

KS5 History Curriculum Mapping and Skills, 2024-2025

What students will know and be able to do

By the end of Year 13, students will have built upon their existing knowledge gained in Year 12, giving them a sound understanding of historical principles. The emphasis of the course this year is to further develop their historical knowledge and the skills required for historical research, with students developing their knowledge in cause and effect, continuity and change, similarity and differences and the use and evaluation of historical evidence and interpretation. Their studies this year will continue an upward trajectory of developing an interest in the past, as well as acquiring a sound knowledge and understanding of selected periods or themes. Students will begin coursework on a topic-based essay of their choice consisting of approximately 4000 words, but will also be introduced to a new topic that is based around an in-depth theme over 200 years, namely; *'Popular Culture and the Witch Craze of the 16th and 17th Centuries'*. Students will develop the ability to analyse key issues thematically across the full period, noting regional differences and change and continuity over time in key aspects of the topic.

How they will learn this

Students will continue with lessons in a similar manner to Year 12, however they will be divided between working on their coursework, studying the witchcraft module and doing ongoing revision for their Year 12 studies on *'Britain, 1930-1997'* and *'Democracy and Dictatorship in Germany, 1919-1963'*. Students will continue to use study techniques such as Cornell Notes, SQ3R and Mind Maps, as well as be introduced to 'flipped learning', where they will be given a homework task that will give them the information needed for the following lesson for higher level thinking and activities to take place. The purpose of this is to challenge students to work independently, as well as be able to spend lessons discussing and applying knowledge, rather than purely focusing on learning facts. This is particularly important in Year 13 as it gives students more opportunity for exam practise if they come to lessons prepared with the information needed. Students will be encouraged to develop their own interpretations of the past and to consider History as an historian by synthesising a range of different interpretations, ideas and evidence in their coursework.

How they will be assessed

Students will complete a variety of exam question essays throughout the term in the Witchcraft module, as well as designated mock exams throughout the year. They will also sit some lessons to review work they have completed in Year 12. All written work will be completed on either A4 lined paper, which they will store in a strong A4 arch-lever file, or in an exercise book as directed by their teacher. Classwork and notes will be assessed via discussion, verbal feedback and the use of teacher led and peer group model answers. Exam style essays, however, will be marked by the teacher and given back to students to complete DIRT tasks for development and improvement. They will then complete their final exams in May/June.

Unit Y312: Popular Culture and the Witchcraze of the 16th and 17th Centuries

Curriculum Intent

This theme focuses on the rise and decline in witchcraft during the 16th and 17th centuries and how far it emerged out of the popular culture of the time. It will examine the reasons for the increase and subsequent decline in persecutions, the nature of the Witchcraze, the reactions of the authorities and its impact on society. Learners should consider the Witchcraze in a variety of countries and regions in order to be able to establish patterns and make comparisons. Students should understand the similarities and differences in behaviour between individuals and communities in terms of their participation in cultural events and adherence to prevailing beliefs or practices. Whether considering the political and intellectual elite, bourgeoisie or the urban and rural lower classes, factors considered will include religious belief and practice; employment; gender, age and nationality; and geographic location. Through a study of defined social and regional groups in Europe and colonial North America, it will be possible to assess the role and significance of government, theological and religious institutions; state-building; key individuals; legal processes; religious conflict; wars; climate change; and poverty which shaped the development, impact and decline of systems of belief, cultural expression and reactions to non-conformity. There are a wide range of European countries, as well as colonial North America, that can be used as examples and learners should draw on a range of examples from these. The strands identified below are not to be studied in isolation to each other. Learners are expected to demonstrate a sound knowledge of the specification content and a detailed understanding of the named in-depth studies on southern Germany, England and Salem, by having a clear understanding of the main developments and turning points relevant to each theme.

		Autumn Term	Spring Term	Summer Term
Implementation	Popular Culture		DEPTH STUDIES	
	<p>The main reasons for the growth and decline in the persecution of witches</p> <hr/> <p>Students to know, understand, and be able to explain the following:</p> <p>Popular Culture</p> <p>Urban and rural popular culture; popular and elite culture, their definitions; participation in popular culture and the withdrawal of the elite.</p> <ul style="list-style-type: none"> • Nature and relevance of terminology/references to early modern society and culture: <ul style="list-style-type: none"> ○ official and unofficial culture ○ 'elite' and 'popular' 	<p>The Witchcraze in Southern Germany c.1590–1630</p> <p>Popular culture in Southern Germany.</p> <ul style="list-style-type: none"> • Nature and extent of official and unofficial culture by the late 16th century: <ul style="list-style-type: none"> ○ relationship of local customs and traditions to wider regional ones within Germany/central Europe ○ elite participation and withdrawal ○ religious observances, seasonal festivities, folklore, forms of misrule and moral regulation ○ role of magic and reactions to it. • Reasons for beliefs about witchcraft c.1590-1630: <ul style="list-style-type: none"> ○ role of elite, bourgeoisie and lower classes ○ urban and rural communities ○ religious institutions and clerics 	Revision and exam preparation via completion of past papers	

- greater and lesser traditions
- mentalities and world views
- customs and traditions
- beliefs (religious, superstitious, esoteric)
- emotions and behaviour
- public and private spheres
- reasons for historiographical distinctions.

