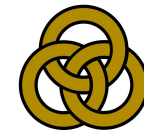




# CORE KNOWLEDGE



What I will know and understand by the end of Year 13.



## This year in History you will be able to:

## This links to:

## Key Vocabulary:

1

Explain how Hitler was able to create and consolidate the the Nazi Dictatorship between 1933-39 and evaluate the extent to which totalitarianism was achieved.

- **Hitler's consolidation of power, March 1933 to August 1934** - Changes in Government, Local Government and the Civil Service.
- **The 'Terror State'** - police systems, Gestapo, informers, courts and justice, opposition and non-conformity
- **Propaganda** - aims, methods and effectiveness of the Hitler Myth

Evaluate the extent the degree to which the Nazis were able to achieve their aim of economic recovery by 1939.

- **Economic Policies** - aims, Schacht: New Plan, Goering: The Four Year Plan, Nazi policy towards management and the industrial elites

Determine how the Nazis pursued their aims of 'Gleichschaltung' and Volksgemeinschaft and the extent to which their aims were achieved.

- **Social Policies - Young People:** indoctrination, education and youth groups, **Women:** efforts to increase the birth rate, removal of women from the workplace.

NEA: Tsarist & Soviet Russia 1850-1964

- Collating information from research of academic texts relevant to your selected NEA question, the texts will be recorded in a bibliography.
- Form an initial plan of your NEA which will include three themes and an outline of each paragraph.
- Identify 3 contemporary sources and 2 historians interpretations relevant to your chosen NEA question and know how they fit your argument

The economic problems experienced during the WW1 as the result of the British naval blockade that was a significant reason for Germany's defeat.

The Nazis 25 Point programme, election promises and propaganda campaigns which identified those social groups who were not to be a part of the volksgemeinschaft.

NEA: The status of Russia as a Great Power in 1914 studied in Y12 and, the Causes of the First World War in KS4. The reasons for Russia's exit from WW1 studied in KS4, the End of the War.

New Plan, Mefo Bills, 4 Year Plan, Deficit Financing, Autarky

Purge, Terror State, Propaganda, Hitler Myth, Totalitarianism,

2

Determine how the Nazis created a 'Racial state' and pursued their aims of 'Gleichschaltung' and Volksgemeinschaft and the extent to which these aims were achieved.

- **Social Policies - Church:** Coordination of the Protestant Church, establishment of the Confessional Church, conflict with the Catholic Church, **Workers:** policies and aims, the role of the DAF and KdF in controlling the workforce

Identify Nazi racial ideology and determine how the Nazis pursued their aims of Volksgemeinschaft through radicalisation of the state

- **The radicalisation of the State** - the concept of the Volksgemeinschaft, key features of racial policy, the belief in eugenics and the importance of 'lebensraum', the significance of propaganda in radicalising Germany

NEA: - Tsarist & Soviet Russia 1850-1964

- Receive feedback from your NEA mentor regarding your plan and choice of sources.
- Complete and submit the first draft of your NEA coursework to be submitted for feedback from your NEA mentor.

The Nazis 25 Point programme, election promises and propaganda campaigns which identified those social groups who were not to be a part of the volksgemeinschaft.

There were three phases in the development of the Nazi regime; The Legal Revolution 1933-34, Creating the New Germany 1934-37 and finally the radicalisation of the state 1938-39.

Eugenics, Asocials, Anti-Semitism, Radicalisation, Anschluss,

Untermenschen, Einsatzgruppen, Ghettos, Deportation, Pogrom

3

Identify Nazi racial ideology and determine how the Nazis pursued their aims of excluding social groups from the Volksgemeinschaft between 1933 - 38

- **Nazi policies and actions towards non Jewish minorities:** Mentally ill, Asocials, homosexuals, religious sects, tramps, beggars the Roma and the Sinti - Euthanasia, Sterilisation, Deportation
- **Nazi policies towards the Jews** - boycott of Jewish Shops, civil Service Laws, Further antisemitic legislation, Nuremberg Laws, Discrimination

Evaluate the escalation of the Nazis anti-semitic policies in relation to the Jews in Germany and Poland.

