

Year 11 History | Term 4

Key Question: How did Elizabeth I become such an excellent Queen?

Topic Overview: In this unit, students will explore why Queen Elizabeth I was such an excellent monarch; despite living in a patriarchal era and never marrying, Elizabeth was able to navigate her way through a poisonous mix of religious sectarianism and machiavellian rivals. This SOW aims to look at different aspects of Elizabethan rule, from exploration to social history, but with a fundamental focus on the politics of the era: Elizabeth's rivalry with Mary Queen of Scots is highly significant, as well as Philip II's Spanish Armada.

	Lesson Exploration	Lesson Experience(s)	Knowledge & Skills	Key Words
Week 1: Lesson 1	What did we learn last term about Elizabethan history? Why did relations sour with Spain	Students will experience a class quiz using images and key vocabulary from the course.	KN2: the development of Church, state and society in Britain 1509-1745	Reformation Renaissance Absolute monarchy Catholic Puritan Protestant Uniformity Supremacy Martin Luther Pope Pius V
Week 1: Lesson 2	Why did the English support Dutch rebels? Who was Robert Dudley and what was his role in this?	Students will experience conducting a source analysis of Dudley's misadventure in Holland.		
Week 2: Lesson 1	How did Sir Francis Drake 'Singe the King's Beard'?	Students will experience a chronological exercise to order the events of the attack.		
Week 2: Lesson 2	Why was there a Spanish Armada? Why did it fail?	Students will experience conducting a source analysis of factors for the failure of the Spanish Armada.		
Week 3: Lesson 1	Why were girls the poor so poorly educated in Elizabethan England?	Students will experience conducting a primary source analysis of educational sources.		

Week 3: Lesson 2	What did Elizabethans do for fun and entertainment?	Students will experience creating a similarities and differences grid comparing Elizabethan entertainment to modern times.		
Week 4: Lesson 1	Why did poverty increase in Elizabethan England?	Students will experience a GCSE style assessment.		
Week 4: Lesson 2	Why was there an increase in exploration in Elizabethan England?	Students will experience an essay building exercise.		
Week 5: Lesson 1	Assessment	Assessment		
Week 5: Lesson 2	Why did Sir Walter Raleigh's expedition to Virginia fail?	Students will experience conducting a source analysis and argument grid based around opposition and support for why Raleigh's expedition failed.		
Week 6: Lesson 1	Try now	Students will experience individual Try Now activities to close the gaps identified in the Wk 5 assessment.		
Week 6: Lesson 2	Why was Elizabeth I such an effective Queen from 1558-1588?	Students will experience creating a diamond 9 grid on the causes of Elizabeth's successful reign.		

Literacy Links	Numeracy Links
Students will be required to write articulate essays, which will improve their literacy.	Students will have to make calculations based on chronology as well as comprehend the impact of economic and wider statistical data.

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Key Question: How did Hitler secure power in Nazi Germany, 1933-1939?

Topic Overview: In this unit, students will explore the domestic history of Nazi Germany; Hitler's cult of personality and radical right-wing reforms led to 12 years of Nazi government. Our students will analyse the historical themes of this totalitarian government -- repression, antisemitism, a police state and the end civil liberties comprise a major part of our studies. Students will develop their paper 3 exam skills, which focus on interpretations of history as well as the skill of inference with regard to sources.

	Lesson Exploration	Knowledge & Skills Exploration	Specification Link	Key Words
Week 1: Lesson 1	What did we learn last half-term about Germany 1918-1933?	Students will experience building a timeline of events from 1918-1933 and make biographical fact files.		Schutzstaffel Sturmabteilung Enabling Acts Propaganda Goebbels Lebensborn Project Nazification of the courts Holocaust Gestapo Kristallnacht
Week 1: Lesson 2	How did Hitler use the Reichstag Fire to destroy the Communists?	Students will experience conducting a source analysis of Van Der Lubbe's involvement in the Reichstag Fire.		
Week 2: Lesson 1	Why did Hitler purge Rohm and the Sturmabteilung (SA) in 1934?	Students will experience an interpretation analysis of Hitler's motives and success.		
Week 2: Lesson 2	How did Germany become a police state?	Students will experience a source analysis and cause significant activity.		
Week 3: Lesson 1	Why did Hitler Nazify the courts?	Students will experience conducting a dramatic representation of one of Freisler's show trials.		
Week 3: Lesson 2	How did Hitler secure the support of the Catholic church of 1933?	Students will experience a source analysis of Hitler's public and private statements on religion.		

Week 4: Lesson 1	How did Goebbels indoctrinate Germans to support Nazi policies?	Students will experience a source exploration of the Olympics and book burnings.		
Week 4: Lesson 2	Why did some groups oppose the Nazi Regime?	Students will experience a source analysis of Pastor Niemöller's poetry and of youth groups rebelling against the Nazi regime.		
Week 5: Lesson 1	Assessment	Assessment		
Week 5: Lesson 2	What was Hitler's vision of the role of women and the young?	Students will complete a significance grid and interpretation analysis.		
Week 6: Lesson 1	How did Hitler improve living standards in Nazi Germany 1933-39?	Students will experience creating a Diamond 9 of causation.		
Week 6: Lesson 2	Try now	Students will experience individual Try Now activities to close the gaps identified in the Wk 5 assessment.		

Literacy Links	Numeracy Links
Students will be required to learn new vocabulary, write in paragraphs with connectives and read complex sources.	Students will be required to work out the chronology of historical events, utilise Roman numerals and calculate the length of periods using dates.