

Subject Intent Statement

Students should have an understanding of historical events and concepts to enable them to have a deeper understanding of the world today. They will understand how to explore the causes and consequences of key events, people and ideologies, in the both the short and long-term, and how they have shaped the world today. A key focus of our curriculum is that students have a clear understanding of the relevance of studying history. We aim to do this through integrating key themes into our curriculum; religion, government and control, empire, law and order, public health and migration, in order for students to understand the significance of these repeating themes throughout history.

Building on the student’s experience at key stage 2, we will deliver a curriculum that will develop and extend their original skills and knowledge at a pace that is suitable for their needs. Our curriculum will be designed to work alongside other subjects to enhance the links between them and help place events, people and discoveries in context. History is a key subject to study as it provides skills that students can use throughout their school career in a variety of subjects and then in future vocational or academic pursuits. It is also important as it underpins their understanding of what they see and experience in the wider world, and we want to enable them to become critically independent with regards to current affairs such as politics, economics, migration and religion.

As teachers within the department we provide a deep and diverse range of knowledge which allows us to support and cultivate emerging historians. We are experts in our field through our passion for the subject and our innate desire to continually improve, partially through bespoke department CPD, which enables us to effectively support the students and ensures the curriculum is thought-provoking, inspiring and stimulating. Students will be able to take pride in their national history, respect for other cultures and ideologies and will be able to achieve in their exams. The intention of this curriculum is to foster a love for the subject and provide them with skills such as analysis, interpretation and inference that will serve them during their educational journey and beyond.

Planning around fundamental British values will be incorporated throughout our curriculum. As a result of this students will have a widening of experience and knowledge of the world. This will enable students to interpret the world’s incredible diversities and complexities in a way that is relevant to them and encourage them to discuss ideas of law, democracy, respect and tolerance on a regular basis.

Lessons will be planned which will clearly communicate the intent of the learning to students so that they fully understand the relevance and purpose of each lesson they participate in. The lessons will give students the opportunity and ability to think critically about their learning, their experiences and their own opinions. Our curriculum has been developed to ensure it is diverse and to avoid direct repetition. Key themes are re-visited in order to understand second-order concepts such as cause and consequence and change and continuity. Recall will be embedded into the curriculum in order for students to compare and contrast different experiences of key themes throughout history and different people’s experiences. This is so they can compare and contrast and make sense of consequences that arise. Students will be able to identify patterns through history and the consequences of certain actions.

Our curriculum allows us to tell the narratives of history over long periods of time. This is so students are able to develop their understanding that progress is not linear and that history has peaks and troughs and with large periods of regression in terms of development. Our curriculum also allows us to focus in and explore certain events, peoples and issues in depth which gives students the opportunity to form deep understandings. This depth of knowledge will enable students to make full sense of complex questions they will experience. This structure is repeated at both KS3, 4 and 5 to ensure that students understand the importance of depth and breadth.

At KS5, with the Democracy and Dictatorship unit, there is some overlap with the KS4 course allowing students to have the confidence to focus less on content and to develop their analytical skills, independent research and essay writing. The basis of the Early Tudors and Civil Rights in America course will have been visited at KS3 but these are fresh topics that students can delve into which will still follow the same narrative and depth structure they are use to from KS3 and 4.

Key Concepts

Key Language/Terminology

Key Stage 3	Key Stage 4	Key Stage 5	Key Stage 3	Key Stage 4	Key Stage 5
<p>Perspective Y7 - will start to identify reasons why people might have different opinions. Y8 – Will be able to explain why people have different opinions, giving more than one reason. Y9 – Will be able to analyse the reasons why people have certain perspectives and why they can change over time.</p> <p>Change and continuity</p>	<p>These second order concepts will continue to be used in the same ways mainly as in year 9. The strategy is that students should feel confident with the process by this point in order to tackle analysing increasingly complex primary evidence, interpretations and topics.</p>	<p>As for KS4. Analysing interpretations is a key focus of the Civil Rights exam. Students need to fill confident in how to tackle this task. They will also start to look at cross-referencing between the interpretations and how they present their argument into an extended piece of writing.</p>	<p>Abolition Alliance Antisemitism Armistice Catholic Cause Chancellor Chronology Citizenship</p>	<p>Allies Anaesthetic Anatomy Anschluss Antiseptic Armaments Armistice Authoritarian Authoritarian</p>	<p>Affirmative action Amendment Anschluss Antisemitism Appeasement Attainder Autarky Autocratic Benevolence</p>

