

**Subject:** History      **Year** 11      **Ability** All

Term / Date(s)	Unit 1	Unit 2	Unit 3	Unit 4
<b>Topic</b>	The Making of America	Living Under Nazi Rule		
<b>Pupils will learn...</b>	<p>To understand how and why the United States of America expanded from 1789-1900 and the relationship between this expansion and the culture of American Indians, African Americans and white Americans.</p> <p>To identify, describe and explain events and developments relating to these three cultures between them in these years.</p>	<p>To understand how a traumatic period in European History brought different cultures and ideologies into conflict; specifically, the imposition of Nazi ideology on Germany in the 1930s and 1940s and Europe during the Second World War.</p> <p>To understand how and why contemporary sources and interpretations of the time are useful to an historian.</p>		
<b>Unit 1 Golden Knowledge</b>  <b>EXPANSION: How and why did the United States expand, 1789-1838?</b>	<p>Substantive:</p> <ul style="list-style-type: none"> <li>- What the USA look like from 1789 to 1838 and where the USA expanded into?</li> <li>- Who were white, black, and native Americans and where in America would they be 1789-1838?</li> <li>- Where and why was slavery expanding so quickly in the new lands?</li> <li>- How were the Indians removed from the East and how they resisted from 1789-1838?</li> </ul> <p>Disciplinary</p> <ul style="list-style-type: none"> <li>- Cause and consequence</li> </ul>	<p>Substantive:</p> <ul style="list-style-type: none"> <li>- Who was Hitler and who were the leading members of the Nazi Party in 1933</li> <li>- What did the Nazi's believe?</li> <li>- What methods Hitler and the Nazi Party used to remove democracy from Germany and establish the dictatorship throughout 1933?</li> <li>- How Hitler achieved total power by August 1934?</li> </ul> <p>Disciplinary</p> <ul style="list-style-type: none"> <li>- Historical evidence</li> <li>- Cause and consequence</li> </ul>		
<b>Unit 2 Golden Knowledge</b>  <b>THE AMERICAN WEST: How and why did different groups colonise the American West, 1839-1860?</b>	<p>Substantive:</p> <ul style="list-style-type: none"> <li>- What the Great Plains of America looked like 1839-1860?</li> <li>- The colonising vision of the 4 different groups who went west including the culture of the Lakota Sioux, the early migrants journeying west, the Mormons in Utah and the gold miners</li> <li>- Why did they go west and how far did they achieve their vision?</li> <li>- What difficulties and challenges did each group face and how</li> </ul>	<p>Substantive:</p> <ul style="list-style-type: none"> <li>- What methods of terror did Hitler and the Nazis use to control Germany between 1933-1939?</li> <li>- What methods of propaganda were used to control Germany between 1933-1939?</li> <li>- How effective were these methods of control separately and in conjunction with each other?</li> <li>- What opposition remained to Nazi rule and how did the Nazis repress opposition groups?</li> </ul>		

	<p>successfully did they overcome these?</p> <ul style="list-style-type: none"> <li>- How does each group's vision compare with each other?</li> </ul> <p>Disciplinary:</p> <ul style="list-style-type: none"> <li>- Similarity and difference</li> <li>- Cause and consequence</li> </ul>	<p>Disciplinary</p> <ul style="list-style-type: none"> <li>- Historical evidence</li> <li>- Cause and consequence</li> <li>- Similarity and difference</li> </ul>		
<p><b>Unit 3 Golden Knowledge</b></p> <p><b>CIVIL WAR: How did different views of America lead to Civil War and reconstruction, 1861-1877?</b></p>	<p>Substantive:</p> <ul style="list-style-type: none"> <li>- Who were the North and South and what issues were dividing them, and how did this cause Civil War?</li> <li>- What did African Americans experience during the American Civil War from 1861 to 1865 and how far did their lives change?</li> <li>- How successfully was the nation rebuilt during the period of reconstruction?</li> </ul> <p>Disciplinary:</p> <ul style="list-style-type: none"> <li>- Cause and consequence</li> </ul>	<p>Substantive:</p> <ul style="list-style-type: none"> <li>- What different groups of Germans whose lives were directly impacted by Nazi Rule 1933-1939 (workers, women, youth)?</li> <li>- How Nazi policies changed the lives of these groups 1933-1939 (workers, women, youth)?</li> <li>- The effectiveness of these policies in changing the daily lives of these groups to achieve Nazi aims?</li> <li>- How did Nazi ideology lead to increasing persecution of the Jews through Nazi racial policy?</li> </ul> <p>Disciplinary:</p> <ul style="list-style-type: none"> <li>- Historical evidence</li> <li>- Change and continuity</li> </ul>		
<p><b>Unit 4 Golden Knowledge</b></p> <p><b>SETTLEMENT AND CONFLICT: Why did colonisation of the Great Plains lead to conflict, 1861-1877?</b></p>	<p>Substantive:</p> <ul style="list-style-type: none"> <li>- What caused the exploitation of the Plains by White Americans: railroads, ranches and cow towns</li> <li>- Who were the homesteaders and how did they survive and thrive on the Plains after 1860?</li> <li>- What were the causes and consequences of Indian Wars 1861-1877?</li> </ul> <p>Disciplinary:</p> <ul style="list-style-type: none"> <li>- Cause and consequence</li> <li>- Change and continuity</li> </ul>	<p>Substantive:</p> <ul style="list-style-type: none"> <li>- How did Germany move to a war economy, and what impact did this have on the German people between 1933-1942?</li> <li>- What opposition groups grew during the war (including elements from within the army) and how did they oppose?</li> <li>- How Germany changed to a state of total war and what impact this had on the German people, 1943-1945?</li> </ul> <p>Disciplinary:</p> <ul style="list-style-type: none"> <li>- Historical evidence</li> <li>- Change and continuity</li> </ul>		
<p><b>Unit 5 Golden Knowledge</b></p> <p><b>CULTURES: What were the consequences of colonialism for the American cultures, 1877-1900?</b></p>	<p>Substantive:</p> <ul style="list-style-type: none"> <li>- How far was Native American culture/way of life destroyed</li> </ul>	<p>Substantive:</p> <ul style="list-style-type: none"> <li>- The different parts of Europe that were under Nazi rule</li> <li>- The different ways the Nazis ruled eastern and western Europe</li> </ul>		

