**Academic Year 2020 – 2021**

**History Department Curriculum**

 **Remote Learning Plan – Schemes of Learning Overview**

**Year 10:**

Term 1: NORMANS: CONQUEST & CONTROL

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| **Lesson number** | **Core content** |
| 1. England before 1066 | * Before the Normans, King Edward the Confessor ruled Anglo-Saxon England. The country was ruled by the king and he was helped by his earls. They most powerful family were the Godwins.
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| 2. Claimants to the throne<https://classroom.thenational.academy/lessons/1066-and-the-succession-crisis-6crp2r> | * King Edward had no sons which put Anglo-Saxon England in danger. When he died there was no one to become king which led to other men declaring their claim. Harold Godwinson (an Anglo-Saxon), Harald Hardrada (a Viking king) and William of Normandy (a French Duke) would all have their chance to take power.
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| 3. Battle of Stamford Bridge<https://classroom.thenational.academy/lessons/the-battles-of-1066-and-coronation-6tjpad> | * The Anglo-Saxon’s defended England against the Vikings. The Vikings were victorious at the Battle of Fulford gate but the Anglo Saxon army, led by King Harold Godwinson, defeated them at the Battle of Stamford Bridge.
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| 4. Battle of Hastings<https://classroom.thenational.academy/lessons/the-battles-of-1066-and-coronation-6tjpad> | * The Anglo-Saxon’s had to fight the Norman’s weeks after they had defeated the Vikings.The Norman invasion was well timed and they were able to defeat the Anglo-Saxons. William went from being a duke to being a king.
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| 5. Norman Castles<https://classroom.thenational.academy/lessons/castles-and-rebellions-68w38e> | * Norman castles or ‘Motte and Bailey Castles’ use high land to act as a defensive area. This kept the Normans safe from attack while they began to control the country.
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| 6. Controlling England | * After Hastings William took steps to take control of English ports, castles, cities, treasury and churches.
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| 7. Rebellions<https://classroom.thenational.academy/lessons/castles-and-rebellions-68w38e> | * Although William had conquered many people in England hated him. Anglo-Saxons did not like being ruled by Normans and many rebelled. It took almost 10 years of rebellions across England until William had taken control.
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| 8. Harrying of the North | * The Anglo-Saxons rebelled against the Normans and killed a Norman earl. King William acted ruthlessly. Rebels were killed, animals were slaughter, land was burned and crops were salted. People starved to death.
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| 9. Hereward the Wake | * Hereward use guerrilla warfare to rebel against the Normans. William tried various methods before finally finding a way to defeat the rebels.
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Term 2: LIFE UNDER THE NORMANS

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| **Lesson number** | **Core content** |
| 10. Feudalism<https://classroom.thenational.academy/lessons/landowning-and-the-feudal-system-chjk0e> | * Feudalism was a way in which the king gained support and power. He gave land to his followers who would in turn help him control the country.
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| 11. Domesday Book<https://classroom.thenational.academy/lessons/the-domesday-book-c4r3gr> | * The domesday book was a huge survey of the things William owned. It also showed what other people owned. This gave William an idea of how many warriors, food and taxes he could use/raise for the future.
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| 12. Norman courts | * The Normans kept many Anglo-Saxon legal courts but changed the leaders of law to Normans.
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| 13. Norman crime | * Criminals were tried using the ordeal system which was used by the Anglo-Saxons. Trials by fire and water were continued but the Normans also introduced trial by combat.
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| 14. William Rufus | * William II or William Rufus was murdered in the new forest. He had many disagreements with both his older and younger brother, as well as the king of Scotland and his own people!
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| 15. William FitzOsbern | * William FitzOsbern was a marcher lord. He was given land on the welsh and English border in an effort to defend the area from rebels (English and welsh).
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| 16. Norman village | * A village was where most people in England lived. Most people were farmers and carried out simple farming known as the Open Field System.
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| 17. Norman town | * Small towns grew which brought new trades and professions.
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| 18. A peasant’s year | * In Winter a peasant would try to survive. In Spring they planted seeds the fields. In summer they harvested the crops for food. In autumn they prepared the land for the next year.
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Term 3 –THE NORMAN CHURCH

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| **Lesson number** | **Core content** |
| 20. Power of the Church | * The church dominated everyday life. Everyone went to church, prayed every day and believed in God. The priest was an important presence around the village. The Pope in Rome was the leader of the catholic faith.
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| 21. Norman religious changes<https://classroom.thenational.academy/lessons/archbishops-and-church-construction-6mt68r> | * The Normans wanted to keep the pope happy and keep their place as leaders of England. This meant building more churches, donating to the church and accepting the Pope’s power.
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| 23. Durham Cathedral | * Durham Cathedral was a place for monks and nuns. It was also a defensive position to defend the north. The Prince of Durham was given special powers to prevent a Scottish attack. It was a religious and military sight.
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| 24. Life of a Monk | * Monks had to dedicate their lives to God. The Normans wanted more monks in England to prove their dedication to Christianity and to keep the pope happy.
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| 25. Norman Education | * School was basic for most and many left to work on the fields. Upper class children would go to grammar schools and university. Monks were once teachers but over time this changed.
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Term 4: DEMOCRACY IN GERMANY