- Socio-economic situation in early modern Europe and colonial America.
- Similarities and differences in popular culture across early modern Europe and colonial America.
- Extent to which the elite participated in and contributed to popular culture.
- Nature of elite culture and reasons for its development across the period.
- Arguments relating to the withdrawal of the elite from popular culture:
 - reasons for the distinction
 - nature of withdrawal
 - comparative extent
 - issues of public and private participation.

Similarities and differences in social behaviour and attitudes to key features of life, such as: food, marriage, sex, childbirth, illness, hygiene, death, morality.

The significance of ritual; the role of pageants and the festivals of misrule; public humiliation; the role of magic in society.

- Types of ritual and their impact on culture:
 - political, social and economic (e.g. civic and royal pageantry)
 - personal and communal
 - superstitious (lucky charms, amulets)
 - religious (doctrine, prayers, use of relics and shrines)
 - communal cultural codes
 - social divisions, groups, membership and exclusion
- Nature and extent of public displays and cultural events.

- prince-bishops
- external impetus (intellectual debate, religious arguments, precedent).

The impact of the Reformation; political, social and economic changes and their impact on order and conformity; reasons for the increase in persecution.

- Long- and short-term reasons for the development and escalation of the persecution of witches between c.1590-1630:
 - legacy of 15th and 16th century witch trials and demonology
 - socio-economic conditions
 - political situation
 - role of institutions
 - popular culture and beliefs
 - role of individuals
 - religious belief, practice, tension
 - development of intellectual and legal arguments
 - public reactions, emotions, fear
 - significance of the Reformation and religious division/change
 - nature of legal procedure/trials.
- Comparative impact of confession on the outcome of witch trials and those prosecuted across the period and region.
- Whether persecution came 'from above or below'.

The frequency, nature and geography of witchcraft in the region.

- Nature of demonology and accusations of witchcraft specific to the region.
- Geographical patterns of persecution, similarity, difference and significance of witch trials in key locations:
 - urban, rural or alpine
 - Protestant or Catholic rule
 - specific locations (e.g. Duchies of Bamberg, Wurzburg and Wurttemberg, the Palatinate, Bishopric of Eichstat, Ellwangen).
- Religious variations, gender, age, social and employment composition of those prosecuted for witchcraft.

- Extent and significance of similarities and differences between dominant types of ritual, pageant and festivals across early modern Europe and colonial America.
- Methods and extent of cultural communication and development.
- Nature and extent of the role of magic in society:
 - definitions of 'supernatural', religious belief and faith
 - rationality and the boundaries of reason
 - intellectual discourse on magic (e.g. Ficino, della Porta)
 - God, the Devil and demonology
 - reactions to natural disasters
 - prayers, spells, rituals, remedies
 - legends, myths and fantasies of magical or diabolical forces (e.g. woodman, wizards).

Moral regulation and challenges to popular culture.

- Forms of moral regulation and nature of their development:
 - role of religious and political authorities or leaders (e.g. Inquisition, excommunication, exile, imprisonment)
 - legal restraints
 - civic or village councils
 - guild membership
 - youth societies
 - confraternities and lay religious communities
 - interpretations of the Bible
 - public exposure and communal justice such as charivari
 - self-regulation, personal conscience and confession
 - pilgrimage and atonement
 - concept of 'heresy'.
- Comparative extent of moral regulation and challenges to popular culture.
- Reasons for and the effect of the gradual privatisation of everyday life.

- Extent to which members of the elite were prosecuted.
- Relationship between social composition and geographic location.
- Similarities and differences in social, religious and economic patterns of the witch hunts and the extent of prosecution between 1590 and 1630

The responses of the authorities and its impact on society.

- Nature and importance of central and local secular courts across the region.
- Role and significance of regional prince-bishops, urban elite, academics, judicial and religious officials in criminal procedure and extent of the witch hunts.
- Impact of mistrust, fear and denunciations on legal procedure.
- Reasons for the types of torture deployed and their immediate impact on the outcomes of witch trials.
- Effect and significance of torture, trials and confession on the course and extent of the witch hunts c. 1590-1630.
- Reasons for fluctuations in intensity and the decline of persecutions in the region by c.1630.

