Programme of study for Year 12 A-level History.

Autumn (1st term)	Autumn (2nd term)	Spring (1st term)	Spring (2nd Term)	Summer (1st term)	Summer (2nd term)
Paper 1: Germany 1918 – 90 and Paper 3: Tudors 1485 - 1603	Paper 1: Germany 1918 – 90 and Paper 3: Tudors 1485 - 1631	Paper 1: Germany 1918 – 90 and Paper 3: Tudors 1485 - 1603	Paper 1: Germany 1918 – 90 and Paper 3: Tudors 1485 - 1603	Paper 1: Germany 1918 – 90 and Paper 3: Tudors 1485 - 1603	Paper 1: Germany 1918 – 90 and Paper 3: Tudors 1485 - 1603
Topic / Big Question: Route G: Nationalism, dictatorship and democracy in twentieth-century Europe. **Teacher A** Paper 1: Germany and West Germany 1918 – 89 The Weimar Republic - Political system - Opposition, control and dissent - Economy - Aspects of life **Teacher B:** paper 3, Option 31: Rebellion and disorder under the Tudors, 1485–1603. Tudor Rebellions 1 - Simnel and Warbeck - 1533-37 Pilgrimage of Grace - Kett's Rebellion Skills(students should be able to do): Developing their essay writing skills showing a cogent and coherent argument including the K&U of the rebellions 1485 – 1601 and events 1918 – 90 studied.	Topic / Big Question: **Teacher A** Paper 1: Germany and West Germany 1918 – 89. Nazi Germany - Political system - Opposition, control and dissent - Economy - Aspects of life **Teacher B:** Tudor Rebellions 2 - Northern Earls Rebellion - Tyrone's Rebellion Skills(students should be able to do): Embedding their essay writing skills showing a cogent and coherent argument including the K&U of the rebellions 1485 – 1601 and events 1918 – 90 studied. Embedding their evaluations skills of the primary Tudor sources	Topic / Big Question: **Teacher A** Paper 1: Germany and West Germany 1918 – 89 Federal Republic - Political system - Opposition, control and dissent - Economy - Aspects of life **Teacher B:** Tudor control from the centre - Central government, council, Secretary, - Parliament and religion Skills(students should be able to do): Embedding their essay writing skills showing a cogent and coherent argument including the K&U of the rebellions 1485 – 1601 and events 1918 – 90 studied. Embedding their evaluations skills of the primary Tudor sources	Topic / Big Question: **Teacher A** Paper 1: Germany and West Germany 1918 – 89 Hitler and Germany foreign policy and its aims, appeasement, outbreak of WWII and historians views **Teacher B:** Tudor control of the localities - Wales and the North - JPs, Lord Lieutenants - The poor - Taxation Skills(students should be able to do): Embedding their essay writing skills showing a cogent and coherent argument including the K&U of the rebellions 1485 – 1601 and events 1918 – 90 studied. Embedding their evaluations skills of the primary Tudor sources and of historian's interpretations of Hitler's foreign policy.	Topic / Big Question: **Teacher A** Paper 1: Germany and West Germany 1918 – 89 Thematic coverage of Germany 1918-91 - Depth questions - Breadth questions **Teacher B:** Tudor Exam skills - Source questions - Depth questions - Breadth questions Skills(students should be able to do): Embedding their essay writing skills showing a cogent and coherent argument including the K&U of the rebellions 1485 – 1601 and events 1918 – 90 studied. Embedding their evaluations skills of the primary Tudor sources and of historian's interpretations of Hitler's foreign policy.	Topic / Big Question: **Teacher A** Paper 1: Germany and West Germany 1918 – 89 Germany Exam Skills - Essay planning - Revision techniques **Teacher B:** Tudors revision, model answers and Essay Planning Skills(students should be able to do): Preparation for the end of year exams and to green pen answers for improvement

