

The Warriner School Subject Curriculum Map

Subject: HISTORY	Year Group: 10	Unit: Germany 1890-1945 AQA 8145 BA Kaiser Germany 1890-1918
Unit objectives: Assessment objectives		
<p>AO1- Students need to 'demonstrate knowledge and understanding of key features and characteristics of the periods of history they have studied'.</p> <p>AO2- Students need to 'explain and analyse historical events and periods using second-order concepts'.</p> <p>AO3- analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p> <p>AO4- analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p>		
<p>Context for study: first part of unit 1 of 4, Germany 1890-1945. This is Germany 1890-1914, Kaiser years. In future it will be Weimar years 1918-1933, Nazi years 1933-45.</p>		



Sequence of learning: <i>Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in bold)</i>	
PAPER 1 GERMANY 1890 – 1945: DEMOCRACY AND DICTATORSHIP	
PART 1 GERMANY AND THE GROWTH OF DEMOCRACY	
Kaiser Wilhelm and difficulties of ruling Germany – growth of parliamentary government, influence of Prussia, German constitution, growth of socialism, Weltpolitik, industrialisation, Navy Laws.	
The impact of the First World War	
The Revolution of 1918-1919 - terms of the armistice, abdication, starvation in Germany, British naval blockade, Kiel mutiny, dock workers, reaction to the end of the war	
<ul style="list-style-type: none"> - What was Germany like before the first World War? - How did the Kaiser deal with the rise of social unrest in Germany? - Why did the Kaiser introduce Naval Laws? 	

The Warriner School Subject Curriculum Map

Militarism, SPD, Socialism, Kaiser, Bundesrat, Junker, Prussia, Reichstag, Chancellor, revolution, trade unions, industrialisation, social reforms, Naval Laws, Krupp, Entente Cordiale, Weltpolitik.

Ideology, aims, personality, characteristics, point, evidence, explanation, examples, judgement, significance, importance, provenance, audience, content, context.

Possible Misconceptions and adaptive responses to these: *identified through formative assessment/retrieval practice/diagnostic questioning.*
Socialism and communism.
Correct order of structure of the German ruling system pre-1914
Interleaving questioning as a starter to review new terminology. Define and give a supporting fact.
Regular formative assessment through low-stakes questioning, recap starters, inclusive sharing of responses.

Ensure knowledge is sound before moving on during the lesson or in the next lesson.

Literacy and Oracy development opportunities:
Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.
Glossary of new terms.
Match the definition
Sentence starters for correct PEEL paragraphing
PACC for source analysis- Provenance, Audience, Content, Context.
Text printed into booklets for the whole unit.
Resources also scanned in department share to be available on Teams.

The Warriner School Subject Curriculum Map

<p>Assessment/Final outcomes: <i>How will students apply their deep learning in a meaningful way that respects the subject's discipline?</i></p> <p>Visual source analysis of political cartoons, like PUNCH cartoon on the Kaiser. PEEL paragraphing on the rise of socialism and importance of the Naval Laws. <i>In class homework, timed questions, End of unit assessments, in class and as a cohort, winter and spring mocks</i></p>	
--	--