	<ul style="list-style-type: none"> <li>- What was the impact of the economic, social, and political changes on the lives of African Americans?</li> <li>- How were White Americans impacted by big business, growth of cities, and mass migration?</li> </ul> <p>Disciplinary:</p> <ul style="list-style-type: none"> <li>- Change and continuity</li> <li>- Similarity and difference</li> </ul>	<ul style="list-style-type: none"> <li>- The Holocaust, including the Einsatzgruppen, ghettos, and the death camps</li> <li>- How different people responded to Nazi occupation: collaboration, accommodation, and resistance</li> </ul> <p>Disciplinary:</p> <ul style="list-style-type: none"> <li>- Historical evidence</li> <li>- Significance</li> <li>- Similarity and difference</li> </ul>		
<p><b>Components</b></p>	<p>To be able to understand what tensions arose as the USA grew, 1789-1838. In order explain how the expansion of the white American government led to the expansion of cotton plantations and slavery. Furthermore, to understand how this expansion led to the removal of indigenous people from the East 1800-1838.</p> <p>To understand the lives of four groups of people and their competing vision of the American West in the period 1839-1860. To understand the experiences of the Plains Indians, the early migrants, the Mormons and the gold miners to explain their vision of the West.</p> <p>To understand the American Civil War and its aftermath, 1861-77. In order to understand how divisions over slavery and other factors caused the Civil War. In order to explain the African American experience of the Civil War. In order to judge the success of reconstruction and the continuing limitations to African American freedoms by 1877.</p> <p>To understand how and why people settled on the Great Plains and how this created conflict, 1861-1877. In order to understand the causes and nature of white American exploitation of the Plains through railroads, ranches and cow towns. Also to understand how and why the Homesteaders lived and farmed on the Plains. Finally, to understand the causes and events of the conflict between white American armies and the indigenous people of America known as the 'Indian Wars'.</p>	<p>To be able to understand how the Nazis established a dictatorship from January 1933 to August 1934 to come to a judgement as to when Germany became a dictatorship and the extent of Hitler's growing power.</p> <p>To understand how Hitler and the Nazi party established control over the people of Germany from 1933-1939 in order to judge the effectiveness of methods of control and the extent of any opposition to the regime.</p> <p>To understand the extent which the lives of the German people changed between 1933-1939 in order to judge the impact of the Nazis of the lives of different groups in Germany.</p> <p>To understand the impact the war had on the German people from 1939-1945 in order to understand the growing opposition to the Nazis and the impact of the Total War on the German people.</p> <p>To understand the contrasting nature of the Nazi rule in eastern and western Europe and the impact of the Holocaust across Europe. To allow students to appreciate the responses to the Nazi Rule across Europe.</p> <p>To be able to use the content of contemporary sources in order understand the events of the period and to analyse the nature, origin, purpose and audience of the sources to judge how useful the source is.</p>		