- **The development of anti-Semitic policies and actions 1938-40** - Anti-Semitic decrees, Reich Kristallnacht, Emigration, Impact of war against Poland, The Madagascar Plan
- **Policies towards the Jews 1940-41** - Deportations, Ghettoization, The Einsatzgruppen,

Determine the changing impact of the war on the economy and different sections of German society.

- **The impact of the war on German Society** - rationing, impact of propaganda, indoctrination and bombing on morale, impact of war on different social groups
- **The wartime economy and the work of Albert Speer** - economic impact of allied bombing, mobilisation of the labour force, use of foreign labour

NEAA LEVEL: The NEA - Tsarist & Soviet Russia 1850-1964

- Improve your NEA first draft following feedback from your NEA mentor.
- Complete and submit your final draft of your NEA.

The Nazi aims for the economy and the policies that were implemented by Schacht and Goering. The Nazi use of propaganda and indoctrination in order to influence the German people to support the regime.

As the years continued the Nazi racial policy became more and more extreme partially due the effect of cumulative radicalism and as Nazi officials sought to outdo each other to fulfil the Fuhrer's ideology.

Total War, Albert Speer, Mobilisation, Slave labour, Final solution,

Wannsee Conference, Zyklon B, Kreisau Circle, Morale, Kreisau Circle

Target Grade:

AP1:

AP2:

PPE 1:



# CORE KNOWLEDGE



What I will know and understand by the end of Year 13.

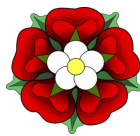


This year in History you will be able to:		This links to:	Key Vocabulary:		
<b>4</b>	<p>Evaluate the development of the Nazis anti-semitic policies in relation to the Jews in Germany and Europe during the World War 2.</p> <ul style="list-style-type: none"> <li><b>Policies towards the 'Untermenschen' during wartime</b> - The Wannsee Conference, The Final Solution, Untermenschen &amp; other victims in the death camps, Responsibility for the Holocaust</li> </ul> <p>Evaluate the extent of opposition to the Nazi regime during wartime.</p> <ul style="list-style-type: none"> <li>Opposition and resistance:               <ul style="list-style-type: none"> <li>Young people - Edelweiss Pirates, Swing Youth and White Rose Group</li> <li>Churches- Roman Catholic &amp; the Protestant Confessional Church and individual Churchment</li> <li>Communists - Impact of the Nazi Soviet Pact, resistance groups in Germany</li> <li>Army and civilian critics and assassination attempts - Kreisau Circle, Staffenberg &amp; Bomb Plot.</li> </ul> </li> </ul> <p>Give an overview of the Nazi State by 1945 - views of the Nazi regime post war, the physical and human costs of the war upon Germany</p>	<p>The escalating persecution of minority groups and the Jews within Germany during the 1930's. Following the outbreak of war the policies relating towards these groups and the emphasis upon solving the 'Jewish problem' and getting rid of 'Gypsy Menace' moved forwards at an increased and systematic pace.</p> <p>As defeat loomed and the German People experienced severe hardship in the final years of the war there was a growing mood of disillusionment with the regime and its propaganda. This led to a small number of individuals and groups who were openly opposed to the Nazis.</p>	<table border="1"> <tr> <td><i>Total War, Albert Speer, Mobilisation, Slave labour, Final solution,</i></td> <td><i>Wannsee Conference, Zyklon B, Kreisau Circle, Morale, Kreisau Circle</i></td> </tr> </table>	<i>Total War, Albert Speer, Mobilisation, Slave labour, Final solution,</i>	<i>Wannsee Conference, Zyklon B, Kreisau Circle, Morale, Kreisau Circle</i>
<i>Total War, Albert Speer, Mobilisation, Slave labour, Final solution,</i>	<i>Wannsee Conference, Zyklon B, Kreisau Circle, Morale, Kreisau Circle</i>				
<b>5</b>	<p>Review your learning in order to prepare for your final examinations.</p> <ul style="list-style-type: none"> <li>Your revision sessions will be tailored to address gaps in knowledge and examination technique identified in PPE 1 (November 2021) and PPE 2 (February 2022).</li> <li>During this half term A-Level examinations will be taking place.</li> </ul>	<p>All of your learning from previous A-Level topics will be brought together.</p>	<p>Revisiting key vocabulary from Year 12 &amp; 13</p>		
<b>6</b>	<p>A-Level examinations taking place</p>	<p>All of your learning from previous A-Level topics will be brought together.</p>	<p>Revisiting key vocabulary from Year 12 &amp; 13</p>		