Key Learning Outcomes (students should know): Effects and legacy of WWI, Role individuals, constitution of Weimar, threats of extremists parties, crisis's of Weimar 1919 – 1933, causes which led to the rise of Hitler. Knowledge and understanding of the causes, key features and consequences of the key Tudor rebellions and chronological depth 1485 – 1601.	Key Learning Outcomes (students should know): Cultural and social factors, life in Nazi Germany, economy of the Nazi's, structures of government, role of women. Knowledge and understanding of the causes, key features and consequences of the key Tudor rebellions and chronological depth 1485 – 1601. Evaluation of Tudor primary sources.	Key Learning Outcomes (students should know): Post war Germany, cold war context, de-Nazification, movements for social and cultural modernisation. Knowledge and understanding of the causes, key features and consequences of the key Tudor rebellions and chronological depth 1485 – 1601. Evaluation of Tudor primary sources.	Key Learning Outcomes (students should know): Events leading up to the start of WWII. Evaluating Historians interpretations of Hitler's foreign policy. Knowledge and understanding of the causes, key features and consequences of the key Tudor rebellions and chronological depth 1485 – 1601. Evaluation of Tudor primary sources.	Key Learning Outcomes (students should know): Events leading up to the start of WWII. Evaluating Historians interpretations of Hitler's foreign policy. Knowledge and understanding of the causes, key features and consequences of the key Tudor rebellions and chronological depth 1485 – 1601. Evaluation of Tudor primary sources.	Key Learning Outcomes (students should know): Preparation for the end of year 12 exam
End of term 1 assessment to cover: In-class timed essays and HL essay questions based questions in the format of the exam. In-class timed essays and HL source based question		End of term 2 assessment to cover: In-class timed essays and HL essay questions based questions in the format of the exam. In-class timed essays and HL interpretations question. In-class timed essays and HL source based question		End of year assessment to cover: End of Year 12 exam	
Building understanding: Rationale / breakdown for your sequence of lessons: Germany 1918 – 33 is a thematic study which also has a significant chronological narrative. Understanding, explaining and evaluating the extent of change and continuity between the second Reich and Weimar distinct time periods. Tudors follows the chronology of the Tudor monarchs and the key rebellions 1485 - 1601	**Building understanding: Rationale / breakdown for your sequence of lessons:** Germany 1933 - 45 is a thematic study which also has a significant chronological narrative. Understanding, explaining and evaluating the extent of change and continuity between the two distinct time periods. Tudors follows the chronology of the Tudor monarchs and the key rebellions 1485 - 1601	**Building understanding: Rationale / breakdown for your sequence of lessons:** Germany 1945 - 90 is a thematic study which also has a significant chronological narrative. Understanding, explaining and evaluating the extent of change and continuity between the two distinct time periods. Tudors follows the chronology of the Tudor monarchs and the key rebellions 1485 - 1601	**Building understanding: Rationale / breakdown for your sequence of lessons:** Hitler's foreign policy aims and understanding the four factors that lead to the outbreak of WWII. Evaluation of the historian's interpretations – structuralists and intentionalsists - of Hitler's foreign policy. Tudors follows the chronology of the Tudor monarchs and the key rebellions 1485 - 1601	**Building understanding: Rationale / breakdown for your sequence of lessons:** Hitler's foreign policy aims and understanding the four factors that lead to the outbreak of WWII. Evaluation of the historian's interpretations - structuralists and intentionalsists - of Hitler's foreign policy. Tudors follows the chronology of the Tudor monarchs and the key rebellions 1485 - 1601	**Building understanding: Rationale / breakdown for your sequence of lessons:** Revision, preparation and exam practice for the end of year 12 exam
Home – Learning: Reading and note taking on the content, source analysis, essay writing, presentations	Home – Learning: Reading and note taking on the content, source analysis, essay writing, presentations	Home – Learning: Reading and note taking on the content, source analysis, essay writing, presentations	Home – Learning: Reading and note taking on the content, source analysis, essay writing, presentations	Home – Learning: Reading and note taking on the content, source analysis, essay writing, presentations	Home – Learning: Reading and note taking on the content, source analysis, essay writing, presentations

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Reading / literacy: Box of books from the library for units, textbooks, History Today articles, model answers, essay wring practice, student led seminars, presentations, modelling of exam answers. Zig-zag support materials, revision materials on firefly.	Reading / literacy: Box of books from the library for units, textbooks, History Today articles, model answers, essay wring practice, student led seminars, presentations, modelling of exam answers. Zig-zag support materials, revision materials on firefly.	Reading / literacy: Box of books from the library for units, textbooks, History Today articles, model answers, essay wring practice, student led seminars, presentations, modelling of exam answers. Zig-zag support materials, revision materials on firefly.	Reading / literacy: Box of books from the library for units, textbooks, History Today articles, model answers, essay wring practice, student led seminars, presentations, modelling of exam answers. Zig-zag support materials, revision materials on firefly.	Reading / literacy: Box of books from the library for units, textbooks, History Today articles, model answers, essay wring practice, student led seminars, presentations, modelling of exam answers. Zig-zag support materials, revision materials on firefly.	Reading / literacy: Box of books from the library for units, textbooks, History Today articles, model answers, essay wring practice, student led seminars, presentations, modelling of exam answers. Zig-zag support materials, revision materials on firefly.
Numeracy: Hyperinflation, WWI data, rebellions statistics, taxation.	Numeracy: Election data, rebellions statistics, taxation.	Numeracy: Election data, golden miracle rebellions statistics, taxation.	Numeracy: Election data, golden miracle rebellions statistics, taxation.	Numeracy: Golden miracle rebellions statistics, taxation.	Numeracy: Hyperinflation, election data, golden miracle rebellions statistics, taxation.
Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC): These are two comprehensive units which are weighed 60% of the final A-level. There are opportunities for cultural capital studying Germany 1918 – 90 the demise of democracy, the rise of tyranny (covered in both units) and the establishment of a modern democracy in West Germany. There are moral questions and issues about the abuses of power, the role of individual and abhorrence of humanity during WW2 and the holocaust. The growth and power of the Church, the workings of Tudor government and the different role led by key individuals to make the Tudor monarchy and government function and grow.					