

Netherhall History Curriculum

Year group: 10 ELH

OCR Entry Level History

	Term 1	Term 2	Term 3				
Content	<ul style="list-style-type: none"> Background knowledge and context – why did Weimar happen? What was the structure of the Weimar government? Strengths and weaknesses of the Weimar constitution Weimar Republic timeline – successes and failures. Use of historical interpretations and sources. Covers events such as the signing of the Treaty of Versailles, hyperinflation, Locarno, League of Nations entry etc. The Great Depression – Causes and Impact Why was Hitler able to become Chancellor? Hitler’s road to power – events and impact of Hitler’s road to power, including the Reichstag Fire, Enabling Act, NOTLK etc. German society under the Nazis - Education, youth groups, women and everyday life. Persecution – who, why, how? Opposition to the Nazis – different groups, impact, success rate 	<p>Series of lessons on the Holocaust. Encompassing the following topics:</p> <ol style="list-style-type: none"> The journey to the camps What life was like in the camps Persecution of different groups <p>Information from the Holocaust Memorial Day Trust to gain information and case studies.</p> <ul style="list-style-type: none"> CASE STUDY: ANNE FRANK – HISTORICAL FIGURE ENQUIRY Why did Germany go to war? How did life in Germany change for ordinary citizens? Encompassing economy, security and general life for German citizens. What were the main factors that contributed to Germany’s defeat? What happened to Germany after WW2 – splitting Germany up into four sectors. Denazification – democracy in the West, Communism in the East. 	<p>New topic: The People’s Health (40% of the module)</p> <ul style="list-style-type: none"> What does the ‘People’s Health’ mean? - Focusing on why we study it in history and how we think the concept of health has changed – could be a good engagement topic (especially with the pandemic!) Living conditions in the Medieval period. <p>MEANWHILE ELSEWHERE: Comparison with the Islamic Empire and the similarities and differences, misconceptions and reality.</p> <ul style="list-style-type: none"> Symptoms and consequences of the Black Death. Comparison – life in towns and cities vs life in monasteries. The government and public health – laws that were passed. Comparison to today’s society. 	<ul style="list-style-type: none"> The Great Plague: What caused it, government response, comparison to the BD. Great Fire of London – what impact did that have on the Public Health? The government and public health – laws that were passed. Comparison to today’s society. What life was like in industrialised Britain. Living conditions – Rich vs Poor Cholera Epidemics – causation and consequence. Role of Chadwick and Snow. Government health acts. Vaccinations and new discoveries in treatment – pain and infection. 	<ul style="list-style-type: none"> Transition period – changes in history and public health from 1875-1900. Policies and attitudes. Health and the people before and after WW1. Surgery during and after WW1 Spanish flu epidemic – causes, developments and consequences. Impact of WW2 on public health – rationing, Blitz, evacuation. Timeline of events to 1950 – allows students to look at the changes made by the government. 	<ul style="list-style-type: none"> Post war Britain: Great Smog and the impact on health. Approaches to government involvement in society: obesity crisis, anti-smoking campaigns, AIDS. Pandemic and epidemics – Ebola, Bird-Flu, Covid-19. Impact on society. 	
Assessment As well as more formal written pieces, assessment can include:	<ul style="list-style-type: none"> Starters recapping knowledge Questioning Low stakes testing/quizzes Knowledge-based homework tasks Written responses 	<p>Use of in-class tests to demonstrate knowledge – fact tests, spelling tests and in-class exam questions.</p> <p>Use of low-stakes quizzing such as whiteboard quizzes and Kahoot questions to consolidate knowledge and promote engagement.</p> <p>Exam questions – in-class: statement questions.</p>	<p>Focus on interpretations and key historical figures such as Anne Frank to promote engagement. Students completed a PPT presentation on Anne Frank’s life. In-class assessment based on what we have learnt so far.</p>	<p>Sources – focus on causation and consequences and answering questions based on the sources.</p> <p>Students to use green pen and peer assessment to address misconceptions and learn from each other.</p> <p>EXPLANATION QUESTIONS Students to use green pen and peer assessments to track learning.</p>	<p>Reflection and explanation questions - ‘why do you think that is?’</p> <p>Example of class modelling – I do, we do, you do technique.</p> <p>Group activity to ensure students are using correct techniques In-class assessments</p> <p>Low stakes activities – revision tests and knowledge quizzes</p> <p>Definition quizzes</p>	<p>Focus on source questions and in-class assessment.</p> <p>Whole assessment based on Health and the People module. Students to use green pen to correct mistakes.</p> <p>Low stakes quizzes, knowledge quizzes, spelling and definition tests.</p>	<p>Written responses to exam style questions – use of green pen to allow students to respond and improve answers.</p> <p>Low stakes quizzing. Students to create questions to test each other. Definition and knowledge tests Spelling tests.</p>
Common misconceptions <i>Will be added to after standardisation and moderation meetings</i>	<ul style="list-style-type: none"> That WW1 and WW2 are both caused because of Hitler. 	<ul style="list-style-type: none"> Every German was a Nazi and supported the Nazi regime. The Nazis only persecuted Jewish people. Difference between West and East Germany. 	<ul style="list-style-type: none"> All of public health was poor in the Medieval period. Black Death was only caused by rats. 	<ul style="list-style-type: none"> The Great Plague and the Black Death are the same event. Inoculation and vaccination are the same thing. 	<ul style="list-style-type: none"> WW1 and WW2 are the same event. 		