<b>Target Grade:</b>		<b>AP1:</b>		<b>AP2:</b>		<b>PPE 1:</b>	
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# CORE KNOWLEDGE



What I will know and understand by the end of Year 13.

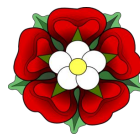


This year in History you will be able to:		This links to:	Key Vocabulary:			
1	<p><b>1C Part 2 TURMOIL AND TRIUMPH- Topic 1: Instability &amp; Consolidation -Edward VI</b></p> <p>Determine how effectively England was governed during the reign of Edward including the issue of the succession, the role of key individuals, how religious ideas changed and developed and the impact this had upon England Start to consider to what extent there was a 'Mid Tudor Crisis' in England.</p> <ul style="list-style-type: none"> <li>The Regency of the Duke of Somerset: control of the Privy Chamber, aggressive approach to foreign policy in particular Scotland, continuing financial pressure, interpretation of Somerset as the 'Good Duke', religious reform - Book of Common Prayer, Dissolution of Chantryes</li> <li>Duke of Northumberland: coup to overthrow Somerset, style of government, problems with succession and the Dyvse, reduction of foreign expenditure to stabilize the Crown's finances, continuation of Protestan Reforms including the 42 Articles.</li> <li>Rebellion - The Western Rebellion, Kett's Rebellion, suppression of rebellion by the Crown The social impact of religious and economic changes under Edward VI; rebellion; intellectual developments; humanist and religious thought</li> </ul>	<p>This period of Tudor History, the reigns of Edward &amp; Mary, is referred to by Whitney Jones in his thesis as ' a Mid Tudor Crisis'. This claim is debated by historians and some have discredited it.</p> <p>The legacy of the English Reformation and the changes made to the religion of the country by Henry VIII which we studied in Y12 has a lasting legacy during the reign of Edward and Mary. As well as the continuing economic and social problems created by Henry VIII's debasement of the coinage.</p> <p>The continuing issue of religion and economic problems within England resulted in the threat of rebellion for all Tudor monarchs of England..</p>	<p><b>Edward VI:</b> Lord Protector Heresy Iconoclasm Chantries 42 Articles</p>	<p>Western Rebellion Kett's Rebellion Evangelical Devyse</p>		
	<p><b>1C: Part 2 TURMOIL AND TRIUMPH- Topic 1: Instability &amp; Consolidation (Mary I)</b></p> <p>Determine how effectively England was governed during the reign of Mary including the issue of the succession, and the role of key individuals, how religious ideas changed and developed and the impact this had upon England Evaluate to what extent there was a 'Mid Tudor Crisis' in England.</p> <ul style="list-style-type: none"> <li>Succession: the failure of the Dyvse, The Spanish Marriage, Wyatt's Rebellion</li> <li>Mary I and her ministers: royal authority, Cardinal Pole</li> <li>Relations with foreign powers - restore papal supremacy, marriage to Philip (spanish heir)</li> <li>The social impact of religious: repeal of Edward's laws, burning of heretics, problems in restoring Catholicism in England, extent of change by 1558,</li> <li>Economic changes under Mary I - Poor Relief, Plans for re-coinage</li> <li>intellectual developments; humanist and religious thought</li> </ul>				<p><b>Mary I:</b> Papal Supremacy, Heresy, Persecution, Book of Martyrs,</p>	<p>Repeal, Spanish Marriage, Succession, Cardinal Pole, Martyr</p>
	<p><b>1C: Part 2 TURMOIL AND TRIUMPH- Topic 1: Instability &amp; Consolidation (Elizabeth I)</b></p> <p>Determine how effectively England was governed during the reign of Elizabeth I including the issue of the succession, and the role of key individuals, how religious ideas changed and developed and the impact this had upon England Evaluate to what extent there was a 'Mid Tudor Crisis' in England.</p> <ul style="list-style-type: none"> <li>Elizabeth I: character and aim</li> <li>Consolidation of power: the Act of Settlement, Act of Supremacy, Royal injunctions, Thirty Nine Articles</li> <li>Relations with foreign powers- intervention in Scotland and France</li> <li>The impact of economic, social: Inflation, Poverty, Vagabonds</li> <li>The impact of the religious reforms introduced by Elizabeth</li> </ul>					