Hopkins and the witch hunt of 1645–1647

The religious, political, social and economic situation and their impact on order and conformity; moral regulation and challenges to popular culture in the 1640s; the reasons for the persecution.

- Nature and extent of official and unofficial culture by 1645-7 (e.g. local customs and traditions, religious observances, moral regulation, role of magic and reactions to it, impact of Civil War).
- Reasons for challenges to popular culture and the beliefs about witchcraft by 1645:
 - war and upheaval
 - urban and rural communities
 - religious institutions, clerics and Puritanism
 - 'world turned upside down'.
- Causes of the witch hunts 1645-7 and influence of internal and external factors (e.g. intellectual debate,

- Attitudes towards other religious faiths and social or ethnic groups including the extent to which there was a 'shared' or 'subculture'

Religious change; political change; economic change; social control.

- Impact of exploration, discovery and scientific thinking on ideas about the cosmos and man's place in the world.
- The effect of the development of nation states, imperialism and princely courts on 'national' identity/culture and the European elite society.
- Impact of wider socio-economic developments on urban and rural life/culture in Europe (e.g. population changes, effect of plague, household servants, laws of inheritance, patriarchal society, role of women, geographical mobility).
- Significance and course of the Reformation, its impact on society and popular culture.

The main reasons for the growth and decline in the persecution of witches

Developments from the Papal Bull of 1484 and the Malleus Maleficarum (1486) to the end of the period.

- Legacy of medieval and 15th century attitudes, beliefs and reactions to heresy, demonology and witches (e.g. Nider's Formicarius, Le Franc, Dominican inquisitors, persecutions against the Cathars and Vaudois).
- Extent to which late medieval demonology acquired its own momentum or naturally developed:
 - mythology and beliefs in good and evil, the power of the Devil
 - role of the Inquisition and attitudes to heresy
 - effect of printing
 - challenges to physical, geographic and intellectual boundaries of society
 - tensions of the Avignon papacy.

demonology, precedent, socio-economic and political conditions, religious tension, financial incentives).

- The role of individuals such as Hopkins and Stearne.
- Importance of the Civil War to the development of non-conformity, fear, insecurity and persecution.
- Comparative impact of confessions on the outcome of witch trials and those prosecuted during the witch hunt.
- Whether persecution came 'from above or below'.
- Role of Puritanism and moral regulation.

The frequency, nature and geography of the persecutions.

- Nature of accusations of witchcraft specific to the region (e.g. East Anglia).
- Geographical patterns of persecution, similarity, difference and significance of witch trials in key locations within East Anglia (e.g. Sudbury, Chelmsford, Norfolk, Huntingdon, Manningtree).
- Religious variations, gender, age, social and employment composition of those prosecuted for witchcraft.
- Extent to which members of the elite were prosecuted.
- Relationship between social composition and geographic location.
- Extent to which prosecution resulted in conviction and sentencing

The response of the authorities to witchcraft and its impact on society.

- Social reactions to the witch trials and witch finders including the comparative role of social classes in accusations.
- Nature and importance of secular courts such as the Norfolk Assizes.
- Role and significance of the urban elite, borough jurisdictions, judicial and religious officials in criminal procedure and the extent of the witch hunt.
- Impact of mistrust, fear and denunciations on legal procedure.
- Reasons for the types of torture deployed and the intensity of persecution 1645-7.
- Role of Hopkins and Stearne.

