

Term/Focus	Autumn 1 Topic: Weimar and Nazi Germany – paper 3	Autumn 2 Topic: Weimar and Nazi Germany – paper 3	Spring 1 Topic: Weimar and Nazi Germany – paper 3	Spring 2 Topic:	Summer 2 Topic: Revision	Summer 2
<p>Key knowledge and skills – What core knowledge and key skills will be acquired and developed by students?</p> <p>This map applies only to this current year 11 class.</p>	<p>Key content:</p> <p>First two-three weeks will be spent going over Historic Environment of the Western Front – this will finish off their summer work on medicine and introduce them to using sources before starting Germany.</p> <p>Mid way through half term they will start Germany.</p> <p>Chapter 1: The Weimar Republic</p> <p>Origins Challenges Recovery Changes in society</p>	<p>Key content:</p> <p>Chapter 2: Hitler’s rise to power</p> <p>Early development of the party Munich Putsch Growth in support How Hitler became Chancellor</p> <p>Chapter 3: Nazi control and dictatorship</p> <p>Creation of a dictatorship Police state</p>	<p>Key content:</p> <p>Chapter 3: Nazi control and dictatorship</p> <p>Propaganda Opposition, resistance and conformity</p> <p>Chapter 4: Life in Nazi Germany</p> <p>Women Young Employment Living standards Minorities</p>	<p>Key content:</p> <p>Recap American West</p> <p>Recap Anglo Saxons and Normans</p>	<p>Key content:</p> <p>Recap Historical Environment</p> <p>Recap American West</p> <p>Recap Anglo Saxons and Normans</p> <p>Recap Germany</p>	<p>Key content:</p>
	<p>Higher tiers and ability: 9-5 Give two things you can infer – students to aim for full marks here. For explain why questions, aim for at least 10 /12 by using knowledge outside of stimulus points. For utility question the focus should be on NOPICK and cross referencing. For interpretations questions, students need to focus on using NOP to pick out key differences and explain why – aim for 6/8.</p>	<p>Higher tiers and ability: 9-5 Give two things you can infer – students to aim for full marks here. For explain why questions, aim for at least 10 /12 by using knowledge outside of stimulus points. For utility question the focus should be on NOPICK and cross referencing. For interpretations questions, students need to focus on using NOP to pick out key differences</p>	<p>Higher tiers and ability: 9-5 Give two things you can infer – students to aim for full marks here. For explain why questions, aim for at least 10 /12 by using knowledge outside of stimulus points. For utility question the focus should be on NOPICK and cross referencing. For interpretations questions, students need to focus on using NOP to pick out key differences and explain why – aim for 6/8.</p>	<p>Higher tiers and ability: 9-5 Focus on the essay questions. Short answer questions – describe two features of – should achieve full marks easily. For explain why questions, aim for at least 10 /12 by using knowledge outside of stimulus points. For essay questions aim for 12/16 by writing full essay, using knowledge outside of the stimulus</p>	<p>Higher tiers and ability: 9-5 Focus on recall of specific details and skills such as change and continuity. Exam structures to get as close to full marks as possible, especially for the essay questions. Must focus on making judgements and arguing this throughout essay. Teach students that they must use more than the stimulus points in their</p>	<p>Higher tiers and ability: 9-5</p>

	For essay question, students must aim to achieve 12/16 by writing a full essay that shows both sides of the argument and uses own knowledge to contextualise the interpretation.	and explain why – aim for 6/8. For essay question, students must aim to achieve 12/16 by writing a full essay that shows both sides of the argument and uses own knowledge to contextualise the interpretation.	For essay question, students must aim to achieve 12/16 by writing a full essay that shows both sides of the argument and uses own knowledge to contextualise the interpretation.	and focussing the structure based on significance / importance. importance by judging impact.	essays – own knowledge essential.	
	Foundation tiers and ability: 1-4 Focus on the short answer questions – give two things that you can infer. Students aim to achieve full marks here. For explain why questions, they need to focus on achieving half marks based on stimulus points. For the interpretations question, students need to identify key differences. Attempt to use NOP to explain why, but identifying can get half marks. For essay question, students to achieve half marks by writing one side of the argument and using knowledge to explain interpretation.	Foundation tiers and ability: 1-4 Focus on the short answer questions – give two things that you can infer. Students aim to achieve full marks here. For explain why questions, they need to focus on achieving half marks based on stimulus points. For the interpretations question, students need to identify key differences. Attempt to use NOP to explain why, but identifying can get half marks. For essay question, students to achieve half marks by writing one side of the argument and using knowledge to explain interpretation.	Foundation tiers and ability: 1-4 Focus on the short answer questions – give two things that you can infer. Students aim to achieve full marks here. For explain why questions, they need to focus on achieving half marks based on stimulus points. For the interpretations question, students need to identify key differences. Attempt to use NOP to explain why, but identifying can get half marks. For essay question, students to achieve half marks by writing one side of the argument and using knowledge to explain interpretation.	Foundation tiers and ability: 1-4 Focus on the short answer questions – describe two features of – teach students to get full marks. For explain why questions, they need to focus on achieving half marks based on stimulus points. For 16 mark questions, teach students to achieve half marks by using stimulus points and basic essay structure.	Foundation tiers and ability: 1-4 Focus on recall of basic knowledge and understanding the story. Teach exam structure to get around half marks – 60% of the marks. Focus on utilising ability to answer short answer questions. Teach students to use stimulus points for essays.	Foundation tiers and ability: 1-4
Homework – Knowledge organiser created and on website?	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No
Responsive Teaching – how do we assess and feed back to students in this subject (formative and summative)	<ol style="list-style-type: none"> 1. Summative – Extended Writing once a half term 2. Summative – Recap quizzes / vocab quizzes every two weeks 3. Summative – End of unit tests (where suitable) 4. Formative - Whole-class feedback 5. Formative - Highlighters to indicate areas of strength and areas for development 6. Formative – Mock Exams 					



Subject: History

Year 11 Curriculum Map – 2020-21 ONLY

<p>Termly assessment content – what content will be covered in your termly assessments (the two-week assessment window)?</p>	<p>This will be the student's mock exam. This will be a paper 2 exam covering American West and Anglo Saxons and Norman Conquest. These are the only two units that they students have had complete teaching on – and even then two units of Anglo Saxons and Normans was done during lockdown.</p>	<p>Cannot say for sure until calendar has been published and I can see the dates of the assessments but I assume that this will be the student's February mock exam. This will be a paper 3 exam covering Germany as this is the topic that the students will have covered this year.</p>	<p>Students will take GCSE exams.</p>
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