Homework	<ul style="list-style-type: none"> Revision for exams Q&A quizzes 	<ul style="list-style-type: none"> Revision for exams Q&A quizzes 	<ul style="list-style-type: none"> Practice exam questions using writing frames and sentence starters. Q & A activities Spellings to take away and learn. 	<ul style="list-style-type: none"> Definition quizzes Create a poster on Chadwick/Snow. Q & A activities Revision activities 	<ul style="list-style-type: none"> Definition & Key word worksheets Q & A Revision for assessment using writing frames. 	<ul style="list-style-type: none"> Poster on how the government have tackled a specific health crisis. Revision for assessments. Spellings to take home and learn. Match the definition with the key word.
Key words/Never Heard the Word Tier 3 vocabulary	<ul style="list-style-type: none"> Weimar Republic Constitution Abdication Hyperinflation, Depression Reichstag Communist SA President Chancellor Dictator 	<ul style="list-style-type: none"> Persecute Anti-Semitism Eugenics Aryan Kinder Concentration Camp Hiding Annexe Economic Denazification Democracy 	<ul style="list-style-type: none"> Black Death Disease Symptoms Cause/Consequence Medieval Punishment Sin Flagellant 	<ul style="list-style-type: none"> Cholera Vaccination Government Great Plague Infection Opposition Public Health Act 	<ul style="list-style-type: none"> Laissez Faire Liberal Boer War Slums Report Reform Epidemic/Pandemic Rationing Blitz Evacuation 	<ul style="list-style-type: none"> Panic Crises Opposition Smog Policies Positive health Taxation
Tier 2 vocabulary	Significance Evaluation Explain Describe Provenance Content Factor Importance Source Account Government Political Social Economic Religious Citizen	Significance Evaluation Explain Describe Provenance Content Factor Importance Source Account Government Political Social Economic Religious Citizen	Significance Evaluation Explain Describe Provenance Content Factor Importance Source Account Government Political Social Economic Religious Citizen	Significance Evaluation Explain Describe Provenance Content Factor Importance Source Account Government Political Social Economic Religious Citizen	Significance Evaluation Explain Describe Provenance Content Factor Importance Source Account Government Political Social Economic Religious Citizen	Significance Evaluation Explain Describe Provenance Content Factor Importance Source Account Government Political Social Economic Religious Citizen
Career links (Unifrog)	<p>_ Links to historian / librarian / archivist – how does a historian use the available evidence to form a hypothesis?</p> <p>https://www.unifrog.org/student/careers/school-subjects/historian</p> <p>https://www.unifrog.org/student/careers/school-subjects/archivist</p>	<p>Links to equality officer. Why is it important that all groups are treated equally? How can we do this as a society?</p> <p>https://www.unifrog.org/student/careers/school-subjects/equalities-officer</p>	<p>Who is in charge of public health in our society? Link to government minister role.</p> <p>https://www.unifrog.org/student/careers/school-subjects/government-minister</p>	<p>Links to Parliament – how does a person represent the best interests of a group? Why is that important?</p> <p>https://www.unifrog.org/student/careers/school-subjects/mp</p>	<p>Links to journalism and broadcasting – how are certain events reported on? Does that impact our understanding of the topic or problem?</p>	<p>https://www.unifrog.org/student/careers/school-subjects/broadcast-journalist</p>
Employability skills	<p>Aiming high</p> <p>Creativity</p> <p>Leadership</p> <p>Listening</p> <p>Presenting</p> <p>Problem solving</p> <p>Literacy</p> <p>Numeracy</p> <p>Independence</p> <p>Communication</p> <p>Teamwork</p> <p>Staying positive</p>	<p>Aiming high</p> <p>Creativity</p> <p>Leadership</p> <p>Independence</p> <p>Listening</p> <p>Communication</p> <p>Presenting</p> <p>Problem solving</p> <p>positive</p> <p>Literacy</p> <p>Numeracy</p> <p>Teamwork</p> <p>Staying</p>	<p>Aiming high</p> <p>Creativity</p> <p>Leadership</p> <p>Independence</p> <p>Listening</p> <p>Communication</p> <p>Presenting</p> <p>Problem solving</p> <p>positive</p> <p>Literacy</p> <p>Numeracy</p> <p>Teamwork</p> <p>Staying</p>	<p>Aiming high</p> <p>Creativity</p> <p>Leadership</p> <p>Independence</p> <p>Listening</p> <p>Communication</p> <p>Presenting</p> <p>Problem solving</p> <p>positive</p> <p>Literacy</p> <p>Numeracy</p> <p>Teamwork</p> <p>Staying</p>	<p>Aiming high</p> <p>Creativity</p> <p>Leadership</p> <p>Independence</p> <p>Listening</p> <p>Communication</p> <p>Presenting</p> <p>Problem solving</p> <p>positive</p> <p>Literacy</p> <p>Numeracy</p> <p>Teamwork</p> <p>Staying</p>	<p>Aiming high</p> <p>Creativity</p> <p>Leadership</p> <p>Listening</p> <p>Communication</p> <p>Presenting</p> <p>Problem solving</p> <p>positive</p> <p>Literacy</p> <p>Numeracy</p> <p>Independence</p> <p>Communication</p> <p>Teamwork</p> <p>Staying positive</p>
IT in the curriculum	Develop analytic, problem solving, design and computational thinking skills. Confidence in dealing with complexity – understanding the demands of different countries post-war	Understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to identify and report a range of concerns. Technology in the wider world – considering the impact the	Understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to identify and report a range of concerns. Helps to understand how a lack of technology overall	Develop analytic, problem solving, design and computational thinking skills. Confidence in dealing with complexity – considering the significance and role of different	Develop analytic, problem solving, design and computational thinking skills. Confidence in dealing with complexity – considering the significance and role of different	Develop their capability, creativity and knowledge in computer science, digital media, and information technology. • Makes judgements about digital content when evaluating and repurposing it for a given audience – looking at the government’s campaign methods that