<ul style="list-style-type: none"> • Circumstances and significance of Innocent VIII's papal bull (Summis Desiderantes Affectibus) in 1484. • Nature and impact of Kramer and Sprenger's Malleus Maleficarum (Hammer of the Witches) of 1486. Germany and beyond. • Nature, course and significance of intellectual or legal arguments, beliefs in witchcraft and the publication of demonology on the development or continuation of persecution. • Similarity and difference in belief or disbelief: <ul style="list-style-type: none"> ○ the 16th and 17th century ○ regions and localities ○ Protestant groups (e.g. Zwingli) ○ within the Catholic Church ○ academic debate (humanism, scepticism, 'new' science) ○ forms of politics and government ○ social and ethnic groups ○ rational and willing acceptance or 'top down' influence and submission. <p>Causes of growth and decline, including religious changes and confessional strife, economic causes, social structure, changes and divisions within society, scapegoats and minorities, popular culture and cultural changes, growth of rationalism and enlightened thinking, understanding of medicine and remedies.</p> <ul style="list-style-type: none"> • Reasons for the growth, continuation and decline of persecution and witch trials: <ul style="list-style-type: none"> ○ role of Protestant and Catholic leaders and institutions ○ confessional strife and division within religious communities ○ levels of knowledge and ignorance ○ academic debate (Renaissance, Enlightenment) ○ advancement of scientific knowledge, rationalism and rise of scepticism ○ role of urban and rural communities ○ jealousy, rivalry and fear ○ use of judicial torture 	<ul style="list-style-type: none"> • Effect and significance of torture, trials and confession on the course and impact of the witch hunt <hr/> <p>The Salem witch trials</p> <p>The religious, political, social and economic situation and their impact on order and conformity; Salem's relationship with England and the legal situation; the reasons for the persecution.</p> <ul style="list-style-type: none"> • Causes of the Salem witch hunt and trials. • Reasons for and the significance of the petition of John Proctor. • Nature of colonial ties to England and the role of Governor William Phipps. • Social reactions to beliefs about witchcraft at Salem and the role of some families. • Role of individuals in unfolding events such as Samuel Parris and William Griggs. <p>The frequency, nature and geography of the persecution.</p> <ul style="list-style-type: none"> • Geographical patterns of persecution, similarity, difference and significance of witch trials in the Massachusetts Bay colony (e.g. Salem, Boston, Cambridge, Ipswich). • Significance of gender, age, social and employment composition of those prosecuted for witchcraft. • Extent to which confessions or acquittals relate to social class, age or gender. • Relationship between social composition, membership of religious congregations and geographic location of persecution. • Extent to which prosecution resulted in conviction and sentencing. • Significance of child testimonies to the prosecution of witches and explanations for this phenomenon <p>The response of the authorities to witchcraft and its impact on society.</p>	
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

<ul style="list-style-type: none"> ○ extent of religious enthusiasm ○ legal regulations ○ war and violence ○ natural disasters ○ growing division between elite and lower classes ○ popular culture and conformity. <p>● Similarity and difference in reasons for growth or decline across regions.</p> <p>Persecution from above or below.</p> <p>● Extent to which the persecution of witches was instigated, encouraged or enabled by the contribution of elite society or the popular classes:</p> <ul style="list-style-type: none"> ○ intellectual, legal, political or religious members of the elite ○ 'popular representation' within cultural, social, economic, political and religious actions ○ role of key individuals ○ variations across time and space ○ active or passive involvement ○ issues of responsibility. <p>● Extent to which members of the elite were victims of persecution.</p> <p>The role of wars and natural disasters, including plague and the mini Ice Age.</p> <p>● Effect of religious and political conflict and wars on the extent and nature of persecutions, such as the French Wars of Religion, the English Civil War and the Thirty Years War.</p> <p>● Significance of socio-economic and political problems or features on the development or escalation of persecution.</p> <p>● Chronological patterns of persecution, the pace of change and the intensity of the witch trials.</p>	<ul style="list-style-type: none"> ● Nature and importance of the courts and legal procedure within the Massachusetts Bay colony and Salem (e.g. Oyer and Terminer, William Phipps). ● Role and significance of judicial and religious officials in criminal procedure and the extent of the witchcraze (e.g. William Stoughton). ● Reasons for the types of torture and interrogation deployed and their immediate impact on the witch trials (e.g. Biblical interpretation, spectral evidence, Tituba, number of confessions, hysteria, denunciations). ● Significance of confessions to the course and extent of prosecutions/sentencing. ● Reasons for the decline and prevention of persecutions (e.g. judicial caution, reactions of Cotton Mather and Phipps). ● Nature and extent of acquittals/pardons 	
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

The persecuted

Responses of the authorities to witchcraft

Students to know, understand, and be able to explain the following:

The persecuted

The geography of the Witchcraze in Europe and North America; regional variations; towns; countryside.

- Geographical patterns of persecution, and the nature and intensity of witch hunts and trials.
- Extent to which the witch-craze was mainly an urban or rural phenomenon.
- Similarity, difference and significance of persecution in key locations or regions.

Religious variations, gender, age, social and employment composition of those prosecuted for witchcraft.

- Sociological and anthropological patterns of persecution.
- The nature and intensity of witch hunts and trials, and extent of persecution on different groups:
 - Catholics or Protestants
 - male or female
 - elderly, working adults and children
 - elite, middle or lower classes
 - minority groups (ethnic, religious, social)
 - wise women and 'cunning folk'
 - perpetrators and witch hunters
 - economic trades or work
 - individuals or communities.
- Relationship between the social composition of persecutions and geographical location or chronological development.
- Similarities and differences in social, religious and economic patterns of the witch hunts and the extent of prosecution.

