



Our Lady's Catholic College

GCSE History Curriculum Overview – Y11

Our Lady's Catholic College, Morecambe Road, Lancaster, LA1 2RX

KS4 Curriculum Overview

Curriculum Rationale

At Key Stage 4, pupils study the Edexcel exam specification. We have ensured that the curriculum at KS3 has developed schemas that are built upon by the GCSE content to ensure that they are effectively prepared not only for their GCSE examination but for further education, training and the world of work beyond school.

There are three papers:

- **Paper One:** *Medicine in Britain 1250 – present*. This is a 'Thematic Study' including a focus on a specific 'Historic Environment' - the Western Front in WW1 1914-18.
- **Paper Two:** This divides into two parts. Students focus on *Early Elizabethan England 1558-88* as a 'British Depth Study' and *Superpower Relations and the Cold War* as a 'Period Study'.
- **Paper Three:** *Weimar and Nazi Germany 1918-39* as a 'Modern Depth Study'.

Year 10 focuses on Paper One and the '*Early Elizabethan England*' part of Paper Two.

Year 11 focuses on Paper Three and the '*Superpower Relations and the Cold War*' part of Paper Two.

	Year 11 (a)
Edexcel Unit	Weimar and Nazi Germany, 1918–39
Rationale	<p>This depth study focuses on a substantial and coherent short time span and requires students to understand the complexity of German society and the interplay of different (social, economic, political, cultural, religious and military) aspects within it. Depending on the depth study chosen, these may include social, economic, political, cultural and military aspects. Questions focusing solely on knowledge and understanding target causation. Other questions target the ability to analyse and evaluate contemporary sources and later interpretations.</p> <p>The aim is for students to:</p> <ul style="list-style-type: none"> • develop and extend their knowledge and understanding of specified key events, periods and societies in and wider world history; and of the wide diversity of human experience • engage in historical enquiry to develop as independent learners and as critical and reflective thinkers • develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context • develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them • organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

The Weimar Republic 1918–29

Know:

- 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.
- 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.
- 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 Stresemann's achievements abroad: the Locarno Pact, joining the League of Nations and the Kellogg-Briand Pact.
- 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.

Know how

To describe and explain the impact of the First World War on Germany.

To describe the key features of the Weimar Constitution and evaluate the strengths and weaknesses.

To describe the key features of the Treaty of Versailles and explain the impact of the Treaty of Versailles on Germany.

To identify the different political groups in Weimar Germany and explain how they threatened the Weimar Republic.

To explain the impact of the Occupation of the Ruhr on the German economy.

To explain and evaluate the success of Stresemann.

To analyse the changes in Germans standards of living and assess how far life improved in Weimar Germany

To analyse the changes in the position of women in Germany and assess how far life changed.

To analyse the changes in Culture in Weimar Germany

To evaluate sources and interpretations relating to Weimar Germany

Autumn 2 /
Spring 1

Hitler's rise to power, 1919–33

Know:

- 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.
- The reasons for, events and consequences of the Munich Putsch.
- Reasons for limited support for the Nazi Party, 1924–28. Party reorganisation and Mein Kampf. The Bamberg Conference of 1926.
- 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.
- 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.
- 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.

Know how

To describe Hitler's early career prior to 1920

To explain Hitler's role in the development of the German Worker's Party.

To explain why Hitler carried out the Munich Putsch.

To explain the impact of the Munich Putsch.

To explain how the Nazi Party was reorganised between 1924 and 1928

To explain the impact of the Wall Street Crash and evaluate the most important reason for the rise in support for the Nazis

To explain why Hitler became Chancellor in 1933

To evaluate sources and interpretations relating to Hitler's rise to power

Spring 1/2

Nazi control and dictatorship, 1933–39

Know

- 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.
- 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
- 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.
- 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.

Know how

To describe and explain the key stages in Hitler establishing a dictatorship in Germany

To describe and explain how the Nazis controlled and influenced attitudes

To explain the Nazi policies towards the Church and analyse the extent of control over the Church

To explain how and why the Nazis controlled the Legal System

To analyse the extent of opposition resistance and conformity in Nazi Germany

To evaluate sources and interpretations relating to Nazi control and establishing a dictatorship

Spring 2

Life in Nazi Germany, 1933–39

Know:

- Nazi views on women and the family.
- Nazi policies towards women, including marriage and family, employment and appearance
- Nazi aims and policies towards the young. The Hitler Youth and the League of German Maidens.
- Nazi control of the young through education, including the curriculum and teachers.
- 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
- 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

Know how

To describe Nazi policies towards women and evaluate how far life changed for women in Nazi Germany.

To describe Nazi policies towards the young and explain why there were changes to lives of young people in Nazi Germany.

To explain why there was a reduction in unemployment in Germany between 1933 and 1939.