<p>Y7 - Will identify examples of change and continuity and start to explain what led to it. Y8 – Will be able to explain what led to change/continuity and be able to start consider the extent of change/continuity Y9 – Will be able to analyse the extent of change and categorise change into different factors such as political, social and economic</p> <p>Cause and consequence Y7 - Will follow CEC structure – focusing mainly on short-term and positive consequences Y8 - Will follow CEC structure – focusing mainly on short-term and positive/negative consequences. Some students might start to consider long-term impact Y9 - Will follow CEC structure – students will be able to analyse short and long-term consequences.</p> <p>Using evidence Y7 - Will be able to make more complex inferences Y8 – Will be able to apply own knowledge to analyse a source’s message effectively Y9 – will be able to analyse the purpose of a source effectively.</p> <p>Analysing interpretations Y7 - Will be able to understand there are different view of history and will be able to select information to support different interpretations Y8 – will be introduced to historian’s interpretations and will look at being able to break down the language and apply basic own knowledge to test the accuracy of the interpretation Y9 – will be able to use primary evidence to analyse the accurateness of an historian’s interpretation.</p> <p>Significance Y7 - will focus mainly on the short-term significance of people and events. Y8 – Will be starting to use the 5 R’s to analyse the significance of an event person in the short and long-term. Y9 – Will be able to use the 5R’s confidently to help analyse the significance of an event/person in both the short and long-term.</p>	<p>Perspective Change and continuity Cause and consequence Using evidence Analysing interpretations Significance</p>	<p>Analysing primary evidence will continue as part of the Tudors paper</p> <p>Students will use the other second-order concepts when writing essays for the three units and their NEA. The exams require not only knowledge of historical facts but also the ability to critically analyse sources, construct coherent arguments and write clearly in timed conditions.</p>	<p>Civil rights Civilian Civilisation Colony Consequence Control Democracy Disease Economic Empire Epidemic Equality Execution Exploit Feudal system Feudalism genocide</p> <p>Imperialism Industrial/industrialisation Invasion Militarism Monarch Monarchy Muslim Nationalism Nomadic Parliament Parliament Peasantry Political Power Protest Protestant Public health Rebellion Reform Resistance Revolt Significant Social Symptom Treason Trigger Voyage</p>	<p>Bacteria Capitalism Collective security Communism Corrupt Dictatorship Diktat Discrimination Dissection Dolchstoss Economic sanctions Election excommunication</p> <p>Fealty Feudalism Foreign relations Hierarchy Holocaust Hyperinflation Idealist Ideology Illegitimate Indoctrination Isolationism Laissez-faire Legislation Miasma Monastery Persecution Physicians Primogeniture Propaganda Proportional representation Reparations Self-determination Treaty Vaccinations Veto Vote</p>	<p>Blue collar workers Bolshevism Chantry Congress Constitution De facto De jure Demagogue Disenfranchisement Ecclesiastical Emancipation Enfranchisement Equality Executive Factor Gentry Gleichschaltung Judiciary Justice of the peace Laissez-faire Lebensraum Legatus a Latere Leviticus and Deuteronomy Lobbying Nativism President Primaries Privy Chamber Privy Council Proletariat Purgatory Rapprochement Recognisance Reservations Retainer Royal Prerogative Statute Supremacy</p> <p>Supreme Court Totalitarian Turning point Usurper Volksgemeinschaft White collar workers Yellow dog contracts</p>
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Curriculum Coherence

Year 7

Year 7 will be introduced to all of the above second-order concepts. They will look at life from before 1000AD up to the end of the Tudor period helping to deepen their chronologically understanding. They will look at life for people at a local, regional, national and international level looking for connections and contrasts over time periods, countries and people. They will look at cultural economic, military, political, religious and social history.