Responses of the authorities to witchcraft**Legal developments including the Inquisitorial system of criminal procedure, secular courts on both a local and regional scale**

- Positive and negative effects of intellectual arguments on legal developments and reactions to witchcraft.
- Comparative nature and importance of central and local secular courts within and between regions.
- Role and significance of political leaders in criminal procedure, personal support for witch hunts or condemnation and legal reversal (e.g. the German prince-bishops, James I, Louis XIV).
- Extent to which the Churches and specific religious institutions were involved in the legal process of witch trials or opposed to persecution (e.g. Church in Rome, Jesuits, New England puritans).
- Inter-relationship between the rise and decline of the witch-craze and the use of judicial torture.
- Extent to which the elite initiated or enabled the prosecution of witches through their involvement in the development of legal procedure.
- Significance of tribunes of the people to the legal process of witch trials.

Campaigns against medieval superstition; survival of popular beliefs, impact on the Reformation.

- Nature and significance of the withdrawal of the elite from popular culture.
- Similarity and difference in the nature and extent of the synthesis of religious belief, popular culture and superstition as well as the impact of this on the authorities:
 - 16th and 17th century
 - regional variations
 - dominant religion
 - ethnic and 'national' groups within society.

	<ul style="list-style-type: none"> • Ways in which campaigns against medieval superstition and the survival of popular beliefs shaped intellectual arguments during the Reformation and reactions to perceived witchcraft (e.g. moral regulation, non-conformity, suspicion). <p>Torture, trials, felony, burnings, sleep deprivation, confessions.</p> <ul style="list-style-type: none"> • Nature and impact of the witch trials and systems of prosecution on individuals and communities. • Reasons for the types of torture deployed and their immediate impact on the outcomes of witch trials. • Effect and significance of torture, trials and confession on the course and extent of the witch hunts (e.g. escalation, decline, legal developments). • Comparative impact of confession on those prosecuted for witchcraft across the period and between regions. <p>Mistrust and fear, denunciations; impact on legal procedure.</p> <ul style="list-style-type: none"> • Personal and collective motives for denunciations by victims and perpetrators (e.g. social resentment, cooperation). • Significance of using children in trials. • Role of demonology and printed works on the extent of denunciation. • Short- and long-term impact of denunciations on legal procedures and the nature of witch trials across Europe and colonial America. • Reasons for the development and nature of judicial caution and decriminalisation by the 17th century. 		
Impact	Class discussion, student presentations, paired to group work, note-making, comprehension questions, flipped learning, exam style essay questions, mock exams.	Class discussion, student presentations, paired to group work, note-making, comprehension questions, flipped learning, exam style essay questions, mock exams.	

Unit Y113: Britain, 1930-1997

Curriculum Intent

Students study a substantial and coherent element of British History, which provides them with a full understanding of what made Britain today and its role in the world. The enquiry is a source-based study which immediately precedes the outline period study. By studying Churchill, students are introduced to key themes in British political history and understanding Britain's role in the wider world within the context of the pre-War period and during World War Two. Students develop an understanding that the roots of the post war consensus go back to the experience of World War Two and the challenges of Britain's role in the world, including necessitating a process of decolonisation after the War, continue the themes that they will be familiar

with from considering Churchill's view of events from 1929-1939. The outline period study provides understanding of the themes in British politics and society from 1945 onwards, and how these were developed through internal and external pressures. Students develop an excellent understanding Of British political institutions and processes, in addition to an excellent grasp of the economic and social issues and challenges that consecutive governments had to deal with from 1951.