Target Grade:		AP1:		AP2:		PPE 1:	
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# CORE KNOWLEDGE



What I will know and understand by the end of Year 13.



This year in History you will be able to:		This links to:	Key Vocabulary:		
4	<p><b>1C: Part 2 TURMOIL AND TRIUMPH- Topic 2: The Triumph of Elizabeth</b>            Determine how effectively Elizabeth I was able to govern and to what extent she was able to develop the powers of the monarchy after the reign of Edward and Mary.            Chart the changing relationship between England and Spain especially during the last 20 years of her reign.            Evaluate to what extent was there a 'Golden Age' within England during the reign of Elizabeth.</p> <ul style="list-style-type: none"> <li>Elizabethan government: court, ministers and parliament; factional rivalries, problems of government in the 1580's and 1590's, Royal prerogative and parliamentary clashes</li> <li>Foreign affairs: issues of succession; Mary, Queen of Scots; relations with Spain, The Anglo Spanish War 1585-1604</li> <li>Society: continuity and change; poverty and poor relief, problems in the regions of Ireland, Scotland and Wales; social discontent and rebellions - the Northern Rebellion,</li> <li>Economic development: trade, exploration and colonisation; prosperity and depression</li> <li>Religious developments, change and continuity; the English renaissance and 'the Golden Age' of art, literature and music</li> <li>The last years of Elizabeth: the state of England politically, economically, religiously and socially by 1603</li> </ul>	<p>The steps taken to consolidate the position of a new monarch on the throne and the tense relationship with Catholic countries in Europe following the counter reformations.</p> <p>The early years of Elizabeth I's reign and her religious settlement Religious Settlement will provide important background knowledge in understanding rivalry with Spain.</p> <p>The economic and social problems concerning poverty in England that were important in Tudor England, both for the government and for the people as a whole.</p> <p>The role of key ministers and other important people during the rule of the Tudor dynasty.</p> <p>The continuing contentious issue surrounding marriage, religion and who would succeed to the English throne.</p>	<p><b>Elizabeth I:</b></p> <p>Earl of Essex</p> <p>Sir William Cecil</p> <p>Earl of Leicester</p> <p>Factional Rivalry</p> <p>Patronage</p>	<p>The Golden Speech</p> <p>Sea Beggars</p> <p>John Hawkins</p> <p>Colonisation</p> <p>Impotent Poor</p>	
	5	<p><b>Review your learning in order to prepare for your final examinations.</b></p> <ul style="list-style-type: none"> <li>Your revision sessions will be tailored to address gaps in knowledge and examination technique identified in PPE 1 (November 2021) and PPE 2 (February 2022).</li> <li>During this half term A-Level examinations will be taking place.</li> </ul>	<p>All of your learning from previous A-Level topics will be brought together.</p>	<p>Revisiting key vocabulary from Year 12 &amp; 13</p>	
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Target Grade:		AP1:		AP2:		PPE 1:	
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