

St Cuthbert Mayne School Curriculum Map



Department: History

Year 11

"History is who we are and why we are the way we are" - David McCullough

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It inspires pupils' curiosity to know more about the past. Teachers will equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

The aim for the History Department is to provide a curriculum and experience that is truly comprehensive and enables **all** learners to thrive, develop and grow in the widest sense. Most of all we want our learners to discover the joy of learning and to gain the skills that will enable them to continue learning throughout their lives.

The department's mission statement is:

"Through engaging and challenging lessons, all learners will develop a lifelong love of learning and an enthusiasm for the study of History".

Exam Board: Edexcel

Assessment Method (coursework/exam breakdown):

Paper One: Written examination (30% of final mark)

Paper Two: Written examination (40% of final mark)

Paper Three: Written examination (30% of final mark)

Paper Three: Modern Depth Study (30% of final mark)

Weimar and Nazi Germany, 1919 – 1939

How does a democracy die? How can a single politician enrapture a nation and lead them down a path that resulted in one of the greatest atrocities in human History? With some worrying reflections on politics in the 21st century, learners will embark on a detailed study in the History of Germany in the first half of the 20th century. From the trauma of defeat in WW1 and the hopeful beginnings of democracy under the new Weimar Constitution, we evaluate how the new Germany state enjoyed the 'Golden Years' under Stresemann, only to be utterly ruined by international finance in 1929. We then chart the rise of an unknown political dissident from Austria, who used populist policies to galvanise a movement around himself that would enable him to seize power legally in 1933 and fulfil his promise to 'destroy democracy from within'. From here we analyse how Hitler was able to build a totalitarian dictatorship that helped to lead the world back to war in 1939.

Paper Two: Period Study and British depth study (40% of the final mark)

The American West, c1835 – c1895

Today America is the sole 'superpower' of the 21st century. Many historians claim that the 20th century belonged to the USA, the world we now live in has been shaped by American values and ideas. The question is how did this happen?

This Paper charts the beginnings of American exploration and the 'Great Push West'. The investigation begins with a detailed enquiry into life before the 'coming of Europeans' and the beliefs and Plains Indian way of life. The investigation then moves into the 'Development of the Plains', the coming of the cattle industry and the birth of an American icon, the 'Cowboy'. We then start to evaluate the changes that were taking place to the Plains Indians way of life. Finally, we study the period of 'Conflict and Conquest' that saw the complete destruction of the Plains Indians' way of life and full exploitation of the West by settlers. A challenging and emotive study, this Paper will appeal to those learners key to make parallels between the past and the modern day.

Autumn Term 1				Autumn Term 2		
Topic/Unit	Weimar and Nazi Germany, 1918-39	Weimar and Nazi Germany, 1918-39	Weimar and Nazi Germany, 1918-39	Weimar and Nazi Germany, 1918-39	Weimar and Nazi Germany, 1918-39	Weimar and Nazi Germany, 1918-39
Knowledge (Content covered)	Key topic 1: The Weimar Republic 1918-29 1 The origins of the Republic, 1918-19 • The legacy of the First World War. The abdication of the Kaiser, the armistice and revolution,	Key topic 1: The Weimar Republic 1918-29 3 The recovery of the Republic, 1924-29 • Reasons for economic recovery, including the work of Stresemann, the	Key topic 2: Hitler's rise to power, 1919-33 1 Early development of the Nazi Party, 1920-22 • Hitler's early career: joining the German Workers' Party and setting up the Nazi Party, 1919-20.	Key topic 2: Hitler's rise to power, 1919-33 3 The growth in support for the Nazis, 1929-32 • The growth of unemployment – its causes and impact. The failure of successive Weimar	Key topic 3: Nazi control and dictatorship, 1933-39 1 The creation of a dictatorship, 1933-34 • The Reichstag Fire. The Enabling Act and the banning of other parties and trade unions.	Key topic 3: Nazi control and dictatorship, 1933-39 3 Controlling and influencing attitudes • Goebbels and the Ministry of Propaganda: censorship, Nazi use of media, rallies and sport,