	AUTUMN TERM	SPRING TERM	SUMMER TERM
Implementation	<p><u>Churchill's view of Events 1929-1939</u></p> <p>A) <u>Attitude to the Abdication Crisis</u></p> <ul style="list-style-type: none"> Relationship between Edward and Wallis Simpson Issue with religion and marrying a divorcee for the King Views of general public and press Advice given by Archbishop of Canterbury <p>B) <u>Views about Empire and India and clashes with Party</u></p> <ul style="list-style-type: none"> Churchill and the Indian Empire Society (speech 1930) Halifax and proposal for Round Table Conference 1931 Indian White Paper 1933 Randolph Churchill and 1935 By-election Government of India Act 1935 India post 1939 Cripps Mission 1942 Bengal Famine 1942-1943 Role of Ghandi <p>C) <u>Attitude towards Germany after 1933</u></p> <ul style="list-style-type: none"> Standing up to Hitler Assessment of international situation Assessment of Treaty of Versailles and League of Nations <p>D) <u>Views about Rearmament and Appeasement</u></p> <ul style="list-style-type: none"> Increase air defences Alliance with the USA, France and Russia 	<p><u>Conservative domination 1951-1964</u></p> <p>A) <u>The establishment of the Post-War Consensus</u></p> <ul style="list-style-type: none"> Life in Britain before the Second World War (experience of the great depression) How did pre-war experiences impact upon expectations post-war? Experience during the Second World War and impact upon expectations of life after the war. Key elements of the post-war consensus and how these relate to war time experience. The Attlee Government, policies, problems and legacy. <p>B) <u>Reasons for the Conservative victory 1951</u></p> <ul style="list-style-type: none"> Labour problems (economic, party divisions, image, fatigue of ministers, Korean War) Conservative advantages (dynamic new ministers, popular policies, party reform) <p>C) <u>The Churchill and Eden Governments 1951-7</u></p> <ul style="list-style-type: none"> Key developments under Churchill (denationalisation, end of rationing, end of the Korean War) Butskellism Eden and the Suez Affair British withdrawal from Suez <p>D) <u>Harold Macmillan's Government 1957-63</u></p> <ul style="list-style-type: none"> Macmillan and Suez Macmillan's image as leader 'SuperMac' Conservative economic policy (Budget Politics, Stop-go stagflation, unemployment) Living standards (wages, credit availability, housing, property ownership) Social change (education, class, social tensions and the riots of 1958-9) 	<p><u>Thatcher and the end of consensus 1979-1997</u></p> <p>D) <u>The Fall of Margaret Thatcher 1990</u></p> <ul style="list-style-type: none"> Poll Tax 1989-90 Opposition within the Conservative Party (Howe and ERM, Poll Tax, Leadership contest) Thatcher's Legacy <p>E) <u>John Major's Government 1990-7</u></p> <ul style="list-style-type: none"> Major succeeds Thatcher Gulf War 1991 Maastricht Treaty 1992-3 Major and the electoral victory of 1992 Crises over Europe Foreign Affairs (Bosnia) 'Sleaze' and the Major Government Tony Blair as New Labour leader 1997 election <p><u>Britain's position in the world 1951-1997</u></p> <p>A) <u>Relations with and policies towards the USA and the USSR</u></p> <ul style="list-style-type: none"> Cold War Korean War Vietnam Relationship with Reagan and Gorbachev <p>B) <u>Britain's influence at the UN</u></p> <ul style="list-style-type: none"> Founding of UN Britain's role as Permanent Member Role during Crises (Suez, Malaya, Cyprus, Africa) <p>C) <u>Britain's role in Europe</u></p>

