

Curriculum Area: Year 11 History

2017/2018

Topics	Year Curriculum	How you can support learning at home, eg. books, websites, family learning through visits
<p>Crime and punishment in Britain, c1000-present Whitechapel, C1870-c1900: crime, policing and the inner city Students will understand:</p> <ul style="list-style-type: none"> • Introduction to historic environment • The local context of Whitechapel • The problems of housing and overcrowding. Attempts to improve housing: The Peabody Estate. • Provision for the poor in the Whitechapel workhouses. The lack of employment opportunities and level of poverty. • Links between the environment and crime: the significance of Whitechapel as an inner city area of poverty, discontent and crime. • Types of source relevant to this option. • The prevalence of lodging houses and pubs creating a fluctuating population without ties to the community. • The tensions arising from the settlement of immigrants from Ireland and Eastern Europe. • Pressures caused by the increase in Jewish immigration during the 1880s and the tendency towards segregation. 	<p>AP1</p>	

<ul style="list-style-type: none"> • The growth of socialism and anarchism in Whitechapel. • Source utility. • The organisation of policing in Whitechapel. • The work of H division and the difficulties of policing the slum area of Whitechapel, the rookeries, alleys and courts. • Problems caused by alcohol, prostitution, protection rackets, gangs, violent demonstrations and attacks of Jews. • The Whitechapel Vigilance Committee. • Following up a source. • Investigative policing in Whitechapel: developments in techniques of detective investigation, including the use of sketches, photographs and interviews; problems caused by the need for cooperation between the Metropolitan Police, the City of London Police and Scotland Yard. • Dealing with the crimes of Jack the Ripper and the added problems caused by the media report of the 'Ripper' murders. • The national and regional context: the working of the Metropolitan Police, the quality of police recruits, the role of the 'beat constable'. • The development of CID, the role of the Home Secretary and Sir Charles Warren, public attitudes towards the police. • Following up a source. • Review and assessment of: crime and punishment in Britain, C100-present and Whitechapel, C1870-c1900 crime and policing. 		
<p>Weimar and Nazi Germany; 1918-1939. The origins of the Republic, 1918-19. Students will understand:</p> <ul style="list-style-type: none"> • The legacy of the First World War. 	AP2	

- The abdication of the Kaiser, the armistice and revolution, 1918–19
- The setting up of the Weimar Republic. • The strengths and weaknesses of the new Constitution.

The early challenges to the Weimar Republic, 1919–23.

Students will understand:

- Reasons for the early unpopularity of the Republic, including the ‘stab in the back’ theory and the key terms of the Treaty of Versailles.

The early challenges to the Weimar Republic, 1919–23.

Students will understand:

- Challenges to the Republic Left and Right: Spartacists, Freikorps, the Kapp Putsch.
- The challenges of 1923: hyperinflation; the reasons for, and effects of, the French occupation of the Ruhr.

The recovery of the Republic, 1924–29.

Students will understand:

- Reasons for economic recovery, including the work of Stresemann, the Rentenmark, the Dawes and Young Plans and American loans and investment.
- The impact on domestic policies of Stresemann’s achievements abroad: The Locarno Pact, joining the League of Nations and the Kellogg-Briand Pact.

Changes in society, 1924–29.

Students will understand:

- Changes in the standard of living, including wages, housing, unemployment insurance.
- Changes in the position of women in work, politics and leisure.
- Cultural changes, including developments in architecture, art, literature and the cinema.

Weimar and Nazi Germany; 1918-1939.

Early development of the Nazi Party, 1920–1922.

Students will be able to understand:

- Hitler’s early career: joining the German Workers’ Party and setting up the Nazi Party, 1919–20.
- The early growth and features of the Party.
- The Twenty-Five Point Programme.
- The role of the SA.

The Munich Putsch and the lean years, 1923–29.

Students will be able to understand:

- The reasons for, events and consequences of the Munich Putsch.
- Reasons for limited support for the Nazi Party, 1924–28.
- Party reorganisation and Mein Kampf.
- The Bamberg Conference of 1926.

The growth in support for the Nazis, 1929–32.

Students will be able to understand:

- The growth of unemployment – its causes and impact.
- The failure of successive Weimar governments to deal with unemployment from 1929 to January 1933.
- The growth of support for the Communist Party.
- The reasons for growth of support for the Nazi Party, including the appeal of Hitler and the Nazis, the effects of propaganda and the work of the SA.

AP3



<p>How Hitler became Chancellor, 1932–33. Students will be able to understand:</p> <ul style="list-style-type: none"> • Political developments in 1932. • The roles of Hindenburg, Brüning, von Papen and von Schleicher. • The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933. <p>The creation of a dictatorship, 1933–34. Students will understand:</p> <ul style="list-style-type: none"> • The Reichstag Fire. The Enabling Act and the banning of other parties and trade unions. • The threat from Röhm and the SA, the Night of the Long Knives and the death of von Hindenburg. Hitler becomes Führer, the army and oath of allegiance. <p>The police state. Students will understand:</p> <ul style="list-style-type: none"> • The role of the Gestapo, the SS, the SD and concentration camps. • Nazi control of the legal system, judges and law courts. • Nazi policies towards the Catholic and Protestant Churches, including the Reich Church and the Concordat. 		
<p>Option 31 Weimar and Nazi Germany; 1918-1939. Controlling and influencing attitudes. Students will understand:</p> <ul style="list-style-type: none"> • Goebbels and the Ministry of Propaganda: censorship. • Nazi use of media, rallies and sport, including the Berlin Olympics of 1936. • Nazi control of culture and the arts, including art, architecture, literature and film. 	AP4	

Opposition, resistance and conformity.

Students will understand:

- The extent of support for the Nazi regime.
- Opposition from the Churches, including the role of Pastor Niemöller.
- Opposition from the young, including the Swing Youth and the Edelweiss pirates.

Nazi policies towards women.

Students will understand:

- Nazi views on women and the family.
- Nazi policies towards women, including marriage and family, employment and appearance.

Nazi policies towards the young.

Students will understand:

- Nazi aims and policies towards the young. The Hitler Youth and the League of Maidens.
- Nazi control of the young through education, including the curriculum and teachers.

Employment and living standards.

Students will understand:

- Nazi policies to reduce unemployment, including labour service, autobahns, rearmament and invisible unemployment.
- Changes in the standard of living, especially of German workers. The Labour Front, Strength Through Joy, Beauty of Labour.



<p>The persecution of minorities. Students will understand:</p> <ul style="list-style-type: none"> • Nazi racial beliefs and policies and the treatment of minorities: Slavs, ‘gypsies’, homosexuals and those with disabilities. • The persecution of the Jews, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws and Kristallnacht. 		
Exam Period	AP5	
Exam Period	AP6	

