

- INTENT-**
- To develop knowledge and understanding of key themes and events of Early Elizabethan England and Weimar and Nazi Germany
  - Students to apply this knowledge and explain cause and effect and to evaluate the utility of sources.
  - Students will be able to support judgements with specified criteria to justify.

**The bigger picture:**  
The broad range of topics covered ensures students have the opportunity to learn about a wide range of topics. They will continue to develop their skills of explanation and analysis which were introduced and developed in KS3. This prepares students for the Edexcel GCSE 9-1 Exam.

**Bilton School Planning for Progress over Time  
Programme of Study 2024/25**

- AO1** – Knowledge and understanding of key events
- AO2** – Explanation of cause and consequence. Analytical narratives
- AO3** – Making inferences from primary sources and assessing them for utility
- AO4** – Analysis of differing historian's interpretations

**IMPLEMENTATION**

|  | Term 1<br>Early Elizabethan England KT1/2   |            |            |            |            |            |            |            | Term 2<br>Early Elizabethan England<br>KT2/3  |            |            |            |            |            |            |            | Term 3<br>Weimar & Nazi Germany KT1  |            |            |            |            |            | Term 4<br>Weimar & Nazi Germany KT2  |            |            |            |            |            |            | Term 5<br>Weimar & Nazi<br>Germany KT2/3  |            |            |            | Term 6  |            |            |            |            |            |
|--|---|------------|------------|------------|------------|------------|------------|------------|---|------------|------------|------------|------------|------------|------------|------------|--|------------|------------|------------|------------|------------|--|------------|------------|------------|------------|------------|------------|---|------------|------------|------------|---|------------|------------|------------|------------|------------|
| KS4  | 02/09/2024  | 09/09/2024 | 16/09/2024 | 23/09/2024 | 30/09/2024 | 07/10/2024 | 14/10/2024 | 21/10/2024 | 04/11/2024  | 11/11/2024 | 18/11/2024 | 25/11/2024 | 02/12/2024 | 09/12/2024 | 16/12/2024 | 06/01/2025 | 13/01/2025   | 20/01/2025 | 27/01/2025 | 03/02/2025 | 10/02/2025 | 24/02/2025 | 03/03/2025   | 10/03/2025 | 17/03/2025 | 24/03/2025 | 31/03/2025 | 07/04/2025 | 28/04/2025 | 05/05/2025  | 12/05/2025 | 19/05/2025 | 02/06/2025 | 09/06/2025  | 16/06/2025 | 23/06/2025 | 30/06/2025 | 07/07/2025 | 14/07/2025 |
| <b>Year 10</b>   | Introduction to Y10 GCSE History<br>EEE L1 Legacy/Inheritance and Society in EEE L2<br>Problems faced by Elizabeth<br>L3 How did Elizabeth govern? L4 Religious settlement<br>L5a Impact of Settlement Puritan threat L5b Impact of catholic threat<br>L6 Who was M, Qof S and why was she a threat? L7 How to answer a judgement question<br>L8 End of topic summary (how to answer 16 mark judgement question) L9 End of Topic Assessment<br>KT1 Review and reteach L1 Northern Rebellion<br>L2 Comparison of Plots L3 Why was M, Qof S executed? |            |            |            |            |            |            |            | L4 Judgement Exam Practice L5 Decline in Anglo-Spanish relations (rivalry)<br>L6 Decline in Anglo-Spanish relations (The Netherlands) L7 Causes of the Spanish Armada<br>L8 Failure of Spanish Armada L9 End of topic summary<br>L10 End of topic assessment L16 Review and Reteach<br>KT3 L16 Education L17 Leisure<br>L3 Poverty (include laws) L4 Exploration<br>L5 Voyages of Raleigh and Roanoke L6 Exam Question practice |            |            |            |            |            |            |            | L21 Summary L22 End of topic assessment (Full Elizabeth Paper)<br>23 Review and Reteach<br>L1 How did WWI affect Germany L2 What was the Weimar Government?<br>L3 Challenges to Weimar (Treaty of Versailles) L4 Challenges to Weimar (Spartacist and Kapp)<br>L5 How far was 1923 a year of crisis? L6 How far did Germany recover economically?<br>L7 Stresemann Foreign Relations L8 Golden Age |            |            |            |            |            | L9 Golden Age interpretations L10 L11 End of topic assessment<br>L11 KT1 Review and reteach KT2 L1 How did the Nazi Party develop?<br>L2 Munich Putsch L3 Lean Years<br>L4 L Wall Street Crash and Great Depression L5 Why did people support the NSDAP?<br>L6 Hitler becomes Chancellor L7 Interpretation practice FAR<br>L8 KT2 End of topic assessment L9 Review and Reteach<br>KT3 L1 Creation of a dictatorship L2 Night of the Long Knives |            |            |            |            |            |            | L3 Police State L4 Propaganda and Censorship<br>L5 Control of the Church L6 Support for the Nazis<br>End of Topic review and reteach<br>KT4 L1 Women in Nazi Germany L2 Youth   |            |            |            | L3 Workers in Nazi Germany L4 Persecution of minority groups<br>L5 Review of Germany paper<br>END OF YEAR EXAMS<br>Review and Consolidation of learning in preparation for Y11.   |            |            |            |            |            |
