Exam Board: Eduqas

|  |  |  |  |
| --- | --- | --- | --- |
| **Term**  | **INTENT** | **IMPLEMENTATION** | **IMPACT**  |
| **Substantive Knowledge**This is the specific, factual content for the topic, which should be connected into a careful sequence of learning. | **Disciplinary Knowledge (Skills)**This is the action taken within a particular topic in order to gain substantive knowledge. | **Assessment opportunities**What assessments will be used to measure student progress?Evidence of how well students have learned the intended content. |
| **Autumn Term****1A** | **Intent** Why is this taught now?  | Key questions:* Question One: Worth 5 marks. ‘Use Source A and your own knowledge to…’- Analysis and own knowledge of the source.
* Question Two: Worth 8 marks, use your own knowledge and the source to discuss the purpose.
* Question Three: Worth 10 marks and asks you to refer to how and why interpretations differ and understanding of wider debate.
* Question Four: Worth 11 marks and asks you to analyse and evaluate the usefulness of the source material to a historian studying the issue
* Question Five: Worth 16 marks and asks you to reach a substantiated judgement about the extent to which you agree with the interpretation.

Skills:* Essay writing – the skill of constructing a clear and evaluative piece of academic writing with a consistent and well supported argument and line of judgement.
* Source interrogation – the skill of analysing primary sources to ascertain their value to an historian based on content and provenance.
* Reading – the skill of reading with interrogation to prioritise information.
* Analysis – the skill of weighing up evidence to form a substantiated judgement.
* Interpretations- the skill of analysing and evaluating how and why an interpretation has been formed and why they may differ.
 | Formative:* Regular knowledge tests and low-stakes quizzes to assess understanding of key terms and concepts.
* Research and independent learning using books and articles to assess comprehension of issues and broaden knowledge
* Exam practice for specific questions as part of each lesson peer marked by students and checked by the teacher.

Summative:* A 13-mark question one and two end of topic 2- assessment. Detailed feedback will be given and then improvements drafted by the students.
 |
| **GERMANY IN TRANSITION, 1919-1939 COMPONENT 1: NON-BRITISH STUDY IN DEPTH****Topic 1. Impact of the First World War What challenges were faced by the Weimar Republic from 1919-1923?**Impact of Versailles; weaknesses of Weimar government; political instability – Spartacist, Kapp, Munich Putsches; hyperinflation; events in the Ruhr 1923**Topic 2. Recovery of Weimar Why were the Stresemann years considered a ‘golden age’?** Recovery from hyperinflation; Dawes and Young Plans; Locarno Pact; League of Nations; US investment; social and political developments |
| **Autumn Term****1B** | **Intent** Why is this taught now? | Key questions:* Question One: Worth 5 marks. ‘Use Source A and your own knowledge to…’- Analysis and own knowledge of the source.
* Question Two: Worth 8 marks, use your own knowledge and the source to discuss the purpose.
* Question Three: Worth 10 marks and asks you to refer to how and why interpretations differ and understanding of wider debate.
* Question Four: Worth 11 marks and asks you to analyse and evaluate the usefulness of the source material to a historian studying the issue
* Question Five: Worth 16 marks and asks you to reach a substantiated judgement about the extent to which you agree with the interpretation.

Skills:* Essay writing – the skill of constructing a clear and evaluative piece of academic writing with a consistent and well supported argument and line of judgement.
* Source interrogation – the skill of analysing primary sources to ascertain their value to an historian based on content and provenance.
* Reading – the skill of reading with interrogation to prioritise information.
* Analysis – the skill of weighing up evidence to form a substantiated judgement.
* Interpretations- the skill of analysing and evaluating how and why an interpretation has been formed and why they may differ.
 | Formative:* Regular knowledge tests and low-stakes quizzes to assess understanding of key terms and concepts.
* Research and independent learning using books and articles to assess comprehension of issues and broaden knowledge
* Exam practice for specific questions as part of each lesson peer marked by students and checked by the teacher.