To evaluate how far the standard of living improved for Germans between 1933 and 1939.

To explain how the Nazi treatment of minorities changed between 1933 and 1939.

To evaluate sources and interpretations relating to Life in Nazi Germany

	Year 11 (b)
Edexcel Unit	Superpower relations and the Cold War, 1941–91
Rationale	<p>This period study focuses on a substantial and coherent medium time span of 50 years and requires students to understand the unfolding narrative of substantial developments and issues associated with the period. Questions target: consequence; significance (of specified events in relation to situations and unfolding developments); and analytical narrative (requiring students not only to describe what happened, but also to analyse events to find connections that explain the way in which events unfolded).</p> <p>The aim is for students to</p> <ul style="list-style-type: none"> • develop and extend their knowledge and understanding of specified key events, periods and societies in and wider world history; and of the wide diversity of human experience. • engage in historical enquiry, developing as independent learners and as critical and reflective thinkers • develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims. • develop an awareness of why people, events and developments have been accorded historical significance and to organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

Spring 2	<p>The origins of the Cold War, 1941–58</p> <p>Know:</p> <ul style="list-style-type: none">• The ideological differences between the superpowers and the attitudes of Stalin, Truman and Churchill.• The Grand Alliance. The outcomes of the Tehran, Yalta and Potsdam conferences.• The impact on US-Soviet relations of the development of the atomic bomb, the Long and Novikov telegrams and the creation of Soviet satellite states in Eastern Europe.• The impact on US-Soviet relations of the Truman Doctrine and the Marshall Plan, 1947.• The significance of Cominform (1947), Comecon (1949) and the formation of NATO (1949).• Berlin: its division into zones. The Berlin Crisis (blockade and airlift) of 1948-49 and its impact. The formation of the Federal Republic of Germany and German Democratic Republic• The significance of the arms race. The formation of the Warsaw Pact.• Events in 1956 leading to the Hungarian Uprising, and Khrushchev's response.• The international reaction to the Soviet invasion of Hungary. <p>Know how</p> <p><i>To explain the importance of the Grand Alliance for relations between the Superpowers</i></p> <p><i>To analyse the key events of the peace conferences in the years 1943-45 and explain their consequences</i></p> <p><i>To explain the importance of Soviet expansion for relations between the Superpowers</i></p> <p><i>To analyse the key events of the Soviet Expansion into eastern Europe in the years 1945-48 and explain the consequences for Superpower relations</i></p> <p><i>To identify the importance of and analyse the key events in the development of the Cold War between 1947 and 49 and explain the consequences for Superpower relations.</i></p> <p><i>To analyse why the rivalry increased between the USA and the Soviet Union between 1949 and 1958 and explain the consequences for Superpower relations.</i></p>
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Spring 2 /
Summer 1

Cold War crises, 1958–70

Know:

- The refugee problem in Berlin, Khrushchev's Berlin ultimatum (1958), and the summit meetings of 1959–61.
- The construction of the Berlin Wall, 1961.
- Impact of the construction of the Berlin Wall on US-Soviet relations. Kennedy's visit to West Berlin in 1963.
- Soviet relations with Cuba, the Cuban Revolution and the refusal of the USA to recognise Castro's government. The significance of the Bay of Pigs incident.
- The events of the Cuban Missile Crisis.
- The consequences of the Cuban Missile Crisis, including the 'hotline'. Attempts at arms control: the Limited Test Ban Treaty (1963); the Outer Space Treaty (1967); and the Nuclear Non-Proliferation Treaty (1968).
- Opposition in Czechoslovakia to Soviet control: the Prague Spring.
- The Brezhnev Doctrine and the re-establishment of Soviet control in Czechoslovakia
- International reaction to Soviet measures in Czechoslovakia

Know how

To explain the importance of / consequences of key events in the development of the Cold War.

To analyse how the Cold War developed between 1958 and 1970

Summer 1

The end of the Cold War, 1970–91

Know:

- Détente in the 1970s, SALT 1, Helsinki, and SALT 2.
- The significance of the Soviet invasion of Afghanistan, the Carter Doctrine and the Olympic boycotts.
- Reagan and the 'Second Cold War', the Strategic Defence Initiative.
- The significance of Reagan and Gorbachev's changing attitudes.
- Gorbachev's 'new thinking' and the Intermediate-Range Nuclear Force (INF) Treaty (1987).
- The impact of Gorbachev's 'new thinking' on Eastern Europe: the loosening Soviet grip on Eastern Europe.
- The significance of the fall of the Berlin Wall.
- The collapse of the Soviet Union and its significance in bringing about the end of the Warsaw Pact

Know how

To explain the importance of/ consequence of key events in the period leading up to the end of the Cold War

To analyse the key events in attempts to reduce tension between East and West in the 1970s and 1980s.