	and the complexities in achieving goals that satisfied all.	war and technology during the war had an impact on people's lives in different countries.	limited development in other areas – e.g medical advancement.	factors in the development of medicine – including the role of technology.	factors in the development of medicine – including the role of technology.	are used to improve public health – using a variety of methods in order to reach different audiences e.g social media, TV, emails etc. Analysing the effectiveness of these methods.
Notes/developments/standardisation comments						

Netherhall History Curriculum

Year group: 11 ELH

OCR Entry Level History

	Term 1		Term 2		Term 3	
Content	<p>Introduction to coursework of historical figures. Learners are free to choose either an historical figure or a site for this task. Each learner can only study either an individual or a site study. The total word count for both pieces of work should be up to 400 words.</p> <ul style="list-style-type: none"> Brainstorm of key historical figures or historical sites. Led by teacher with input from students. What goes into a good piece of coursework? Understanding of reliable sources – where to find good information that is accurate and appropriate. Exemplar responses – WWV, EBI of previous candidates. Understanding the key terms of the coursework – description vs explanation. Step-by-step guide – description of a historical figure or site. Step-by-step guide – explanation of a key historical figure or site. Classwork – choosing historical figures linking to previous work. Students and teachers writing them together. 	<p>Writing coursework Students to regularly work on their coursework following the process of:</p> <ol style="list-style-type: none"> Choosing a historical site or figure – (make sure it's appropriate and links back to learning) Research – collating lots of evidence from reliable sources. Planning – what are they going to say for each area of the coursework. CRS to provide template. Writing – students to write up their coursework using the evidence that they have collated. Improvements and checking – Ensuring that their coursework meets the success criteria and that they make any improvements. 	<p>Revision for Germany CRS to split Germany topic into 4 sections:</p> <ol style="list-style-type: none"> Germany after WW1 – abdication of Kaiser, introduction of Weimar Germany, strengths and weaknesses, opposition. Weimar Germany: Stresemann, life in 1920s, Wall Street Crash, Great Depression, Rise of Hitler as Chancellor. The Third Reich: Hitler's road to the Fuhrer, life under Nazi Germany, historical interpretations, early persecution of the Jews, Total War, defeat, Holocaust. Denazification: Splitting up Germany into 4 zones, West Germany recovery. East Germany and Communism. <p>Students to revisit key exam skills during this time and consolidate their knowledge further.</p>	<p>Revision for Health and the People CRS to split the topic into 4 sections:</p> <ol style="list-style-type: none"> Medieval Britain: Living conditions: housing, food, water and waste <ul style="list-style-type: none"> Responses to the Black Death Approaches to public health in towns, monasteries and cities Early modern Britain: Living conditions: housing, food, water and waste <ul style="list-style-type: none"> Responses to outbreaks of plague Approaches to public health in towns and cities, and by national governments. Industrial Britain: <ul style="list-style-type: none"> Living conditions in industrialised Britain: housing, food, water and waste Responses to the cholera epidemics Approaches to public health in towns and cities, such as Public Health Acts. Living conditions: housing, food, air pollution and lifestyle changes <ul style="list-style-type: none"> Responses to Spanish influenza and AIDS Approaches to public health and growing government involvement, e.g. anti-smoking initiatives and the obesity crisis <p>Students to consolidate their knowledge through exam skills in preparation for their assessments.</p>	<p>Students to revise on topics that they feel that they struggle with for the first 3 weeks of the term. Students to then complete the in-centre assessments.</p>	EXAM PERIOD