Medium Term Plan Title/Topic	Themes/Concepts	Key Core Knowledge Foci	Application/Skills Foci	Ambitious Tier 2/3 Vocabulary	Assessment	Independent Learning
Introduction		2 lessons on Garibaldi and how our school came to be named after him	Significance		N/A	Research where other schools in the area got their names from
What was the world like before 1000AD	Religion Empire Migration Public Health Government and control	<ul style="list-style-type: none"> Will be able to explain why Baghdad was the capital city of the Islamic empire. Will be able to investigate why Islam was able to spread quickly throughout the empire Will be able to compare and contrast education in the Islamic world and Europe Will be able to analyse the significance of Hippocrates and Galen Will be able to compare and contrast medicine in the Islamic world and Europe. Will be able to analyse how the silk roads were significant Will be able to compare and contrast the role of women in Islamic and European society. 	Compare and Contrast (Significance)	Empire Caravan Caliph Caliphate Succession Conquered Dynasty Profit Pilgrimage Mecca Lourdes Wisdom Populous Madrasas Bimaristan Inclusive Economic Equality significant	30 knowledge-based questions – self marked on computer	Term 1 Homework Booklet will contain: 3 x Hard, Harder and Hardest Homework based on <ul style="list-style-type: none"> El Cid Where did the Vikings come from? Feudalism in medieval Japan A reading comprehension task on Cartimandua Castles by Marc Morris Digging Deeper
How did a Norman King change Britain?	Empire Government and control Religion Migration Law and Order Public Health	<ul style="list-style-type: none"> Will be able to investigate the three different men who wanted to be King of England in 1066 and assess who had the best claim to the throne. Will be able to analyse the reasons why William, Duke of Normandy won the Battle of Hastings assessing the strengths and weaknesses of each army Will be able to explain why William faced problems with control after the Battle of Hastings Will be able to examine key methods which William used to maintain control, including castles, the feudal system and the Domesday Book. Will be able to compare life under the Anglo-Saxons to that under the Normans, focusing on landholding and lordship, the legal system and the Church Will be able to assess the extent to which life in towns and villages changed under the Normans Will be able to assess the impact the Normans had in other parts of the world. 	Continuity and Change	Witan Migration Invasion Claimant Fyrd Housecarls Shield Cavalry Infantry Feudalism Tenants-in-chief Primogeniture Bayeux Tapestry Motte and Bailey Monarchy Power Control Domesday Rebellion Knight Archbishop/bishop	10 knowledge based questions based on unit 1 and 2 Explain changes Write an account Interpretation	