Summative:* A 21-mark question three and four end of topic 4- assessment. Detailed feedback will be given and then improvements drafted by the students.
 |
| **GERMANY IN TRANSITION, 1919-1939 COMPONENT 1: NON-BRITISH STUDY IN DEPTH****Topic 3. End of the Weimar Republic How and why did the Weimar Republic collapse between 1929 and 1933?** Social and political impact of the Depression on the Weimar Republic; Hitler’s electoral appeal; role of the SA; propaganda; political extremism and scheming 1929-1932**Topic 4. Consolidation of power How did the Nazis consolidate their power between 1933 and 1934?**Hitler as Chancellor; Reichstag Fire; 1933 election and Enabling Act; trade unions and political parties; Night of the Long Knives; Hitler becomes Fuhrer |
| **Spring Term****2A** | **Intent** Why is this taught now? | Key questions:* Question One: Worth 5 marks. ‘Use Source A and your own knowledge to…’- Analysis and own knowledge of the source.
* Question Two: Worth 8 marks, use your own knowledge and the source to discuss the purpose.
* Question Three: Worth 10 marks and asks you to refer to how and why interpretations differ and understanding of wider debate.
* Question Four: Worth 11 marks and asks you to analyse and evaluate the usefulness of the source material to a historian studying the issue
* Question Five: Worth 16 marks and asks you to reach a substantiated judgement about the extent to which you agree with the interpretation.

Skills:* Essay writing – the skill of constructing a clear and evaluative piece of academic writing with a consistent and well supported argument and line of judgement.
* Source interrogation – the skill of analysing primary sources to ascertain their value to an historian based on content and provenance.
* Reading – the skill of reading with interrogation to prioritise information.
* Analysis – the skill of weighing up evidence to form a substantiated judgement.
* Interpretations- the skill of analysing and evaluating how and why an interpretation has been formed and why they may differ.
 | Formative:* Regular knowledge tests and low-stakes quizzes to assess understanding of key terms and concepts.
* Research and independent learning using books and articles to assess comprehension of issues and broaden knowledge
* Exam practice for specific questions as part of each lesson peer marked by students and checked by the teacher.

Summative:* A 19-mark question five end of topic 6- assessment. Detailed feedback will be given and then improvements drafted by the students.
* Topic 1-7 knowledge test, 100 marks based on the entire ‘Germany in Transition, 1919-1939' topic.
 |
| **GERMANY IN TRANSITION, 1919-1939 COMPONENT 1: NON-BRITISH STUDY IN DEPTH****Topic 5. Nazi economic, social and racial policy How did Nazi economic, social and racial policy affect life in Germany?** Reducing unemployment; policy towards workers; women and the Three Ks; controlling education; the Hitler Youth Movement; treatment of the Jews**Topic 6. Terror and persuasion What methods did the Nazis use to control Germany?** Use of SS and Gestapo; control of legal system; Goebbels and propaganda; use of rallies, radio and cinema; censorship of newspapers and the arts.**Topic 7. Hitler’s foreign policy What factors led to the outbreak of war in 1939?** Hitler’s foreign policy aims; rearmament and conscription; the Rhineland 1936; Anschluss 1938; Sudetenland 1938; Nazi-Soviet pact 1939 |
| **Spring Term****2B** | **Intent** Why is this taught now? | Key questions:* Question One: Worth 4 marks, asks what can be learnt from A and B. Quoting and interpreting source material.
* Question Two: You need to test the source’s accuracy against your knowledge. Consider…Who wrote it…When it was written…Why it was written…How this affects accuracy and then make a judgement.
* Question Three: Worth 12 marks and asks you to provide a well-supported explanation of the significance of the identified issue or individual.
* Question Four: Question 4 is worth 10 marks and asks you to identify and explain the connections between two features of a historical topic.
* Question Five: Question 5 is worth 16 marks and asks you to reach a substantiated judgement about the accuracy of the interpretation.

