

## Programme of study for Year 12 A-level History.

Autumn (1 <sup>st</sup> term)	Autumn (2 <sup>nd</sup> term)	Spring (1 <sup>st</sup> term)	Spring (2 <sup>nd</sup> Term)	Summer (1 <sup>st</sup> term)	Summer (2 <sup>nd</sup> 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
<p><b>Topic / Big Question:</b> Route G: Nationalism, dictatorship and democracy in twentieth-century Europe.</p> <p><b>Teacher A</b> Paper 1: Germany and West Germany 1918 – 89</p> <p>The Weimar Republic</p> <ul style="list-style-type: none"> <li>- Political system</li> <li>- Opposition, control and dissent</li> <li>- Economy</li> <li>- Aspects of life</li> </ul> <p><b>Teacher B:</b> paper 3, Option 31: Rebellion and disorder under the Tudors, 1485– 1603.</p> <p>Tudor Rebellions 1</p> <ul style="list-style-type: none"> <li>- Simnel and Warbeck</li> <li>- 1533-37 Pilgrimage of Grace</li> <li>- Kett's Rebellion</li> </ul> <p><b>Skills(students should be able to do):</b> Developing their essay writing skills showing a cogent and coherent argument including the K&amp;U of the rebellions 1485 – 1601 and events 1918 – 90 studied.</p>	<p><b>Topic / Big Question:</b> <b>Teacher A</b> Paper 1: Germany and West Germany 1918 – 89.</p> <p>Nazi Germany</p> <ul style="list-style-type: none"> <li>- Political system</li> <li>- Opposition, control and dissent</li> <li>- Economy</li> <li>- Aspects of life</li> </ul> <p><b>Teacher B:</b> Tudor Rebellions 2</p> <ul style="list-style-type: none"> <li>- Northern Earls Rebellion</li> <li>- Tyrone's Rebellion</li> </ul> <p><b>Skills(students should be able to do):</b> Embedding their essay writing skills showing a cogent and coherent argument including the K&amp;U of the rebellions 1485 – 1601 and events 1918 – 90 studied. Embedding their evaluations skills of the primary Tudor sources</p>	<p><b>Topic / Big Question:</b> <b>Teacher A</b> Paper 1: Germany and West Germany 1918 – 89</p> <p>Federal Republic</p> <ul style="list-style-type: none"> <li>- Political system</li> <li>- Opposition, control and dissent</li> <li>- Economy</li> <li>- Aspects of life</li> </ul> <p><b>Teacher B:</b> Tudor control from the centre</p> <ul style="list-style-type: none"> <li>- Central government, council, Secretary, Parliament and religion</li> </ul> <p><b>Skills(students should be able to do):</b> Embedding their essay writing skills showing a cogent and coherent argument including the K&amp;U of the rebellions 1485 – 1601 and events 1918 – 90 studied. Embedding their evaluations skills of the primary Tudor sources</p>	<p><b>Topic / Big Question:</b> <b>Teacher A</b> Paper 1: Germany and West Germany 1918 – 89</p> <p>Hitler and Germany foreign policy and its aims, appeasement, outbreak of WWII and historians views</p> <p><b>Teacher B:</b> Tudor control of the localities</p> <ul style="list-style-type: none"> <li>- Wales and the North</li> <li>- JPs, Lord Lieutenants</li> <li>- The poor</li> <li>- Taxation</li> </ul> <p><b>Skills(students should be able to do):</b> Embedding their essay writing skills showing a cogent and coherent argument including the K&amp;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.</p>	<p><b>Topic / Big Question:</b> <b>Teacher A</b> Paper 1: Germany and West Germany 1918 – 89</p> <p>Thematic coverage of Germany 1918-91</p> <ul style="list-style-type: none"> <li>- Depth questions</li> <li>- Breadth questions</li> </ul> <p><b>Teacher B:</b> Tudor Exam skills</p> <ul style="list-style-type: none"> <li>- Source questions</li> <li>- Depth questions</li> <li>- Breadth questions</li> </ul> <p><b>Skills(students should be able to do):</b> Embedding their essay writing skills showing a cogent and coherent argument including the K&amp;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.</p>	<p><b>Topic / Big Question:</b> <b>Teacher A</b> Paper 1: Germany and West Germany 1918 – 89</p> <p>Germany Exam Skills</p> <ul style="list-style-type: none"> <li>- Essay planning</li> <li>- Revision techniques</li> </ul> <p><b>Teacher B:</b> Tudors revision, model answers and Essay Planning</p> <p><b>Skills(students should be able to do):</b> Preparation for the end of year exams and to green pen answers for improvement</p>



and independent revision on firefly	and independent revision on firefly	and independent revision on firefly	and independent revision on firefly	and independent revision on firefly	and independent revision on firefly
<p><b>Reading / literacy:</b>  Box of books from the library for units, textbooks, History Today articles, model answers, essay writing practice, student led seminars, presentations, modelling of exam answers. Zig-zag support materials, revision materials on firefly.</p>	<p><b>Reading / literacy:</b>  Box of books from the library for units, textbooks, History Today articles, model answers, essay writing practice, student led seminars, presentations, modelling of exam answers. Zig-zag support materials, revision materials on firefly.</p>	<p><b>Reading / literacy:</b>  Box of books from the library for units, textbooks, History Today articles, model answers, essay writing practice, student led seminars, presentations, modelling of exam answers. Zig-zag support materials, revision materials on firefly.</p>	<p><b>Reading / literacy:</b>  Box of books from the library for units, textbooks, History Today articles, model answers, essay writing practice, student led seminars, presentations, modelling of exam answers. Zig-zag support materials, revision materials on firefly.</p>	<p><b>Reading / literacy:</b>  Box of books from the library for units, textbooks, History Today articles, model answers, essay writing practice, student led seminars, presentations, modelling of exam answers. Zig-zag support materials, revision materials on firefly.</p>	<p><b>Reading / literacy:</b>  Box of books from the library for units, textbooks, History Today articles, model answers, essay writing practice, student led seminars, presentations, modelling of exam answers. Zig-zag support materials, revision materials on firefly.</p>
<p><b>Numeracy: Hyperinflation, WWI data, rebellions statistics, taxation.</b></p>	<p><b>Numeracy: Election data, rebellions statistics, taxation.</b></p>	<p><b>Numeracy: Election data, golden miracle rebellions statistics, taxation.</b></p>	<p><b>Numeracy: Election data, golden miracle rebellions statistics, taxation.</b></p>	<p><b>Numeracy: Golden miracle rebellions statistics, taxation.</b></p>	<p><b>Numeracy: Hyperinflation, election data, golden miracle rebellions statistics, taxation.</b></p>
<p><b>Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC):</b> 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.</p>					