish community to the Government proposals.” Explain your answer, using the source, the information given about its origin and your own knowledge about the historical context.”</li> </ul>
	The establishment of the Federal Republic of Germany (West Germany)	<ul style="list-style-type: none"> <li>How important was the SPD in shaping the Federal Republic?</li> <li>How did West Germany come to terms with its Nazi past in the 1950s?</li> <li>What was the response to Adenauer’s de-Nazification policies?</li> </ul>		

<p>Re-unification: recreating a united Germany 1989-90.</p>	<p>How did the collapse of East Germany, affect West Germany?</p>	<ul style="list-style-type: none"> <li>• What was the German Refugee Crisis of 1989?</li> <li>• How did the Outside World respond to the German Refugee Crisis?</li> <li>• How significant was Kohl's Ten Point Plan?</li> </ul>	<p>For this unit the historical skills being explicitly developed and targeted are: For this unit the historical skills being explicitly developed and targeted are:</p> <ul style="list-style-type: none"> <li>• Demonstrate, organise and communicate knowledge and understanding [AO1]</li> <li>• To analyse and evaluate the key features related to the periods studied [AO1]</li> <li>• To make substantiated judgements [AO1]</li> <li>• To explore second-order concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance. [AO1]</li> <li>• Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context. [AO2]</li> </ul>	<p>Student's lesson-knowledge will be assessed for comprehension of at the start of every lesson on the required pre-reading.</p> <ul style="list-style-type: none"> <li>• Student's unit-knowledge will be assessed for overall comprehension at the end of each unit.</li> <li>• Student's skills will be assessed through one essay, taken at the end of the unit.</li> <li>• On this particular unit students' assessment will focus on the AO2 skills through the following types of questions:</li> <li>• "Assess the value of the source for revealing the key events of the fall of the Berlin Wall and the attitudes of East Germans to the fall of the Berlin Wall. Explain your answer using the source, the information given about its origin and your own knowledge of the historical context."</li> </ul>
	<p>How did East Germany become part of West Germany?</p>	<ul style="list-style-type: none"> <li>• How different were East and West Germany by 1990?</li> <li>• How was reunification put on the agenda?</li> <li>• How was reunification achieved?</li> </ul>		
<p>Social Change in Germany and West Germany 1871-1990.</p>	<p>How did social class change in Germany?</p>	<ul style="list-style-type: none"> <li>• How did the Second Reich respond to a growing working class?</li> <li>• How did the artisan tradition change?</li> <li>• How did society change in the countryside?</li> </ul>	<ul style="list-style-type: none"> <li>• For this unit the historical skills being explicitly developed and targeted are:</li> <li>• Demonstrate, organise and communicate knowledge and understanding [AO1]</li> <li>• To analyse and evaluate the key features related to the periods studied [AO1]</li> <li>• To make substantiated judgements [AO1]</li> <li>• To explore second-order</li> </ul>	<p>Student's lesson-knowledge will be assessed for comprehension of at the start of every lesson on the required pre-reading.</p> <ul style="list-style-type: none"> <li>• Student's unit-knowledge will be assessed for overall comprehension at the end of each unit.</li> <li>• Student's skills will be assessed through one essay, taken at the end of the unit.</li> <li>• On this particular unit students' assessment will focus on the AO1 skills through the following types of questions:</li> </ul>
	<p>How did the role of women change in Germany?</p>	<ul style="list-style-type: none"> <li>• Why was there a rise in white-collar workers?</li> </ul>		

		<ul style="list-style-type: none"> <li>• How did social mobility change after the Second World War?</li> <li>• How did the role of women change in Germany 1871-1929?</li> </ul>	<p>concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance. [AO1]</p>	<ul style="list-style-type: none"> <li>• “To what extent was the First World War a turning point in the changing role of women in Germany in the years 1871–1990?.”</li> </ul>
Economic Change in Germany and West Germany 1871-1990.	In which ways did the German economy change between 1871 and 1990?	<ul style="list-style-type: none"> <li>• To what extent did German industry change 1871-1990?</li> <li>• How did Germany go from mass unemployment to an economic miracle between 1929 and 1990?</li> <li>• How far did German agriculture change throughout the Twentieth Century?</li> </ul>	<p>For this unit the historical skills being explicitly developed and targeted are:</p> <ul style="list-style-type: none"> <li>• Demonstrate, organise and communicate knowledge and understanding [AO1]</li> <li>• To analyse and evaluate the key features related to the periods studied [AO1]</li> <li>• To make substantiated judgements [AO1]</li> <li>• To explore second-order concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance. [AO1]</li> </ul>	<p>Student’s lesson-knowledge will be assessed for comprehension of at the start of every lesson on the required pre-reading. Student’s unit-knowledge will be assessed for overall comprehension at the end of each unit. Student’s skills will be assessed through one essay, taken at the end of the unit. On this particular unit students’ assessment will focus on the AO1 skills through the following types of questions: “How far do you agree that the post-war ‘economic miracle’ was the most important period in the process of economic change in Germany during the years 1871–1990?”</p>
	How did the policies of successive German governments change between 1871 and 1990?	<ul style="list-style-type: none"> <li>• What was the German government’s economy policy during the Second Reich?</li> <li>• How did the Second World War change the German government’s economy policy?</li> <li>• How did the German government’s economy policy change after the Second World War?</li> </ul>		