Skills:* Essay writing – the skill of constructing a clear and evaluative piece of academic writing with a consistent and well supported argument and line of judgement.
* Source interrogation – the skill of analysing primary sources to ascertain their value to an historian based on content and provenance.
* Reading – the skill of reading with interrogation to prioritise information.
* Connections- the skill of exploring, explaining and articulating how historical events relate to each other.
* Analysis – the skill of weighing up evidence to form a substantiated judgement, particular emphasis on the significance of historical events.
* Interpretations- the skill of analysing and evaluating how and why an interpretation has been formed and why they may differ.
 | Formative:* Regular knowledge tests and low-stakes quizzes to assess understanding of key terms and concepts.
* Research and independent learning using books and articles to assess comprehension of issues and broaden knowledge
* Exam practice for specific questions as part of each lesson peer marked by students and checked by the teacher.

Summative:* An 18-mark question two and four end of topic 2- assessment. Detailed feedback will be given and then improvements drafted by the students.
* Mock assessment: Full mock assessment for Germany and Elizabeth, 106 marks in two hours. Detailed feedback will be given and then improvements drafted by the students.
 |
| **1B. THE ELIZABETHAN AGE, 1558-1603 COMPONENT 1: BRITISH STUDY IN DEPTH****Topic 1. Elizabethan government How successful was the government of Elizabeth I?** The coronation and popularity of Elizabeth; Royal Court, Privy Council and councillors; local government; the role of Parliament; taxation and freedom of speech.**Topic 2. Lifestyles of rich and poor How did life differ for the rich and poor in Elizabethan times?** Contrasting lifestyles of rich and poor; homes and fashion; causes of poverty; issue of unemployment and vagrancy; government legislation including the 1601 Poor Law**Topic 3. Popular entertainment What were the most popular types of entertainment in Elizabethan times?** The importance of popular entertainment; cruel sports; entertainment enjoyed by the rich; the Elizabethan theatre; design, plays; attitudes towards the theatre. |
| **Summer Term****3A** | **Intent** Why is this taught now? | Key questions:* Question One: Worth 4 marks, asks what can be learnt from A and B. Quoting and interpreting source material.
* Question Two: You need to test the source’s accuracy against your knowledge. Consider…Who wrote it…When it was written…Why it was written…How this affects accuracy and then make a judgement.
* Question Three: Worth 12 marks and asks you to provide a well-supported explanation of the significance of the identified issue or individual.
* Question Four: Question 4 is worth 10 marks and asks you to identify and explain the connections between two features of a historical topic.
* Question Five: Question 5 is worth 16 marks and asks you to reach a substantiated judgement about the accuracy of the interpretation.

Skills:* Essay writing – the skill of constructing a clear and evaluative piece of academic writing with a consistent and well supported argument and line of judgement.
* Source interrogation – the skill of analysing primary sources to ascertain their value to an historian based on content and provenance.
* Reading – the skill of reading with interrogation to prioritise information.
* Connections- the skill of exploring, explaining and articulating how historical events relate to each other.
* Analysis – the skill of weighing up evidence to form a substantiated judgement, particular emphasis on the significance of historical events.
* Interpretations- the skill of analysing and evaluating how and why an interpretation has been formed and why they may differ.
 | Formative:* Regular knowledge tests and low-stakes quizzes to assess understanding of key terms and concepts.
* Research and independent learning using books and articles to assess comprehension of issues and broaden knowledge
* Exam practice for specific questions as part of each lesson peer marked by students and checked by the teacher.