| <b>Progress and assessment</b>                           | L2 – FAR 12 mark explain question<br>L5a – FAR Describe Features – assess knowledge recall and application<br>L9 FAR End of topic assessment  |            |            |            |            |            |            |            | KT2 L4 FAR 16 mark judgement question<br>L6 FAR Describe features – assess knowledge recall and application<br>L10 FAR End of topic assessment<br>KT3: L3 FAR Describe features assess knowledge recall and application   |            |            |            |            |            |            |            | L22 End of Elizabeth assessment FAR Full Elizabeth paper<br>Germany KT1 L3 Self Assessment inferences<br>L4 FAR inference question<br>L6 FAR Dawes Plan utility question   |            |            |            |            |            | FAR Germany KT1 Assessment focus on 12 mark question<br>FAR L4 utility<br>FAR L6 Inference<br>FAR KT2 Assessment focus on 16 mark interpretation question  |            |            |            |            |            |            | FAR KT3 L4 12 mark question   |            |            |            | End of year exams to assess knowledge and skills of all GCSE content studied so far. Paper 1, Paper 2 (EEE only) & Paper 3<br>Feedback using Exam wrapper document shared with parents  |            |            |            |            |            |
| <b>Homework</b>  | A minimum of 3 pieces of online learning will be set per term, either using Educake or GCSE Pod to support consolidation of learning and reinforce knowledge from Year 9. Additional revision activities maybe set leading up to the PPEs at the end of Year 10.  |            |            |            |            |            |            |            | A minimum of 3 pieces of online learning will be set per term, either using Educake or GCSE Pod to support consolidation of learning and reinforce knowledge from Year 9. Additional revision activities maybe set leading up to the PPEs at the end of Year 10.  |            |            |            |            |            |            |            | A minimum of 3 pieces of online learning will be set per term, either using Educake or GCSE Pod to support consolidation of learning and reinforce knowledge from Year 9. Additional revision activities maybe set leading up to the PPEs at the end of Year 10.   |            |            |            |            |            | A minimum of 3 pieces of online learning will be set per term, either using Educake or GCSE Pod to support consolidation of learning and reinforce knowledge from Year 9. Main focus will be on preparing for the end of year exams  |            |            |            |            |            |            | A minimum of 3 pieces of online learning will be set per term, either using Educake or GCSE Pod to support consolidation of learning and reinforce knowledge from Year 9. Main focus will be on preparing for the end of year exams |            |            |            |   |            |            |            |            |            |
| <b>Literacy (including reading)</b>                      | KT1: L3, L5b, structured guided reading.<br>Catholic<br>Protestant<br>Threat<br>Invasion<br>Poverty<br>Vagrancy   |            |            |            |            |            |            |            | KT2 L7 KT3 L1, : Structured guided reading<br>Invasion<br>Poverty<br>Vagrancy   |            |            |            |            |            |            |            | KT1 L5 & L8 Structured guided reading<br>Treaty of Versailles<br>Armistice Dolchsloss Reparations Rentenmark<br>League of Nations Kellog-Briand Pact Depression<br>Wall Street Crash<br>Putsch   |            |            |            |            |            | KT2 L2, L4 structured guided reading<br><br>Communist Enabling Act Coup dictatorship<br>economic depression decree   |            |            |            |            |            |            | KT3 L3 & L6 Structured guided reading<br>Censorship Propaganda<br>Persecution Indoctrination<br>Minority Strength through Joy<br>DAF  |            |            |            | KT4 L2, L3 & L4 structured guided reading   |            |            |            |            |            |