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| **Lesson number** | **Core content** |
| 1. Kaiser Wilhelm & Bismark<https://classroom.thenational.academy/lessons/the-german-reich-1871-1918-68t30t> | * In 1871 Germany was formed. The Kaiser was the leader and was helped by the Chancellor. The Kaiser wanted Germany to be a strong nation like Britain.
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| 2. Power of the Kaiser | * The Kaiser had to keep various groups happy but also had great powers. The biggest concern was the growing number of working class people that demanded better working conditions.
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| 3. Navy Laws | * The Kaiser wanted a navy like Britain and began an aggressive boat building policy which led to direct competition with the British Empire. This competition was one of the causes of the First World War.
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| 4. Germany in WW1 | * Germany lost, they had suffered, people had been killed and the Kaiser had stepped down. People felt depressed and it was only going to get worse.
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| 5. Weimar Republic<https://classroom.thenational.academy/lessons/how-democratic-was-the-weimar-constitution-crtk8t> | * The German Constitution changed from a Kaiser to democracy. The government was led by a President who was voted for by the people. Although this was a modern form of government many Germans missed having a powerful Kaiser.
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| 6. Treaty of Versailles<https://classroom.thenational.academy/lessons/why-did-the-german-people-feel-stabbed-in-the-back-61gkgt> | * After the First World War Germany was forced to sign a treaty that was designed to weaken them. This was to prevent a future war. Germany was not allowed a strong armed forces and had to pay a huge amount of money in reparation payments. This led to resentment and bitterness within the German population.
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| 7. Left & right wing opposition<https://classroom.thenational.academy/lessons/why-was-there-a-rise-in-political-extremism-in-germany-after-ww1-6djk8c> | * As the Weimar Constitution created a democracy it meant there was a wave of new political ideals. Many different parties campaigned for different issues. On the end of the scale are left and right wing beliefs. Some people in Germany were on the extreme ends of this scale which meant they were happy to use violence to promote their politics. Germany was not a safe place during these tense times.
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| 8. Nazi Party<https://classroom.thenational.academy/lessons/who-were-the-sa-and-what-was-their-role-ccwpad> | * The Nazi Party was formed and grew in the 1920s. Hitler was the leader. They believed in a return of one strong leader and re-building Germany into a strong nation.
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| 9. Invasion of the Ruhr<https://classroom.thenational.academy/lessons/why-was-1923-known-as-a-year-of-crisis-68vkar> | * Germany failed to pay their reparation payments so France invaded an industrial area called the Ruhr. The troops occupied the area and took money to settle the debt.
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| 10. Hyperinflation<https://classroom.thenational.academy/lessons/why-was-1923-known-as-a-year-of-crisis-68vkar> | * The government’s lack of funds led to prices rising. The government began printing more money which eventually made it worthless. It cost millions for a loaf of bread. This meant peoples savings and retirement pensions were lost. People struggled to pay for normal goods and food.
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| 11. Munich Putsch<https://classroom.thenational.academy/lessons/what-was-the-munich-putsch-69k3jt> | * In 1923 the Nazis tried to take over Munich using force. They had a small militia but were eventually defeated by the Munich authorities. Hitler was arrested but became a small celebrity.
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| 12. Gustav Stresemann<https://classroom.thenational.academy/lessons/how-did-germany-recover-its-economy-in-the-years-1924-29-cmwk8c> | * Gustav Stresemann led Germany’s economic recovery. The worthless currency was replaced and deals with the USA meant more money came in to boost business and jobs.
* (Extra) <https://classroom.thenational.academy/lessons/how-did-germany-improve-their-international-relations-1924-29-6djk4r>
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| 13. Weimar culture<https://classroom.thenational.academy/lessons/were-the-1920s-a-golden-age-for-all-germans-c5gk0t> | * The Golden Age of Germany saw new ideals and freedoms. People danced, went to the cinema, drank and smoked. Life was fun and Berlin became the culture capital of Europe.
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Term 5: RISE OF THE NAZI PART

