

Subject	Y11 Core Knowledge – Autumn/Spring/Summer term	How to support students' learning
History	<p>Autumn Term</p> <p>The Weimar Republic -</p> <ol style="list-style-type: none"> 1. Know the situation in Germany at the end of the First World War. 2. Explain the strengths and weaknesses of the new Weimar Constitution. 3. Identify reasons for the unpopularity of the Weimar Constitution. 4. Explain the challenges to the Weimar regime from the Left and the Right. 5. Assess the reasons for challenges to the Weimar government in 1923. 6. Understand reasons for economic recovery in the 1920s. 7. Assess Stresemann's foreign policy choices and whether there was a 'Golden Age' in Germany in the 1920s. 8. Consider changes in the standard of living and position of women in society. <p>Hitler's Rise to Power -</p> <ol style="list-style-type: none"> 9. Describe the background of the Nazi party. 10. Explain the key principles of the Nazi party. 11. Assess the events of the Munich Putsch and the impact. 12. Identify reasons for a lack of support for the Nazi party in the 1920s. 13. Identify reasons for the growth in unemployment and the impact on support for the extremes. 14. Explain the reasons for the rise in support for the Nazi Party. 15. Recount the changes that take place in 1932 that lead to Hitler becoming Chancellor in 1933. <p>Nazi Control and Dictatorship -</p> <ol style="list-style-type: none"> 16. Explain the events and impact of the Reichstag Fire. 17. Explain the events and impact of the Night of the Long Knives and the death of Hindenburg. 18. Assess the machinery of terror in the Nazi State such as the SS, Gestapo and camp system. 19. Know how the legal system was used by the Nazis to control the German public. 20. Explain how different types of propaganda were used to impose control. 	<ul style="list-style-type: none"> • Students will have regular exam questions for homework. Ask them to talk about their learning and for why they came to the judgments they did. • Help them to access revision websites such as Seneca. • Help them to organise their revision notes and check through their booklets with them. • Talk about History at home around topics being studied and more generally. • Encourage them to read. It could be non-fiction, historical works, newspapers, or online material, but then ask them to assess it as a source using their skills. • Visit sites/museums/online displays when safe to do so. • Look at museum websites to access online material and primary sources (e.g. The British Museum). • Watch historical documentaries and programmes together.

	<p>21. Explain how the Nazi control of people's lives was in all areas of life including culture and the arts.</p> <p>22. Know how religion was impacted by the Nazis and compare the Catholic and Protestant churches.</p> <p>23. Assess the extent of support for the Nazis in Germany during the Third Reich.</p> <p>24. Explain different forms of opposition to the Nazis from the Church and Youth.</p> <p>Life in Nazi Germany -</p> <p>25. Recall attitudes and policies towards women in Nazi Germany.</p> <p>26. Recall attitudes and policies towards young people in Nazi Germany.</p> <p>27. Explain Nazi policies towards work and unemployment and the impact of those changes.</p> <p>28. Know the Nazi view of those of minority backgrounds such as homosexual, disability and Roma/Sinti Gypsy.</p> <p>29. Assess the development of persecution of Jewish people in Germany in the 1930s.</p> <p>Life in Weimar and Nazi Germany –</p> <p>30. Use knowledge of the period to judge significance and causation of events to reach judgments.</p> <p>Spring Term</p> <p>Early Settlement of the West -</p> <p>31. Describe social and tribal structures, ways of life and means of survival on</p> <p>32. the Plains for Native Americans.</p> <p>33. Explain beliefs about land and nature and attitudes to war and property of Indigenous peoples.</p> <p>34. Assess the factors encouraging migration, including the Oregon Trail from</p> <p>35. 1836, the belief in Manifest Destiny, and the California Gold Rush of 1849.</p> <p>36. Recount early migration to c1850, including the experiences of the Donner</p> <p>37. Party and the Mormon migration, 1846–47.</p> <p>Development of Settlement of the West -</p> <p>38. Identify how the early settlement of the West developed and compare problems of early settlement.</p>	
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