

	Learning Cycle 1	Learning Cycle 2	Learning Cycle 3
Year 10	<p><b>Component Focus: Paper 3 – Weimar and Nazi Germany 1918 - 1939</b></p> <p>Context: The start of the Y10 is the start of the 2 year course. This unit is predominantly a source based paper.</p> <p>Cycle Outline: The problems of the Weimar Republic (1918 – 1923) 3 weeks Stresemann and the Golden Years (1924 – 1929) 2 weeks The Great Depression and Hitler’s rise to power (1929 – 1933) 2 weeks Hitler’s consolidation of power (becoming a dictator, 1933 – 1934) 2 weeks</p> <p>Historical Skills: Source Analysis (Making inferences, judging the utility of a source and comparing and contrasting sources). Interpretation (Comparing and evaluating interpretations of the past). Explaining cause and consequence.</p>	<p><b>Component Focus: Paper 3 – Weimar and Nazi Germany 1918 – 1939 and Paper 2 – Henry VIII and his ministers, 1509 - 1540</b></p> <p>Context: The Germany unit will continue until half way through this Learning Cycle. At which point, we will begin Henry VIII and his Ministers (1509 – 1540).</p> <p>Cycle Outline: The Nazi Police State (1933 – 1939) 3 weeks Life in Nazi Germany (for workers, women, children, 1933 – 1939) 3 weeks New Topic: Henry VIII and his ministers: Henry as king – 1 week The significance of Woolsey – 3 weeks</p> <p>Historical Skills: Source Analysis (Making inferences, judging the utility of a source and comparing and contrasting sources). Interpretation (Comparing and evaluating interpretations of the past). Cause and consequence.</p>	<p><b>Component Focus: Paper 2 – Henry VIII and his ministers, 1509 - 1540</b></p> <p>Context: The Henry VIII and his ministers unit will be completed at the end of this cycle.</p> <p>Cycle Outline: The significance of Cromwell – 2 weeks Henry’s break from Rome – 2 weeks The consequence of the English Reformation – 3 weeks</p> <p>Historical Skills: Source Analysis (Making inferences, judging the utility of a source and comparing and contrasting sources). Interpretation (Comparing and evaluating interpretations of the past). Cause and consequence.</p>
Year 11	<p><b>Learning Cycle 1</b></p> <p><b>Component Focus: Paper 1: Crime and punishment in Britain, c1000-present and Whitechapel, c1870-c1900: Crime, policing and the inner city.</b></p> <p>Context: This unit will form Paper 1. It is a focus on change over time. We will be studying how crime was defined, carried out, policed and punished throughout historical periods spanning 1000 years.</p>	<p><b>Learning Cycle 2</b></p> <p><b>Component Focus: Paper 1: Crime and punishment in Britain, c1000-present and Whitechapel, c1870-c1900: Crime, policing and the inner city and Paper 2: Superpower relations and the Cold War (1941 – 1991)</b></p>	<p><b>Learning Cycle 3</b></p> <p><b>Revision and Consolidation</b></p> <p>Learning Cycle 3 will be used for revision and further exam practice depending on pupil needs.</p>

	<p>Cycle Outline:  Crime and Punishment in Medieval England (2 weeks)  Crime and Punishment in early modern England (2 weeks)  Crime and Punishment in 18<sup>th</sup> and 19<sup>th</sup> Century England (2 weeks)  Crime and Punishment in Modern Britain (2 weeks)  Whitechapel case study: 1870 – 1900 (2 weeks)</p> <p>Historical Skills:  Analysing change over time</p>	<p>Context: This is the fourth and final unit. It will feature on Paper 2 along with the Henry VIII and his Ministers topic.</p> <p>Cycle Outline:  Origins of the Cold War (1941 – 1958) 4 weeks  Cold War Crisis – 4 weeks  End of the Cold War – 2 weeks</p> <p>Historical Skills:  Evaluating the significance of events  Explaining cause and consequence</p>	
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