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# Our Lady's Catholic College

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## 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 '*Superpower Relations and the Cold War*' part of Paper Two.

**Year 11** focuses on '*Early Elizabethan England*' part of Paper Two and Paper Three.

<b>Edexcel Unit</b>	<b>Early Elizabethan England, 1588-88</b> <b>Year 11 (a)</b>
<b>Rationale</b>	<p>This depth study focuses on a substantial and coherent short time span and requires students to understand the complexity of Elizabethan society and the interplay of different (social, economic, political, religious and military) aspects within it.</p> <p>The aim is for students to</p> <ul style="list-style-type: none"><li>• develop and extend their knowledge and understanding of specified key events, periods and societies in British and wider world history; and of the wide diversity of human experience.</li><li>• engage in historical enquiry, developing as independent learners and as critical and reflective thinkers</li><li>• develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims.</li><li>• 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.</li></ul>

Autumn 1

## The situation on Elizabeth's accession

### Know:

- The Virgin Queen: the problem of her legitimacy, gender, marriage. Her character and strengths.
- Challenges at home and from abroad: The French threat, financial weaknesses.
- Elizabethan England in 1558: society and government.
- The reasons for the increase in poverty and vagabondage during these years.
- The changing attitudes and policies towards the poor
- Education in the home, schools and universities.
- Sport, pastimes and the theatre.

### Know how

*To evaluate the problems that Elizabeth I faced on her accession to the throne.*

*To explain the hierarchal structures of Elizabethan society.*

*To describe the key features of each part of Elizabeth's government.*

*To assess the significance of the Privy Council in Elizabeth's government.*

*To explain why there was an increase in poverty and vagabondage during Elizabeth's reign.*

*To describe the key features of Elizabeth's policies towards the poor.*

*To evaluate the extent of change in attitudes towards the poor.*

*To describe the education systems in place during Elizabeth's reign.*

*To explain the sports and pastimes available to different social classes in Elizabethan England.*

*To explain why the theatre developed during Elizabeth's reign.*

Autumn 1

## Challenges to the religious settlement

### Know:

- Religious divisions in England in 1558.
- Elizabeth's religious settlement (1559): its features and impact.
- The nature and extent of the Puritan challenge.
- The nature and extent of the Catholic challenge, including the role of the nobility, Papacy and foreign powers.
- Mary, Queen of Scots: her claim to the English throne, her arrival in England in 1568.
- Relations between Elizabeth and Mary, 1568–69.
- The reasons for, and significance of, the Revolt of the Northern Earls, 1569–70.
- The features and significance of the Ridolfi, Throckmorton and Babington plots.
- Walsingham and the use of spies.
- The reasons for, and significance of, Mary Queen of Scots' execution in 1587.

### Know how

*To explain the differences between Catholics and Protestants.*

*To describe the geographical division of Catholics and Protestants in England and Europe.*

*To describe the key features of the Religious Settlement 1559.*

*To assess how significant the Puritan challenge was to the Religious Settlement.*

*To assess how significant the Catholic challenge was to the Religious Settlement.*

*To explain why Mary Queen of Scots was a threat to Elizabeth when she arrived in England 1568.*

*To explain why the Northern Earls revolted 1569-70.*

*To assess the significance of the Revolt of the Northern Earls 1569-70.*

*To describe the key features of the plots against Elizabeth 1571-86.*

*To explain why Sir Francis Walsingham's spy network was effective.*

*To explain why Mary Queen of Scots was executed in 1587 and not earlier.*

Autumn 2

## Exploration and voyages of discovery

### Know:

- Factors prompting exploration, including the impact of new technology on ships and sailing and the drive to expand trade.
- The reasons for, and significance of, Drake's circumnavigation of the globe
- The significance of Raleigh and the attempted colonisation of Virginia.
- Reasons for the failure of Virginia.

### Know how

*To evaluate which technological development was most important in encouraging voyages of discovery.*

*To explain why Drake circumnavigated the globe.*

*To assess the significance of Drake's circumnavigation of the globe.*

*To describe the attempts to colonise Virginia.*

*To evaluate reasons why the colonisation of Virginia was not successful.*

**Autumn 1**

**Relations with Spain**

**Know:**

- Political and religious rivalry.
- Commercial rivalry. The New World, privateering and the significance of the activities of Drake
- English direct involvement in the Netherlands, 1585–88. The role of Robert Dudley.
- Drake and the raid on Cadiz: 'Singeing the King of Spain's beard'.
- Spanish invasion plans. Reasons why Philip used the Spanish Armada.
- The reasons for, and consequences of, the English victory.

**Know how**

*To explain why Spain and England were rivals in the 1500's.*

*To evaluate the reasons why there was a decline in Anglo – Spanish relations 1569-1585.*

*To explain why Elizabeth became directly involved in the Netherlands 1585 - 1588.*

*To explain why the Spanish Armada was sent in 1588.*

*To evaluate the reasons why the Spanish Armada failed.*

<b>Year 11 (b)</b>	
<b>Edexcel Unit</b>	<b>Weimar and Nazi Germany, 1918–39</b>
<b>Rationale</b>	<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"><li>• 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</li><li>• engage in historical enquiry to develop as independent learners and as critical and reflective thinkers</li><li>• 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</li><li>• 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</li><li>• organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.</li></ul>

Autumn 2

## 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*

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*