<p>How did Britain change during the medieval period?</p>	<p>Empire Government and control Religion Migration Empire</p>	<ul style="list-style-type: none"> • Will be able to explain why Jerusalem was an important city for Christians, Muslims and Jews. • Will be able to explain why the Pope ordered the crusades and will be able to categorise the reasons why people went on Crusades. • Will be able to use chronological understanding to map out the key events of the crusades. • Will be able to examine the impact of the Crusades on Europe and assess which change was the most important and why • Will be able to explore the rights, opportunities and activities of medieval women. • Will be able to examine how typical Matilda and Eleanor Aquitaine were in terms of medieval woman • Will be able to explain the causes and consequences of the murder of Thomas Becket • Will be able to analyse the mistakes King John made and the consequences of his actions including the Magna Carta • Will be able to examining why King Henry III argued with the barons and will be able to identify the origins of Britain's parliament • Will be able to evaluate the causes and consequences of the Peasant's Revolt in 1381 • Will be able to explain the causes of the Black Death and evaluate the short and long-term consequences on Britain. • Will be able to categorise the ways in which Jewish people were persecuted in England and explain how life got worse for Jews over time. • Will examine the relationship between England and its neighbours, Wales, Scotland, Ireland and France 	<p>Cause and consequence Perspectives</p>	<p>Crusades Empire Infidel Pilgrim Pilgrimage Saracen Inherit Civilian Siege Pottage Wattle and Daub Dowry Chancellor Excommunicated Democracy Freemen Magna Carta Great Council Parliament Protest Rebellion Revolt Symptom Bubonic Contagion Flagellant Plague Pneumonic Marcher Lords</p>	<p>30 knowledge-based questions – self marked on computer</p>	<p>Term 2 Homework Booklet will contain:</p> <p>3 x Hard, Harder and Hardest Homework based on</p> <ul style="list-style-type: none"> • Medieval medicine • Development of castles over time • Medieval public health <p>A reading comprehension task on 'The (Surprisingly) Modern Middle Ages by Dan Jones</p> <p>Digging Deeper</p>
<p>Was Britain the centre of the Medieval World?</p>	<p>Empire Government and control Religion</p>	<ul style="list-style-type: none"> • Will be able to identify the reasons why the history of African kingdoms has been largely neglected until now. • Will understand the challenges faced by historians studying the history of African kingdoms • Will be able to analyse sources and interpretations about the Kingdom of Mali • Will be able to identify how Sunjata Keita founded and expanded the Kingdom of Mali • Will be able to examine the Kingdom of Mali's 'golden age' under Mansa Musa 	<p>Using primary evidence</p>	<p>Islam Oral history Griots Scholars Mosque Hajj Caravan</p>	<p>10 knowledge based questions based on unit 1 and 2</p> <p>Inference</p> <p>Write an account</p> <p>Extended writing</p>	

		<ul style="list-style-type: none"> Will be able to analyse the reasons why the Kingdom of Mali fell Will explore the significance of Mansa Musa Will be able to understand what nomadic life in Mongolia was like and who Genghis Khan was. Will be able to explain how the Mongols were able to conquer neighbouring empires Will be able to assess how Genghis Khan and his successors controlled the Mongol Empire Will be able to explain what the Pax Mongolica was and how it led to the world becoming more connected. 				
What impact did revolution in religion and ideas have on Britain?	Government and control Religion	<ul style="list-style-type: none"> Will be able to examine why England went to war with itself in the fifteenth century and how Henry Tudor came to be ruler. Will investigate Henry VIII early life Will be able to categorise the different reasons which led to Henry VIII falling out with the Pope. Will understand why some people criticised the Catholic Church Will be able to assess the impact the reformation had on England Will be able to explain the religious changes Edward VI made to England Will be able to analyse the reasons why Mary I got the nickname 'Bloody Mary' Will be able to analyse how Elizabeth tried to end religious change in Tudor England and assess how successful she was. Will be able to analyse the threat Mary, Queen of Scots posed to her cousin Will be able to examine the reasons why Spain decided to invade England and judge the reasons why the Spanish Armada failed. Will be able to compare and contrast Elizabeth I to a typical Tudor woman Will understand how well integrated Black Tudors were into society. 	Interpretations Cause and consequence	Dissolution Reformation Indulgence Protestant Reform Heresy Plot Puritan Religious Settlement Execution Treason Death warrant Armada Galleon Musket	10 knowledge based questions based on unit 1 and 2 Inference Write an account Interpretations	Term 3 Homework Booklet will contain: 3 x Hard, Harder and Hardest Homework based on <ul style="list-style-type: none"> The Princes in the Tower The Renaissance The Incas A reading comprehension task on Copernicus from 'Connected Worlds' Digging Deeper

Curriculum Coherence

Year 8

In year 8 students will continue to develop their second-order concepts, and the level of complexity of topics will increase in complexity throughout the year. They will look at life 1750-1900. They will look at how ideas, political power, industry and empire changed over these periods of time. Examples, of local history such as George Africanus and the Luddites will be woven into their curriculum, whilst also looking at national and world history too. They will focus in on modern-day perspectives of history and why perceptions have changed over time.