<p>Assessment As well as more formal written pieces, assessment can include:</p> <ul style="list-style-type: none"> Starters recapping knowledge Questioning Low stakes testing/quizzes Knowledge-based homework tasks Written responses 	<p>Definition quizzes.</p> <p>Responding to exemplar responses to understand strengths and improvements of different pieces of work.</p> <p>Written responses – describe vs explain.</p>	<p>COURSEWORK – CENTRE ASSESSED COURSEWORK.</p>	<p>Knowledge based fact-tests</p> <p>Exam skills – sources and interpretations, written responses to exam questions.</p> <p>Difference</p>	<p>Definition and spelling tests</p> <p>Low stakes quizzes – mini whiteboard tests to test out knowledge.</p> <p>Written responses to questions</p>	<p>In centre assessments</p>	
<p>Common misconceptions <i>Will be added to after standardisation and moderation meetings</i></p>	<ul style="list-style-type: none"> Difference between describe and explain. Difference between various historical figures and their importance. 	<ul style="list-style-type: none"> Ensuring that students are clear on the success criteria. 	<ul style="list-style-type: none"> Every German was a Nazi and supported the Nazi regime. The Nazis only persecuted Jewish people. Difference between West and East Germany. 	<ul style="list-style-type: none"> All of public health was poor in the Medieval period. Black Death was only caused by rats. CRS to determine what is a misconception based on assessment data – this can be added at a later date. 	<ul style="list-style-type: none"> In centre assessments 	
<p>Homework</p>	<p>Research and brainstorm their historical figures that they have learnt about in the past.</p> <p>Definition quizzes</p> <p>Marking exemplar responses.</p>	<p>Research</p> <p>Planning of coursework</p>	<p>Using writing frames to answer questions</p> <p>Q & A quizzes</p> <p>Definition and spelling quizzes to take home.</p> <p>Timelines to fill in and consolidate knowledge</p>	<p>Use of writing frame to answer exam questions</p> <p>Q & A quizzes</p> <p>Definition and spelling tests</p> <p>Interpretations and sources tests.</p>	<p>Revision for in centre assessments</p>	
<p>Key words/Never Heard the Word Tier 3</p>	<p>Historical Significance</p> <p>Historical site</p>	<p>Evaluation</p> <p>(Words specific to their historical figure or site – CRS to examine key words when they come across them)</p>	<p>CRS to fill in the key words based on the common misconceptions that students make based on assessment data.</p>	<p>CRS to fill in the key words based on the common misconceptions that students make based on assessment data.</p>		
<p>Tier 2 vocabulary</p>	<p>Significance</p> <p>Evaluation</p> <p>Explain</p> <p>Describe</p> <p>Provenance</p> <p>Content</p> <p>Factor</p> <p>Importance</p> <p>Source</p> <p>Account</p> <p>Government</p> <p>Political</p> <p>Social</p> <p>Economic</p> <p>Religious</p> <p>Citizen</p> <p>Interpretation</p>	<p>Significance</p> <p>Evaluation</p> <p>Explain</p> <p>Describe</p> <p>Provenance</p> <p>Content</p> <p>Factor</p> <p>Importance</p> <p>Source</p> <p>Account</p> <p>Government</p> <p>Political</p> <p>Social</p> <p>Economic</p> <p>Religious</p> <p>Citizen</p> <p>Interpretation</p>	<p>Significance</p> <p>Evaluation</p> <p>Explain</p> <p>Describe</p> <p>Provenance</p> <p>Content</p> <p>Factor</p> <p>Importance</p> <p>Source</p> <p>Account</p> <p>Government</p> <p>Political</p> <p>Social</p> <p>Economic</p> <p>Religious</p> <p>Citizen</p> <p>Interpretation</p>	