	1918–19. • The setting up of the Weimar Republic. The strengths and weaknesses of the new Constitution. 2 The early challenges to the Weimar Republic, 1919–23 • 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.	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. 4 Changes in society, 1924–29 • Changes in the standard of living, including wages, housing, unemployment insurance. • Changes in the position of women in work, politics and leisure.	• The early growth and features of the Party. The Twenty-Five Point Programme. The role of the SA. 2 The Munich Putsch and the lean years, 1923–29 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.	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. 4 How Hitler became Chancellor, 1932–33 • Political developments in 1932. The roles of Hindenburg, Brüning, von Papen and von Schleicher. • The part	• 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. 2 The police state • 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	including the Berlin Olympics (1936). • Nazi control of culture and the arts, including art, architecture, literature and film. 4 Opposition, resistance and conformity • 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.
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Spring Term 1				Spring Term 2		
Topic/Unit	Weimar and Nazi Germany, 1918–39	Weimar and Nazi Germany, 1918–39		The American West c1835 - c1895	The American West c1835 - c1895	The American West c1835 - c1895
Knowledge (Content covered)	Key topic 4: Life in Nazi Germany, 1933–39 1 Nazi policies towards women • Nazi views on women and the family. • Nazi policies towards women, including marriage and family, employment	Key topic 4: Life in Nazi Germany, 1933–39 3 Employment and living standards • Nazi policies to reduce unemployment, including labour service, autobahns, rearmament and invisible		Key topic 1: The early settlement of the West, c1835–c1862 1 The Plains Indians: their beliefs and way of life Social and tribal structures, ways of life and means of survival on the Plains. • Beliefs about	Key topic 2: Development of the plains, c1862–c1876 1 The development of settlement in the West The significance of the railroads; the Pacific Railroad Act (1862) and the	Key topic 3: Conflicts and conquest, c1876–c1895 1. Changes in farming, the cattle industry and settlement Changes in farming: the impact of new technology and new farming methods. • Changes in

	and appearance. 2 Nazi policies towards the young • 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.	unemployment. • Changes in the standard of living, especially of German workers. The Labour Front, Strength Through Joy, Beauty of Labour. 4 The persecution of minorities • 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		land and nature and attitudes to war and property 2 Migration and early settlement The factors encouraging migration, including the Oregon Trail from 1836, the belief in Manifest Destiny, and the California Gold Rush of 1849. • Early migration to c1850, including the experiences of the Donner Party and the Mormon migration, 1846–47. • The development and problems of white settlement. 3 Conflict and tension	completion of the First Transcontinental Railroad (1869) and the spread of the railroad network. • The impact of the Homestead Act (1862). Attempts at solutions to problems faced by homesteaders: the use of new methods and new technology; the impact of the Timber Culture Act (1873). • Introducing law and order in settlements, including the roles of law officers and increases in federal government influence. 2 Ranching and	the cattle industry, including the impact of the winter of 1886–87. The significance of changes in the nature of ranching. The end of the open range. • Continued settlement: the Exoduster movement and Kansas (1879), the Oklahoma Land Rush of 1893. The closure of the Indian Frontier. 2 Conflict and tension Dealing with law and order, including sheriffs and marshals, including the significance of Billy the Kid, Wyatt Earp, the
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		Laws and Kristallnacht.		Reasons for tension with Plains Indians, including US government policy and the Permanent Indian Frontier. The significance of the first Fort Laramie Treaty (1851). The Indian Appropriations Act (1851). • Lawlessness in early towns and settlements, including attempts to tackle lawlessness.	the cattle industry The cattle industry and factors in its growth, including the roles of Iliff, McCoy and Goodnight, the significance of Abilene and of the increasing use of the railroad network. • The changing role of the cowboy, including changes in ranching. Relations between ranchers and homesteaders. 3 Changes in the way of life of the Plains Indians The impact of	OK Corral (1881). • The range wars, including the Johnson County War of 1892. • Conflict with the Plains Indians: the Battle of the Little Big Horn (1876) and its impact; the Wounded Knee Massacre (1890). 3 The Plains Indians: the destruction of their way of life • The hunting and extermination of the buffalo. • The Plains Indians' life on the reservations. • The significance of changing
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Skills	Interpretation. Source Analysis. Judgment Research	Interpretation. Source Analysis. Judgment Research		Interpretation. Source Analysis Judgment Research	Interpretation Source Analysis Judgment Research	Interpretation Source Analysis Judgment Research

	Narrative Inference Utility Explanation	Narrative Inference Utility Explanation		Narrative Inference Utility Explanation	Narrative Inference Utility Explanation	Narrative Inference Utility Explanation
Assessment	1 x Inference 1 x Utility 1x Judgement	1 x Interpretation (a) 1 x Interpretation (b) 1x Judgement 1 x PEE		1 x Consequence 1 x Narrative 1 x Importance	1 x Consequence 1 x Narrative 1 x Importance	1 x Consequence 1 x Narrative 1 x Importance 1 x PEE
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	Researcher Policing Law Politics Military	Researcher Policing Law Politics Military		Researcher Policing Law Politics Military	Researcher Policing Law Politics Military	Researcher Policing Law Politics Military

Summer Term				
Topic/Unit	Preparation and Support for formal examination			
Knowledge (Content covered)	Revision of key content . Paper One: Crime and Punishment, c1000-present day. Paper Two: The American West Early Elizabethan England, 1558 - 1588 Paper Three: Weimar and Nazi Germany, 1919 - 1939 Support with exam question structures.			
Skills	Interpretation. Source Analysis. Judgment Research Narrative Inference Utility Explanation			
Assessment	Public Examination			
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	Researcher Policing Law Politics			



	Military			
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