Summative:* A 16-mark question one and three end of topic 4- assessment. Detailed feedback will be given and then improvements drafted by the students.
 |
| **1B. THE ELIZABETHAN AGE, 1558-1603 COMPONENT 1: BRITISH STUDY IN DEPTH****Topic 4. The problem of religion How successfully did Elizabeth deal with the problem of religion?** Religious problems in 1559; aims of the Religious Settlement; the ‘Middle Way’, Acts of Supremacy and Uniformity; reactions to the Settlement.**Topic 5. The Catholic threat Why were the Catholics such a serious threat to Elizabeth?** Early toleration; excommunication in 1570; recusancy; rebellion of Northern Earls; Catholic Plots – Ridolfi, Throckmorton, Babington; role of Mary, Queen of Scots**Topic 6. The Spanish Armada How much of a threat was the Spanish Armada?** Reasons for the Armada; war in the Netherlands; course of the Armada – events in the Channel, Calais, ‘fireships’ and return to Spain; results of the Armada. |
| **Summer Term 3B** | **Intent** Why is this taught now? | Key questions:* Question One: Worth 4 marks, asks what can be learnt from A and B. Quoting and interpreting source material.
* Question Two: You need to test the source’s accuracy against your knowledge. Consider…Who wrote it…When it was written…Why it was written…How this affects accuracy and then make a judgement.
* Question Three: Worth 12 marks and asks you to provide a well-supported explanation of the significance of the identified issue or individual.
* Question Four: Question 4 is worth 10 marks and asks you to identify and explain the connections between two features of a historical topic.
* Question Five: Question 5 is worth 16 marks and asks you to reach a substantiated judgement about the accuracy of the interpretation.
* Question Six A: Worth 8 marks, ask to describe two features of the historical environment.
* Question Six B: Worth 12 marks, ask to ‘explain why’ the historical environment is significant for a particular purpose.

Skills:* Essay writing – the skill of constructing a clear and evaluative piece of academic writing with a consistent and well supported argument and line of judgement.
* Source interrogation – the skill of analysing primary sources to ascertain their value to an historian based on content and provenance.
* Reading – the skill of reading with interrogation to prioritise information.
* Connections- the skill of exploring, explaining and articulating how historical events relate to each other.
* Analysis – the skill of weighing up evidence to form a substantiated judgement, particular emphasis on the significance of historical events.
* Interpretations- the skill of analysing and evaluating how and why an interpretation has been formed and why they may differ.
 | Formative:* Regular knowledge tests and low-stakes quizzes to assess understanding of key terms and concepts.
* Research and independent learning using books and articles to assess comprehension of issues and broaden knowledge
* Exam practice for specific questions as part of each lesson peer marked by students and checked by the teacher.

Summative:* A 19-mark question five end of topic 6- assessment. Detailed feedback will be given and then improvements drafted by the students.
* Topic 1-7 knowledge test, 100 marks based on the entire ‘The Elizabethan Age, 1558-1603' topic.
 |
| **1B. THE ELIZABETHAN AGE, 1558-1603 COMPONENT 1: BRITISH STUDY IN DEPTH****Topic 7. The Puritan threat Why did the Puritans become an increasing threat during Elizabeth’s reign?** Puritanism; challenge to the Settlement; Puritan opposition in Parliament and Privy Council; measures taken to deal with the Puritan challenge.**A study of the historic environment connected with Changes in Health and Medicine in Britain, c.500 to the present day: Living conditions in the Ancoats district of Manchester c.1790 to the present day.** • The historical context: the Industrial Revolution, especially in the cotton industry; the rapid industrialisation and urbanisation of towns like Manchester; the development of ‘Cottonopolis” and its impact on public health; • Main features of the historic environment of Ancoats: how by 1815 it was the most densely populated district in Manchester; problems caused by increasing immigration, especially from Ireland and Italy; crowded housing, poor air and water quality and reasons for poor health; endemic outbreaks of cholera and typhus; creation of the dispensary and its development into a hospital; • The significance of living conditions in Ancoats: how research into living conditions in Manchester led to parliamentary legislation to tackle public health problems; the impact of public health legislation in the 19th and 20th centuries; the impact of economic decline and regeneration schemes in the 20th century |