<p>Significance</p> <p>Evaluation</p> <p>Explain</p> <p>Describe</p> <p>Provenance</p> <p>Content</p> <p>Factor</p> <p>Importance</p> <p>Source</p> <p>Account</p> <p>Government</p> <p>Political</p> <p>Social</p> <p>Economic</p> <p>Religious</p> <p>Citizen</p> <p>Interpretation</p>	<p>Significance</p> <p>Evaluation</p> <p>Explain</p> <p>Describe</p> <p>Provenance</p> <p>Content</p> <p>Factor</p> <p>Importance</p> <p>Source</p> <p>Account</p> <p>Government</p> <p>Political</p> <p>Social</p> <p>Economic</p> <p>Religious</p> <p>Citizen</p> <p>Interpretation</p>	
<p>Career links (Unifrog)</p>	<p>_ Links to historian / librarian / archivist – how does a historian use the available evidence to form a hypothesis?</p> <p>https://www.unifrog.org/student/careers/school-subjects/historian</p> <p>https://www.unifrog.org/student/careers/school-subjects/archivist.</p>	<p>Link to magazine journalist – students to create a presentation or a piece of work investigating and evaluating the significance of a historical site or figure.</p> <p>https://www.unifrog.org/student/careers/school-subjects/magazine-journalist</p>	<p>Links to equality officer. Why is it important that all groups are treated equally? How can we do this as a society?</p> <p>https://www.unifrog.org/student/careers/school-subjects/equalities-officer</p>	<p>Who is in charge of public health in our society? Link to government minister role.</p> <p>https://www.unifrog.org/student/careers/school-subjects/government-minister</p>		

Employability skills	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Independence Listening Communication Presenting Problem solving positive Literacy Numeracy Teamwork Staying	Aiming high Creativity Leadership Independence Listening Communication Presenting Problem solving positive Literacy Numeracy Teamwork Staying	Aiming high Creativity Leadership Independence Listening Communication Presenting Problem solving positive Literacy Numeracy Teamwork Staying	Aiming high Creativity Leadership Independence Listening Communication Presenting Problem solving positive Literacy Numeracy Teamwork Staying	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive
IT in the curriculum	Develop their capability, creativity and knowledge in computer science, digital media, and information technology. Will use a range of ICT to help create their coursework. This will involve using a range of different sites from Google to research a specific individual. Students will then have to use Microsoft Office to present their coursework appropriately.	Develop their capability, creativity and knowledge in computer science, digital media, and information technology. Will use a range of ICT to help create their coursework. This will involve using a range of different sites from Google to research a specific individual. Students will then have to use Microsoft Office to present their coursework appropriately.	Using a range of IT resources to help aid the revision process e.g BBC Teach, Bitesize, Kahoot, Quizlet etc.	Using a range of IT resources to help aid the revision process e.g BBC Teach, Bitesize, Kahoot, Quizlet etc.	Using a range of IT resources to help aid the revision process e.g BBC Teach, Bitesize, Kahoot, Quizlet etc.	
Notes/developments/standardisation comments						