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| **Lesson number** | **Core content** |
| 14. Wall Street Crash<https://classroom.thenational.academy/lessons/why-was-the-year-1929-a-significant-turning-point-for-germany-cthked> | * The Wall Street Crash in America led to a worldwide economic depression. Millions of Germans lose their jobs and businesses went bankrupt. Life seemed hopeless and the Weimar Republic received much of the blame.
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| 15. Nazi appeal<https://classroom.thenational.academy/lessons/why-were-the-nazi-party-so-successful-after-1929-6ctkar> | * The Nazis used a range of methods to increase their popularity. They published a 25 point programmes or list of beliefs that they hoped would win them support.
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| 16. Hitler becomes Chancellor<https://classroom.thenational.academy/lessons/how-did-political-developments-in-1932-result-in-hitler-becoming-chancellor-in-january-1933-65j64c> | * The uncertain times and lack of hope meant people voted desperately and voted for the Nazis. Hitler became very popular and the President believed Hitler could be used. Hitler did not waste his chance when he was given a taste of power.
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| 17. Reichstag Fire<https://classroom.thenational.academy/lessons/how-did-the-nazis-remove-political-opposition-6hj3gr> | * The Reichstag Fire meant the Nazis could use their biggest rivals, the Communists, as a scapegoat. The party was banned which meant the Nazis were the biggest party in Germany.
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| 18. Enabling Act<https://classroom.thenational.academy/lessons/how-did-the-nazis-remove-political-opposition-6hj3gr> | * Hitler made people vote in the enabling act, giving him the authority to make any law he wished. He used this to increase the power of the Nazis. The road to dictatorship begins.
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| 19. Night of the Long Knives<https://classroom.thenational.academy/lessons/how-did-hitler-consolidate-power-by-1934-74wk6t> | * Hitler removed people within his own party that threatened him. The SA was a large groups of thugs loyal to Hitler. Some of them however began thinking differently. Hitler made sure the SA were on his side and he had many of the leaders assassinated.
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| 20. Hindenburg dies<https://classroom.thenational.academy/lessons/how-did-hitler-consolidate-power-by-1934-74wk6t> | * The President dies. The only person that had the power to remove Hitler was gone. Hitler joined his title of Chancellor to the Presidency and made the army swear allegiance to him. He was now the Fuhrer.
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Term 6: LIFE IN NAZI GERMANY

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| **Lesson number** | **Core content** |
| 21. Unemployment & rearmament<https://classroom.thenational.academy/lessons/how-successful-were-nazis-policies-at-reducing-unemployment-cdj3jd> | * The Nazis began creating a variety of jobs to increase their support base. New motorways and buildings were built and the armed forces began to recruit new men (even though this went against the Treaty of Versailles).
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| 22. Workers & Businesses<https://classroom.thenational.academy/lessons/how-far-did-the-lives-of-german-workers-improve-after-1933-6rv32r> | * The Nazis changed life for people in Germany. Children were brainwashed into believing Nazi ideology and were prepared for their futures as mothers, soldiers or workers. Women were expected to conform to traditional values while men were expected to be strong. People would not dare to show their outrage as bad things happened to those that stood up to the Nazis.
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| 23. Women<https://classroom.thenational.academy/lessons/what-were-nazi-attitudes-and-policies-towards-women-6cw36t> | * The Nazis changed life for people in Germany. Children were brainwashed into believing Nazi ideology and were prepared for their futures as mothers, soldiers or workers. Women were expected to conform to traditional values while men were expected to be strong. People would not dare to show their outrage as bad things happened to those that stood up to the Nazis.
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| 24. Youths<https://classroom.thenational.academy/lessons/why-were-young-people-so-important-to-the-nazi-party-6gv6ar> | * The Nazis changed life for people in Germany. Children were brainwashed into believing Nazi ideology and were prepared for their futures as mothers, soldiers or workers. Women were expected to conform to traditional values while men were expected to be strong. People would not dare to show their outrage as bad things happened to those that stood up to the Nazis.
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| 25. The Church |  |
| 26. Persecution<https://classroom.thenational.academy/lessons/how-did-the-persecution-of-the-jews-escalate-after-1933-70vp6r> | * Treatment of Jewish people in Nazi Germany worsened as the Nazis stayed in power. Anti-Semitism was common but the escalation of the persecution was swift and horrific. The Nazis started by leaving Jewish people out, then progressed to attacking them. Eventually the Nazis created an organise effort to eliminate the entire population of Jewish Europeans.
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| 27. Propaganda<https://classroom.thenational.academy/lessons/how-far-did-the-nazi-party-control-the-state-through-propaganda-64u38d> | * Censorship and propaganda was used to brainwash the German public. Every form of media had to promote the Nazi message. Anything the Nazis didn’t agree with was burned.
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| 28. Police State<https://classroom.thenational.academy/lessons/how-far-did-the-nazi-party-create-a-police-state-68v64d> | * If propaganda did not convince people that the Nazis were the best, then a system of control, fear and the law would help. Undercover police called the Gestapo would spy on people to make sure they did as they were told. People who were anti-Nazi could be arrested and sent to a concentration camp.
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| 29. Final Solution<https://classroom.thenational.academy/lessons/how-did-the-persecution-of-the-jews-escalate-after-1933-70vp6r> | * Treatment of Jewish people in Nazi Germany worsened as the Nazis stayed in power. Anti-Semitism was common but the escalation of the persecution was swift and horrific. The Nazis started by leaving Jewish people out, then progressed to attacking them. Eventually the Nazis created an organise effort to eliminate the entire population of Jewish Europeans.
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| 30. WW2 | * As the war progressed, Germany began to feel the toll. Buildings were bombed, people lost their homes, people went hungry, all entertainment was closed and it seemed Hitler was losing the war. All morale at the start of the war was lost.
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| 31. Opposition & Resistance<https://classroom.thenational.academy/lessons/how-much-resistance-existed-in-nazi-germany-before-1939-c8t68c> | * As Hitler concentrated on the war more and more people began opposing the Nazis. There were simple forms of opposition such as printing anti-Nazi leaflets or serious cases such as the failed bomb plot by Colonel Von Stauffenberg.
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