

Subject: <b>History</b>		Year Group: <b>Year 12</b>
<b>Term 1 Key Focus/Topic(s)</b> <b>The establishment and development of the Weimar Republic: 1919–Jan 1933</b>	<b>Term 2 Key Focus/Topic(s)</b> <b>The establishment and development of the Weimar Republic: 1919–Jan 1933</b>	<b>Term 3 Key Focus/Topic(s)</b> <b>The impact of war and defeat on Germany: 1939–1949</b>
<ul style="list-style-type: none"> <li>• What were the consequences of the First World War?</li> <li>• What was the impact of the Treaty of Versailles?</li> <li>• Understand about the Weimar Constitution</li> <li>• Understand Weimar’s early problems</li> <li>• Was 1924-1929 a Golden era for Germany?</li> <li>• What did the Nazis believe and what were they like in the early 1920’s</li> <li>• To understand the revamping of the Nazi Party and the impact of the depression</li> </ul>	<ul style="list-style-type: none"> <li>• Why did Hitler become Chancellor?</li> <li>• How did Hitler consolidate himself in power?</li> <li>• How effective was the Nazi terror network?</li> <li>• What style of government did the Nazis have and how efficient was it?</li> <li>• How effective was Nazi propaganda?</li> <li>• How successful were Nazi economic policies to 1939?</li> </ul>	<ul style="list-style-type: none"> <li>• Volksgemeinschaft</li> <li>• Policies and level of success with the various social classes ,racial policies to 1939 did people benefit from Nazi rule</li> <li>• How successful was the Nazi wartime economy?</li> <li>• To understand The German Home Front in WW2</li> <li>• To understand the consequences of the Second World War</li> </ul>
<b>Term 1 Assessment Opportunities:</b> 'The period 1924-1929 was a Golden Era for Germany'. How far do you agree with this statement? (20 marks)	<b>Term 2 Assessment Opportunities:</b> How successful were Nazi Economic policies to 1939? (20 marks)	<b>Term 3 Assessment Opportunities:</b> Which group was Hitler most successful in achieving Volksgemeinschaft with? 1) The Young 2)Women
<b>Term 4 Key Focus/Topic(s)</b> <b>The Federal Republic and the DDR 1949–1963</b>	<b>Term 5 Key Focus/Topic(s)</b> <b>Ireland Overview and 1750-1801</b>	<b>Term 6 Key Focus/Topic(s)</b> <b>Ireland 1750-1801</b> <b>Germany Examination Revision</b>
<ul style="list-style-type: none"> <li>• Who was most to blame for the division of Germany in 1949?</li> <li>• How far did Communism transform the GDR?</li> <li>• How far did Communism transform the GDR?</li> <li>• To understand the West German constitution and economy</li> <li>• How successful was Adenauer’s foreign policy?</li> <li>• Why did Adenauer fall?</li> <li>• How successful a chancellor was Adenauer?</li> </ul>	<ul style="list-style-type: none"> <li>• To have an overview of Irish history from the medieval period to partition</li> <li>• To understand the background to the Act of Union, its terms and significance</li> </ul>	<ul style="list-style-type: none"> <li>• To understand the background to the Act of Union, its terms and significance</li> <li>• To know the factual course content and how to tackle the questions</li> <li>• Consolidation of work done on Ireland</li> </ul>
<b>Term 4 Assessment Opportunities:</b> 'An overwhelmingly successful chancellorship'. How far do you agree with this statement about Adenauer’s period in office? (20 marks)	<b>Term 5 Assessment Opportunities:</b> Introduction to Unit 3 assessment	<b>Term 6 Assessment Opportunities:</b> Mock Examination

**Rationale:**  
Unit 2 covers similar issues to the GCSE unit and allows student to embed knowledge, dive deeper into the topic and expand their understanding beyond World War 2. The Britain and Ireland course, predominantly taught in Year 13 has been organised to start at the end of Year 12. Unit 3 requires students to have a breadth of knowledge before assessment skills can be developed so an overview and background of the course starts in Terms 5 and 6.

**Evaluation:**  
As a department the best structure for Years 12 and 13 is constantly in discussion in light of the new linear specification and this will continue. Student progress and outcomes are consistently measured against assessment and mock exam performance.