<ul style="list-style-type: none"> • Attitude towards Hitler and the need for a strong hand • Moral attitude towards Hitler • Consideration of overstretch within the Empire • GB financial and economic situation • View of the Dominions • Reaction to Hitler coming to power in 1933 • Response to German rearmament 1933 • Criticism towards Anglo-German Naval Treaty of 1935 • Concerns with Abyssinia (1935-6) • Support for government towards their policy in regards to the remilitarisation of the Rhineland (1936) and Spanish Civil War (1936-9) • Response to Anschluss (1938) • Czechoslovakia and the Munich Crisis (1938) • Nazi-Soviet Pact 1939 <p>E) <u>Why Churchill became Prime Minister</u></p> <ul style="list-style-type: none"> • Norway • Role of Halifax and the King <p><u>Churchill as wartime Prime Minister</u></p> <p>A) <u>Stance in 1940 and style of leadership</u></p> <ul style="list-style-type: none"> • Role of oratory and speeches of 1940 • Symbolic nature of Churchill • Battle of Britain <p>B) <u>Relations with generals and impact on strategic decision in the Mediterranean</u></p> <ul style="list-style-type: none"> • Extent of interference/involvement in leadership decisions • Relations with Ismay • Relations with Gort • Relations with Alanbrooke • Relations with Cunningham and the sinking of the French fleet • Relations with Wavell, Auchinleck and Montgomery and impact on North Africa campaign • Relations with Dill <p>C) <u>Bombing of Germany and the war in Europe 1944-1945</u></p>	<ul style="list-style-type: none"> • Macmillan and the end of Empire • Relations with Europe (European developments 1945-7, Britain's attitude toward Europe, veto of application to join the EEC in 1963, • The Labour Party 1951-64 (reasons for division and performance in the 1959 election) • Scandal and the Conservatives last years in government (Vassall affair, Philby, Argyll and Profumo) • Douglas-Home succeeds Macmillan <p><u>Labour and Conservative governments 1964 –1979</u></p> <p>A) <u>1964 General Election</u></p> <ul style="list-style-type: none"> • Wilson as party leader • Image of Douglas-Home • 1964 Election campaign and results <p>B) <u>Labour's difficulties in government</u></p> <ul style="list-style-type: none"> • National Plan 1964 • Tensions with the unions • Devaluation 1967 • Britain's second application to join the EEC 1967 <p>C) <u>1970 General Election</u></p> <ul style="list-style-type: none"> • Heath as leader of the Conservative Party • Reasons for Labour's defeat in 1970 <p>D) <u>The Heath Government 1970-4</u></p> <ul style="list-style-type: none"> • Heath's aims and 'new conservatism' • Industrial Relations Act 1971 • Local government reforms • Britain's entry into Europe 1973 • Oil price rise 1973 • Heath's U-turn • Three-day week 1973 • February 1974 election 'Who governs?' <p>E) <u>Labour in Office 1974-9</u></p> <ul style="list-style-type: none"> • Reasons for Labour electoral victory 1947 • Labour's narrow majority and the Lib-Lab pact 	<ul style="list-style-type: none"> • Attitude toward Europe • Military and economic issues: priority of Imperial or European interests? • Attitudes to the Shumann Plan and the Treaty of Rome • Macmillan, Wilson and Heath: relations with the EEC <p>D) <u>Britain's response to Crises</u></p> <ul style="list-style-type: none"> • Nuclear Policy • Suez Crisis • Falklands War • First Gulf War • Decolonisation • Changing attitudes to the Commonwealth • Role during Crises (Suez, Malaya, Cyprus, Africa)
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<ul style="list-style-type: none"> • D-Day and Planning • Role of Alanbrooke • Large scale bombing campaigns- Harris and total war • Dambusters, Hamburg, Ruhr and Dresden <p>D) <u>Plans for reconstruction and loss of 1945 election</u></p> <ul style="list-style-type: none"> • The Beveridge Report <ul style="list-style-type: none"> • Butler’s Education Act • Reasons for Labour victory (experience, familiarity of ministers, poor record of Conservatives etc.) <p>E) <u>Relations with other wartime leaders (Roosevelt, Stalin and de Gaulle)</u></p> <ul style="list-style-type: none"> • Background to grand alliance • Traditional view- Churchill and forged a personal bond with the USA and practical relationship with Stalin • Alternate view-Relationship based on necessity and self-interest, at least from the US and USSR perspective • USA <ul style="list-style-type: none"> ○ Ottawa Agreement 1932 ○ Lend Lease (1941) ○ Atlantic Charter 1941 ○ Mediterranean strategy and conflict ○ Issues in 1943 at Tehran 1943 • USSR <ul style="list-style-type: none"> ○ Visit to Moscow 1942 ○ Percentages Agreement 1944 • France <ul style="list-style-type: none"> ○ Vichy France ○ De Gaulle’s personality and clashes <p>F) <u>Contributions to international conferences</u></p> <ul style="list-style-type: none"> • Tehran 1943 • Yalta 1945 • Potsdam 1945 <p>G) <u>Plans for post-war Europe</u></p> <ul style="list-style-type: none"> • Churchill and Germany • Spheres of influence 	<ul style="list-style-type: none"> • Economic problems (inflation, the IMF crisis 1976, worsening relations with the unions) • 1975 Referendum on Europe • Wilsons retirement 1976 • Callaghan as leader • The winter of discontent 1978-9 (causes, events, consequences) • Labour handicaps in the 1979 election (economic crises, unemployment, belligerent trade unionism, lapse of the Lib-Lab pact) <p><u>Thatcher and the end of consensus 1979–1997</u></p> <p>A) <u>Thatcher and the 1979 Election</u></p> <ul style="list-style-type: none"> • Thatcher and the Post-War Consensus • Ideological position and the ‘New Right’ • Economic revolution (monetarism and social unrest) • The Falklands War 1982 (causes, events, consequences) • The Miners’ Strike 1984-5 <p>B) <u>The Thatcher Revolution: The First Stage 1979-86</u></p> <ul style="list-style-type: none"> • Thatcher and the Post-War Consensus • Ideological position and the ‘New Right’ • Economic revolution (monetarism and social unrest) • The Falklands War 1982 (causes, events, consequences) • The Miners’ Strike 1984-5 <p>C) <u>The Thatcher Revolution: The Second Stage</u></p> <ul style="list-style-type: none"> • Supply-side Economics • Deregulation and Privatisation • North Sea oil • Taxation • Relations with the USA • Relations with ministers (the Westland Affair, cabinet divisions) • Reasons for electoral victory in 1987 • Social Policy (Local government reform, Education, Welfare, NHS) • Thatcher and Europe • The Labour Party during the Thatcher years 	
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

	<p>H) <u>Iron Curtain Speech</u></p> <ul style="list-style-type: none"> • Causes • Impact of speech on USA and USSR <p>I) <u>Attitude to Empire and Europe after 1945</u></p> <ul style="list-style-type: none"> • India • Truman Doctrine and Marshall Plan • Atomic Bomb 		
Impact	Class discussion, student presentations, paired to group work, note-making, comprehension questions, flipped learning, exam style essay questions, mock exams.	Class discussion, student presentations, paired to group work, note-making, comprehension questions, flipped learning, exam style essay questions, mock exams.	Class discussion, student presentations, paired to group work, note-making, comprehension questions, flipped learning, exam style essay questions, mock exams.