Medium Term Plan Title/Topic	Themes/Concepts	Key Core Knowledge Foci	Application/Skills Foci	Ambitious Tier 2/3 Vocabulary	Assessment	Independent Learning
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<p>How is the British Empire remembered around the world?</p>	<p>Empire Government and control Religion Migration</p>	<ul style="list-style-type: none"> • Will be able to assess the reasons why Britain wanted an empire. • Will be able to analyse why the experience of the colonised and coloniser differs and how that impacts their view on the British empire • Will be able to analyse the changing relationship between India and Britain. • Will be able to explain what India was like prior to British involvement in the 18th century. • Will be able to explain the significance of Robert Clive and the Battle of Plassey • Will be able to analyse the causes of the Indian Mutiny/War of Independence and the consequences on India. • Will be able to explain the impact of the changes made in India by Britain • Will be able to explain what life was like in Australia before it was colonised by the British. • Will be able to explain why Captain James Cook is a controversial figure in Australian history. • Will be able to analyse the different impact that transportation had on Australia and Britain. • Will be able to examine the impact of the Great Hunger in Ireland • Will be able to analyse the reactions to Irish migration. • Will be able to analyse contemporary perspectives people have of the British Empire 	<p>Perspectives Significance</p>	<p>Empire Colony Native Exploit transportation Imperialism Missionary Penal colony Partition Sepoy Nomadic Viceroy Indigenous Voyage Migration Navvies scapegoat</p>	<p>30 knowledge-based questions – self marked on computer</p>	<p>Term 1 Homework Booklet will contain:</p> <p>3 x Hard, Harder and Hardest Homework based on</p> <ul style="list-style-type: none"> • Explorers • French Revolution • Native Americans/Manifest Destiny <p>A reading comprehension task on Ghana slave fort</p> <p>Digging Deeper</p>
<p>Who was responsible to ending the slave trade?</p>	<p>Empire Government and control Religion Migration</p>	<ul style="list-style-type: none"> • To understand that there were civilised nations in West Africa prior to the transatlantic slave trade starting • To analyse the reasons why Britain wanted to take part in the slave trade. • To be able to explain the justifications used at the time for participation in the slave trade. • To understand the system of the Transatlantic slave trade and to be able to explain why the Middle Passage was horrific • To explain what life was like for an enslaved person living on a plantation. • To be able to analyse the significance of Toussaint L'Overture • To consider the impact of passive and active resistance • To analyse the role and involvement of different people and events in the ending of the slave trade, including slave rebellions, British pressure and the American Civil War. 	<p>Perspectives</p>	<p>Citizenship Civil Rights Transatlantic slave trade Enslaved person Slave triangle Empire Colony Middle Passage Resistance Abolition Passive resistance Active resistance Civilised/civilisation rebellion</p>	<p>Summative Assessment –</p> <p>10 knowledge-based questions</p> <p>Source inference</p> <p>Explain two reasons</p> <p>Perspective</p> <p>Extended writing</p>	

