

KS4 (YEAR 11)

UNIT 1: THE WEIMAR REPUBLIC 1918–29

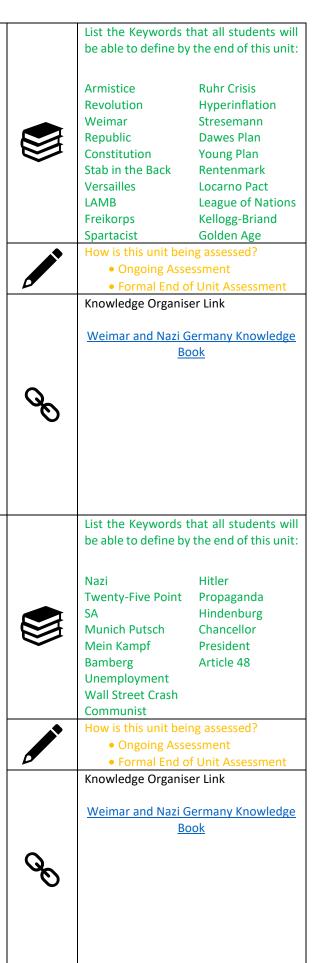
By the end of this unit of learning all students will understand:

- The legacy of the First World War. 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.
- Reasons for the early unpopularity of the Republic, including the 'stab in the back' theory and the key terms of the Treaty of Versailles.
- Challenges to the Republic from 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.
- 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 the standard of living, including wages, housing, unemployment insurance.
- Changes in the position of women in work, politics and leisure.
- Cultural changes: developments in architecture, art and the cinema.

UNIT 2: HITLER'S RISE TO POWER, 1919–33

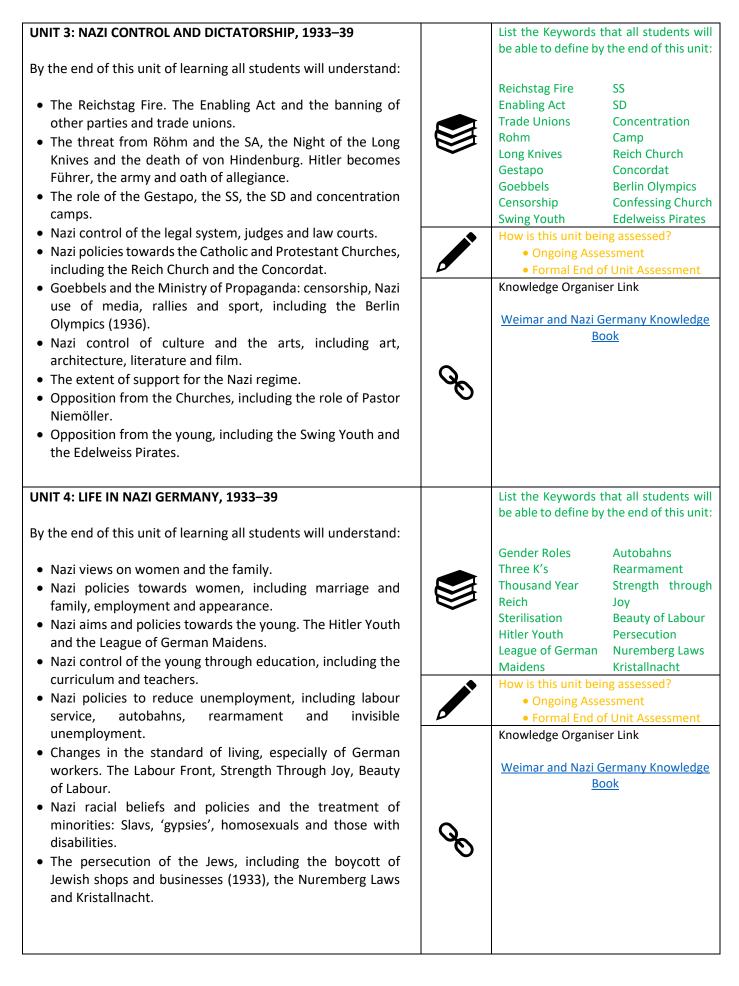
By the end of this unit of learning all students will understand:

- 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 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 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.
- Reasons for the growth in support for the Nazi Party, including the appeal of Hitler and the Nazis, the effects of propaganda and the work of the SA.
- 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.





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UNIT 5: ANGLO-SAXON ENGLAND AND THE NORMAN CONQUEST, 1060–66	 List the Keywords that all students will be able to define by the end of this unit:	
 By the end of this unit of learning all students will understand: Monarchy and government. The power of the English monarchy. Earldoms, local government and the legal system. The economy and social system. Towns and villages. The influence of the Church. The house of Godwin. Harold Godwinson's succession as Earl of Wessex. The power of the Godwins. Harold Godwinson's embassy to Normandy. The rising against Tostig and his exile. The death of Edward the Confessor. The motives and claims of William of Normandy, Harald Hardrada and Edgar. The Witan and the coronation and reign of Harold Godwinson. Reasons for, and significance of, the outcome of the battles of Gate Fulford and Stamford Bridge. The Battle of Hastings. Reasons for William's victory, including the leadership skills of Harold and William, Norman and English troops and tactics. 	Knowledge Organis	essment of Unit Assessment
 UNIT 6: WILLIAM I IN POWER: SECURING THE KINGDOM, 1066–87 By the end of this unit of learning all students will understand: The submission of the earls, 1066. Rewarding followers and establishing control on the borderlands through the use of earls. The Marcher earldoms. Reasons for the building of castles; their key features and importance. The revolt of Earls Edwin and Morcar in 1068. Edgar the Aethling and the rebellions in the North (1069). Hereward the Wake and rebellion at Ely (1070–71). The reasons for and features of Harrying of the North (1069–70). Its immediate and long-term impact, 1069–87. Changes in landownership from Anglo-Saxon to Norman, 1066–87. How William I maintained royal power. Reasons for and features of the revolt. The defeat of the revolt and its effects. 	be able to define by Submission Loyalty Marcher Earldom Motte & Bailey Harrying of the North Land Holding How is this unit bei • Ongoing Assa • Formal End co Knowledge Organis	essment of Unit Assessment



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UNIT 7: NORMAN ENGLAND, 1066-88

By the end of this unit of learning all students will understand:

- The feudal hierarchy. The role and importance of tenantsin-chief and knights. The nature of feudalism (landholding, homage, knight service, labour service); forfeiture.
- The Church in England: its role in society and relationship to government, including the roles of Stigand and Lanfranc. The Normanisation and reform of the Church in the reign of William I.
- The extent of change to Anglo-Saxon society and economy.
- Changes to government after the Conquest. Centralised power and the limited use of earls under William I. The role of regents.
- The office of sheriff and the demesne. Introduction and significance of the 'forest'.
- Domesday Book and its significance for Norman government and finance.
- The culture and language of the Norman aristocracy.
- The career and significance of Bishop Odo.
- Character and personality of William I and his relations with Robert. Robert and revolt in Normandy (1077–80).
- William's death and the disputed succession. William Rufus and the defeat of Robert and Odo.