| <b>Connected Learning</b>                                | Links back to Y9 Term 6 and problems Elizabeth faced. 12 and 16 mark questions links to same exam technique as C&P in Y9.<br>Links to Y7 knowledge with Spanish Armada. Religious change in Elizabethan England   |            |            |            |            |            |            |            | 12 and 16 mark questions links to same exam technique as C&P in Y9.<br>WTM links to Y9 learning – revisit knowledge to secure longer term knowledge recall. .<br>Links to Y7 knowledge with Spanish Armada.   |            |            |            |            |            |            |            | Links back to Y8 knowledge of Treaty of Versailles. The theme of the Treaty of Versailles is an important thread throughout lessons this term. Link to Y9 and Whitechapel unit regarding analysis of source utility.   |            |            |            |            |            | Review of previous knowledge from Y9, with focus now on exam technique.  |            |            |            |            |            |            | Review of previous knowledge from Y9, with focus now on exam technique.   |            |            |            | This terms builds on knowledge of previous term, with reference to Y8 history. Students build on skills from Term 2 regarding source analysis and assessment of interpretations. Content links to Y8 history and full unit taught on the Holocaust. |            |            |            |            |            |
| <b>Cultural Capital</b>                                  | Religious change in Elizabethan England   |            |            |            |            |            |            |            |   |            |            |            |            |            |            |            | Understanding the effect of war on society   |            |            |            |            |            | Development of society in Weimar Germany   |            |            |            |            |            |            |   |            |            |            |   |            |            |            |            |            |
| <b>Social, Moral, Spiritual and Cultural Development</b> | Religious change and the development of religious tolerance   |            |            |            |            |            |            |            | Causes of poverty   |            |            |            |            |            |            |            | Understanding the working of democracy and the development of society post war   |            |            |            |            |            | Effect of economic disaster on society   |            |            |            |            |            |            | Effect of limited freedoms on society   |            |            |            | Effect of limited freedoms on society   |            |            |            |            |            |
| <b>Fundamental British Values</b>                        | Tolerance for different religions and religious attitudes and perspectives  |            |            |            |            |            |            |            | Recognising inequality and developing strategies to reduce these  |            |            |            |            |            |            |            | Democracy and understanding the challenges democracy can face  |            |            |            |            |            | Fall of democracy with Rise of Hitler - respect and tolerance in Germany 1918-33<br>Freedom of Speech  |            |            |            |            |            |            | Fall of individual liberty in Nazi Germany  |            |            |            | Respect and tolerance in Germany 1918-33  |            |            |            |            |            |
| <b>End Points</b>  | Students will have a secure knowledge of the problems facing Elizabeth as she becomes queen. C&P They will confidently explain ideas and reach well substantiated judgements.   |            |            |            |            |            |            |            | Students will have a secure knowledge of problems facing Elizabeth at home and abroad. They will be developing skills of explanation and the ability to reach a substantiated judgement.  |            |            |            |            |            |            |            | By the end of the term, students will have a secure knowledge of the end of the war and the effect this had on Germany. They will know the policies of the Weimar Republic, the problems it faces and the solutions it used. Students are introduced to inferences and interpretations.  |            |            |            |            |            | Students will be secure in their knowledge of how Hitler came to power and how he was able to consolidate his power in Germany. The vast majority of students will start to master their explanation and analysis and explanations of interpretations and  |            |            |            |            |            |            | Students will feel secure in their knowledge of Germany and also C&P in preparation for end of year exams.  |            |            |            | Students will be secure in their knowledge of all topics studied in Y9 and 10 in preparation for their Y11 studies.   |            |            |            |            |            |

**IMPACT:**  
As all assessments will use generic criteria, will be moderated through dept meetings it will be possible to measure progress over time within and across year groups. Y10 PPE will show secure knowledge of C&P, Whitechapel, Early Elizabethan England. Students will have secure explanations, clear judgements and analysis of cause, consequence, importance.