Unit Y221: Democracy and Dictatorship in Germany, 1919-1963

Curriculum Intent

The unit of study looks at the period Germany underwent monumental changes with the removal of authoritarian rule of the Kaiser and the establishment of the democratic Weimar Republic. Learners will look at the demise of the republic following its inability to deal with a series of crises, most notably the impact of the Wall Street Crash and subsequent Depression, that led to the appointment of Adolf Hitler as chancellor. Following on from this learners will see that for thirteen years Germany was ruled by a totalitarian regime that initially appeared to restore National pride after the First World War and bring about economy recovery, but which culminated in a war that destroyed not only much of the country, but much of Europe, and which carried out some of the most horrendous acts ever by humans on fellow humans with the Holocaust and the death of some 6 million Jewish people. The course then looks at how the result of Germany's defeat led to the division of the country and the establishment of not only two German states, but also two different forms of democracy: parliamentary democracy in the West and democratic centralism in the East.

	AUTUMN TERM	SPRING TERM	SUMMER TERM
Implementation	<p>The establishment and development of the Weimar Republic: 1919–Jan 1933 Consequences of the First World War;</p> <ul style="list-style-type: none"> • Collapse of Imperial Germany • Social and economic effects of WW1 • October reform and origins of the Stab in the Back myth • The German revolution • Growing opposition • Ebert’s leadership <p>The Weimar Constitution; coalition governments;</p> <ul style="list-style-type: none"> • Make-up and nature of the new government • President • Parliament • Bill of rights • Courts • Article 48 • Proportional representation • Relationship between the President & the Reichstag • Significance of the constitution <p>Impact of the Treaty of Versailles;</p> <ul style="list-style-type: none"> • Aims of Versailles • Terms of Versailles • German reactions <p>Significance of the treaty</p> <p>Challenges to Weimar; Communist revolts, Kapp Putsch, Munich Putsch, invasion of the Ruhr, hyperinflation;</p> <ul style="list-style-type: none"> • Threats from and nature of the extreme left • KPD opposition • Spartacist uprising • Threats from and nature of the extreme right • Events of Kapp putsch and its consequence • Emergence of the Nazis and the Munich Putsch (events and consequences) 	<p>The impact of war and defeat on Germany: 1939–1949 The war economy and Total War;</p> <ul style="list-style-type: none"> • Expansion of economy • Limits of economic mobilisation • Speers economic policies <p>Successes and failures of the War economy</p> <p>impact of bombing; morale and rationing;</p> <ul style="list-style-type: none"> • Impact of bombing on the war effort and on German society • Impact of rationing and food shortages • Declining morale <p>Opposition and resistance; Increasing opposition during the war, including the July plot, White Rose, communist and conservative opposition and Nazi methods in dealing with resistance and opposition</p> <p>Consequences of the Second World War; Cold War, Potsdam, division of Germany, Bizonia and developments in the Soviet Zone, currency and the Berlin Blockade.</p> <p>Divided Germany: The Federal Republic and the DDR 1949–1963 The creation of West Germany and the DDR; the Basic Law and constitution of West Germany</p> <p>Foreign policy, rapprochement with France, EEC, rearmament, NATO, policy towards USA and USSR, DDR;</p> <p>Berlin Wall;</p> <ul style="list-style-type: none"> • Reasons why the Berlin Wall was constructed • Significance of the Berlin Wall 	<p>Revision and exam preparation via completion of past papers</p>

	<ul style="list-style-type: none"> • Economic situation in Germany • Causes of hyperinflation (including invasion of the Ruhr) <p>Consequences of hyperinflation</p> <p>Stresemann and the 'Golden Years'; Dawes and Young Plans, economic recovery, foreign loans, political stability, improvements to working and living conditions;</p> <ul style="list-style-type: none"> • Role of Stresemann in the recovery of Germany • Impact of the Dawes plan • Role of foreign policy in providing security in Germany • Young plan and its impact • Increasing stability and recovery in politics and economics <p>Weimar culture</p> <p>The impact of the Great Depression, elections and governments 1928–1933;</p> <ul style="list-style-type: none"> • Impact of the Depression • Implications politically <p>Collapse of governments during this period</p>		
Impact	Class discussion, student presentations, paired to group work, note-making, comprehension questions, flipped learning, exam style essay questions, past papers, mock exams.	Class discussion, student presentations, paired to group work, note-making, comprehension questions, flipped learning, exam style essay questions, past papers, mock exams.	Past papers