	To understand how the lives of Americans changed, 1877-1900. In order to explain and judge the extent of the changes to the lives of Plains Indians including the reservations and the destruction of the buffalo. Also to explain the economic, social and political change on the lives of African Americans as African Americans following reconstruction. Finally, to explain the extent of change in the USA in terms of big business, cities and mass migration.			
<b>What pupils should already know (prior learning components)</b>	<p>In Year 8 students study the North Atlantic Slaver Trade, life on the plantations, emancipation and civil rights in America. This will allow students to know that slavery existed in America and was a cause of great tension in America.</p> <p>Students will be aware that the original 13 colonies were part of the British Empire students need to be made aware that not all white people in America were English.</p> <p>Students will be aware of how to answer the style of exam questions on the Making of America as they are the same in style and structure as the People's Health.</p>	<p>In Year 9 students study the Weimar Republic and the Holocaust in order to inform their understanding at Key Stage 4 this allows students to appreciate the impact of the Treaty of Versailles and the Nazi parties racial policy</p> <p>Students study the causes and battles of World War 2 in order to inform the Nazi occupation of Europe</p> <p>Throughout Key Stage 3 students analyse sources in order to explain utility of content, origin and purpose to upskill students in preparation for Living Under Nazi Rule. This is particularly evident in the Weimar Republic</p>		
<b>Transferrable knowledge (skills)</b>	Students will be able to identify, describe and explain developments relating to these cultures and the conflicts between them in America. These skills will be interleaved from the People's Health and will allow students to reinforce and strengthen the exam technique.	<p>Students will be able to analyse sources based on Content, Nature, Purpose, Origin and Audience which will allow them to build on skills from Elizabethans and then interleave these skills for the Elizabethans.</p> <p>The knowledge of occupation of Europe, conflict between Fascism and Communism and the Holocaust prepares student for many of the A-Level courses in History</p>		
<b>Key vocabulary pupil will know and learn</b>	Constitution, confederacy, union, territories, state, emancipation, manifest destiny	Volksgemeinschaft, Übermensch, Untermensch, Führer, Terror, Collaboration, Kristallnacht, Reichstag		
<b>Assessment activities</b>	Students will complete exam questions throughout the unit to prepare them for an end of unit assessment in timed conditions	Students will complete exam questions throughout the unit to prepare them for an end of unit assessment in timed conditions		
<b>Resources available</b>	<p>All resource found in Secure Staff - <a href="I:\Humanities\History\Lessons and resources\Year 11\Making of America">I:\Humanities\History\Lessons and resources\Year 11\Making of America</a></p> <p>Textbook – Making of America 1789-1900 and Foundation Edition</p>	<p>All resources found in Secure Staff - <a href="I:\Humanities\History\Lessons and resources\Year 11\Living Under Nazi Rule">I:\Humanities\History\Lessons and resources\Year 11\Living Under Nazi Rule</a></p> <p>Textbook – Living Under Nazi Rule and Foundation Edition</p>		

	Seneca Learning	Seneca Learning		
<b>Notes</b> Why this topic is important <b>Why this topic is important...</b>	<p><b><u>Subject knowledge</u></b></p> <p>Studying the expansion of America allows students to appreciate the changes to indigenous cultures following colonisation and imposition of an opposing culture.</p> <p>Students are allowed to understand how the USA developed from 13 colonies to a world power this will inform them as to how the world is shaped today.</p> <p><b><u>Disciplinary knowledge</u></b></p> <p>The study allows students to move from describing aspects of the past to explaining them using second order concepts. These second order concepts are embedded in all other topics and the Making of America allows for them to be retrieved from the People's Health. They are change and continuity, cause and consequence, similarity and difference.</p> <p><b><u>British Values</u></b></p> <p><b><u>Tolerance</u></b> – Students are able to understand how white supremacy can affect other cultures and eventual genocide</p> <p><b><u>Liberty</u></b> – Students can understand how freedoms can be taken by the state away from groups of people when conflicting cultures collide.</p>	<p><b><u>Subject knowledge</u></b></p> <p>The study of Hitler and the Nazis destroying democracy in Germany in 1933 and the subsequent control of the German people through propaganda and fear is fundamental to understanding the study of the 20<sup>th</sup> Century and the impact of Fascism and Communism on the 20<sup>th</sup> Century.</p> <p>The legal creation of the Nazi Dictatorship is incredibly important to the understanding of the rule of law and democracy in the modern world. As well as the pressures of external forces on society such as mass media, nationalism and poverty.</p> <p><b><u>Disciplinary knowledge</u></b></p> <p>The historical skill of assessing the purpose of historical sources In order to inform an historian allows student to appreciate that sources from the past can be useful for reasons beyond their content. These skills are directly related to the skills required to attempt questions in the Elizabethan topic and the History Around Us.</p> <p><b><u>British Values</u></b></p> <p><b><u>Rule of Law</u></b> – Student can appreciate how the State is able to control the actions of the population leading to prejudice, discrimination and in this case genocide.</p> <p><b><u>Tolerance</u></b> – Students are able to understand how intolerance led to the creation of a racial policy which led to the murder of millions of innocent people and a war designed to create a dominate culture in Europe leading to millions of deaths world wide.</p>		