

# (History) Year 13 Long Term Plan

| Rationale (with end points): |                                                                         |                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                   |                                         |
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| Term                         | Topic                                                                   | Knowledge                                                                                                                                                                                                                                                                                                                                          | Skills                                                                                                                                                                                                                                                            | Reading /wider reading                  |
| Autumn term 1                | NEA                                                                     | Completion of NEA                                                                                                                                                                                                                                                                                                                                  | Academic writing of NEA                                                                                                                                                                                                                                           |                                         |
|                              | Hitlers consolidation of Power 1933-34                                  | Night of the Long Knives<br>Hindenburg's death<br>R Fire                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                   |                                         |
| Autumn 2                     | <p>The Terror state</p> <p>Economic Policies</p> <p>Social policies</p> | <p>The Nazis and the law<br/>The police system / the courts and the justice system<br/>The extent and effectiveness of opposition<br/>The use of propaganda</p> <p>Roles of Schacht &amp; Goering<br/>The industrial elites<br/>The degree of economic recovery by 1929</p> <p>Nazi policies towards young people, women, workers and churches</p> | <p>Oracy Discussion<br/>Extended Writing / comprehension<br/>Use of evidence<br/>Note taking / summarising information<br/>Analysis &amp; Evaluation / inference<br/>Contextual knowledge<br/>Evaluation interpretations<br/>Delivering A level presentations</p> | Nazi aggression – planned or improvised |

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| <b>Spring 1</b> | <p>The radicalisation of the state</p> <p>Nazi policies towards the Jews 1933-37</p> <p>The devt of anti Semitic policies 1938-40</p> | <p>Nazi racial policy &amp; ideology<br/>Policies towards the mentally ill and disabled / homosexuals / Roma and Sinti</p> <p>The boycott of Jewish shops<br/>Civil service laws<br/>Anti Semitic legislation<br/>Nuremberg laws 1935</p> <p>The Anschluss<br/>Reich Kristallnacht 1938<br/>War against Poland<br/>The Madagascar Plan</p> | <p>Oracy debate - Discussion<br/>Extended Writing / comprehension<br/>Use of evidence<br/>Note taking / summarising information<br/>Analysis &amp; Evaluation / inference<br/>Contextual knowledge<br/>Evaluation interpretations<br/>Delivering A level presentations</p> | Why Reichskristallnacht?                                    |
| <b>Spring 2</b> | <p>Policies towards the Jews 1940-41</p> <p>The impact of war on German society</p> <p>The wartime economy</p>                        | <p>The spreading war and the devt of anti semitic policy<br/>Deportation and ghettoization<br/>The Einsatzgruppen</p> <p>The impact of rationing<br/>The impact of propaganda and indoctrination on morale</p> <p>The work of Albert Speer<br/>The impact of allied bombings<br/>Mobilisation of the labour force</p>                      | <p>Oracy debate - Discussion<br/>Extended Writing / comprehension<br/>Use of evidence<br/>Note taking / summarising information<br/>Analysis &amp; Evaluation / inference<br/>Contextual knowledge<br/>Evaluation interpretations<br/>Delivering A level presentations</p> | Intentionalism and Functionalism – Explaining the Holocaust |

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| <b>Summer<br/>1</b> | <b>The Final Solution</b><br><br>Opposition and resistance in wartime | Origins of the Final Solution<br>Wannsee Conference 1942<br>Responsibility for the Holocaust<br><br>Opposition from the following <ul style="list-style-type: none"> <li>• Young people</li> <li>• Churches</li> <li>• Political</li> <li>• The Army</li> </ul> | Oracy debate - Discussion<br>Extended Writing / comprehension<br>Use of evidence<br>Note taking / summarising information<br>Analysis & Evaluation / inference<br>Contextual knowledge<br>Evaluation interpretations<br>Delivering A level presentations | Anti Semitism and the Holocaust |
| <b>Summer<br/>2</b> | <b>EXAMS</b>                                                          | EXAMS                                                                                                                                                                                                                                                           | EXAMS                                                                                                                                                                                                                                                    | EXAMS                           |