

Term/Focus	Autumn 1 Topic: Weimar and Nazi Germany – paper 3	Autumn 2 Topic: Weimar and Nazi Germany – paper 3	Spring 1 Topic: Super Power Relations and The Cold War – paper 2	Spring 2 Topic: Super Power Relations and The Cold War – paper 2	Summer 2 Topic: Revision	Summer 2 EXAMS
<p>Key knowledge and skills – What core knowledge and key skills will be acquired and developed by students?</p> <p>We are aiming to improve student’s understanding by teaching this chronologically so that they can see how the story fits together. Cultural capital here is mainly understanding democracy and dictatorships and the impact that leaders can have on a country.</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>Chapter 1: The origins of the cold war</p> <p>Early Tension Development of cold war Cold War Intensifies</p> <p>Chapter 2: Cold War crises</p> <p>Increased tension</p>	<p>Key Content:</p> <p>Chapter 2: Cold War crises</p> <p>Cold War crises Reaction to the crises</p> <p>Chapter 3: The end of the Cold War</p> <p>Attempts to reduce tension Flashpoints Collapse of Soviet control of Eastern Europe</p>	<p>Key content:</p> <p>Recap Medicine and Historical Environment</p> <p>Recap Anglo Saxons and Normans</p> <p>Recap Super Power Relations and Cold War</p> <p>Recap Germany</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 NO PICK 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. 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</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 NO PICK 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. For essay question, students must aim to</p>	<p>Higher tiers and ability: 9-5 Focus on the explain questions. Short answer questions – explain two consequences of – aim for full marks and ensure that focus is on consequences. For narrative account question, students should aim to achieve 6/8 using analytical language to link events within chronological structure. For explain two of the following question, students should aim to achieve 6/8 two PEEL paragraphs on each point and analysing the</p>	<p>Higher tiers and ability: 9-5 Focus on the explain questions. Short answer questions – explain two consequences of – aim for full marks and ensure that focus is on consequences. For narrative account question, students should aim to achieve 6/8 using analytical language to link events within chronological structure. For explain two of the following question, students should aim to achieve 6/8 two PEEL paragraphs on each point and analysing the</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 essays – own knowledge essential.</p>	

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	knowledge to contextualise the interpretation.	achieve 12/16 by writing a full essay that shows both sides of the argument and uses own knowledge to contextualise the interpretation.	importance by judging impact.	importance by judging impact.		
	<p>Foundation tiers and ability: 1-4</p> <p>Focus on the short answer questions – give two things that you can infer. Students aim to achieve full marks here.</p> <p>For explain why questions, they need to focus on achieving half marks based on stimulus points.</p> <p>For the interpretations question, students need to identify key differences.</p> <p>Attempt to use NOP to explain why, but identifying can get half marks.</p> <p>For essay question, students to achieve half marks by writing one side of the argument and using knowledge to explain interpretation.</p>	<p>Foundation tiers and ability: 1-4</p> <p>Focus on the short answer questions – give two things that you can infer. Students aim to achieve full marks here.</p> <p>For explain why questions, they need to focus on achieving half marks based on stimulus points.</p> <p>For the interpretations question, students need to identify key differences.</p> <p>Attempt to use NOP to explain why, but identifying can get half marks.</p> <p>For essay question, students to achieve half marks by writing one side of the argument and using knowledge to explain interpretation.</p>	<p>Foundation tiers and ability: 1-4</p> <p>Focus on the short answer questions – explain two consequences of – teach students to get full marks here. Teach to identify and explain a consequence.</p> <p>For narrative account students should aim to achieve half marks showing chronology and how one event led to another.</p> <p>For explain two of the following, students should aim to achieve half marks by writing one PEEL paragraph on each point.</p>	<p>Foundation tiers and ability: 1-4</p> <p>Focus on the short answer questions – explain two consequences of – teach students to get full marks here. Teach to identify and explain a consequence.</p> <p>For narrative account students should aim to achieve half marks showing chronology and how one event led to another.</p> <p>For explain two of the following, students should aim to achieve half marks by writing one PEEL paragraph on each point.</p>	<p>Foundation tiers and ability: 1-4</p> <p>Focus on recall of basic knowledge and understanding the story.</p> <p>Teach exam structure to get around half marks – 60% of the marks.</p> <p>Focus on utilising ability to answer short answer questions.</p> <p>Teach students to use stimulus points for essays.</p>	
Homework – Knowledge organiser created and on website?	Yes	Yes	Yes	Yes	Yes	
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 					
Termly assessment content – what content will be covered in your termly assessments (the	This will be the student’s mock exam.		This will be the student’s second mock exam.		Students will take GCSE exams.	

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two-week assessment window)?			
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