<p>Was the Industrial Revolution the 'Dawn of Liberty'?</p>	<p>Empire Government and control Law and Order Public health Migration</p>	<ul style="list-style-type: none"> • Will be able to explain how the way products were manufactured changed between the early 1700s and 1800s • Will be able to evaluate the impact steam power had on factories and towns. • Will be able to explain how factories caused the populations of towns to increase and analyse the impact that had on people living in these areas. • Will be able to identify jobs which children did, describe the conditions they worked in and will be able to analyse the extent to which legislation from the government protected them. • To assess the impact of the Industrial Revolution on British infrastructure and the consequences of this. • To be able to explain the changing conditions for men, women and children in Britain during the Industrial Revolution. • Will be able to explain why people fought for improved rights and make judgments about how successful they were - Luddites, Swing riots, the Peterloo Massacre • To explain the work of people like Elizabeth Fry in reforming the lives of ordinary people • To analyse the reasons why disease was so common during this time period and be able to assess how effective attempts were to stop disease • To explain the significance of Chadwick and Bazalgette in improving public health. • To understand why the discovery of germ theory was a turning point • To evaluate whether the Industrial Revolution was an age for improvement for women. 	<p>Change and continuity Significance Using primary evidence.</p>	<ul style="list-style-type: none"> • Industrial Revolution • Domestic system • Factory system • Industry • Mechanised • Mine • Steam engine • Pauper apprentice • Act • Public • Reformer • Trade union • Canal • Toll • Turnpike road • Entrepreneur • Raw material • Back-to-back housing • Cholera • Epidemic • Faeces • Sewage • Board of Health • Population • Mills • Overcrowding • Lodgings • Factory Reform Act • Disease • Squalor • Suffrage • Workhouse • Child labour • Germs • Public health • Chartist • Riot • petition 	<p>Summative Assessment – 10 knowledge-based questions Source usefulness Significance Extended writing</p>	<p>Term 2 Homework Booklet will contain: 3 x Hard, Harder and Hardest Homework based on</p> <ul style="list-style-type: none"> • Class in society • The development of police and prison • The First Opium War in China <p>A reading comprehension task on Abraham Lincoln (statue in Manchester)</p> <p>Digging Deeper</p>
<p>What difficulties did Kaiser Wilhelm II face?</p>	<p>Empire Government and control</p>	<ul style="list-style-type: none"> • Will know that Kaiser Wilhelm II led the Prussian Empire • Will know the main parts of the government in Imperial Germany such as the Kaiser, the Chancellor, the Bundesrat and the Reichstag and can explain their role and relative level of power. • Will know that Germany was an industrialised country and some people had poor working and living conditions. 	<p>Cause and consequence Source analysis - inference</p>	<p>Prussian Empire Kaiser Chancellor Reichstag Bundesrat Dreadnought Industrialisation Socialist Taxation SPD Weltpolitik Scramble for Africa</p>	<p>30 knowledge questions - self marked on the computer.</p>	

		<ul style="list-style-type: none"> • Will be able to explain what the socialists wanted the Kaiser to change and how they could put pressure on him to do so. • Will know what changes the Kaiser introduced and his reasons for making the changes. • Will be able to explain why the Kaiser wanted more dreadnoughts, how he wanted about paying for them and how the German public felt about this. • Will be able to explain why Africa was divided up at the Berlin Conference between European powers. • Will be able to explain what is meant by the term imperialism. 		Imperialism		
What were the MAIN causes of the First World War?	Empire	<ul style="list-style-type: none"> • Will be able to explain the MAIN causes of the First World War • Will be able to analyse how the MAIN causes linked together to cause World War One • Will be able to explain how the assassination of Franz Ferdinand was the trigger for the 'steps to war'. • Will be able to make judgments about the importance of difference causes. 	Cause and Consequence	Cause Consequence Trigger Exacerbated Catalyst Contributed Militarism Alliances Imperialism Nationalism Dreadnought International relations	Summative Assessment – 10 knowledge-based questions Describe two problems Source usefulness Extended writing	Term 3 Homework Booklet will contain: 3 x Hard, Harder and Hardest Homework based on • • • A reading comprehension task on
How did warfare in WWI change people's lives?	Empire Law and order Migration Public health religion	<ul style="list-style-type: none"> • To know what the Schlieffen plan was, how it went wrong, and how it led to trench warfare. • To understand why recruitment to the British Army needed to change over time. • To understand what is meant by the term conscientious objector and decide as to whether they were cowards or not • To understand what trench warfare was and why it developed • To understand how weaponry changed during WWI and how this impacted on the injuries and amount of deaths soldiers suffered. • To use primary sources to analyse what life was like for those soldiers who were living and fighting in trenches. • To understand that type of things that were censored during WWI and the reasons for this. • To consider why there are different interpretations of the Battle of the Somme. • To consider the role different parts of the empire played in WWI and their importance in helping Britain win. • To analyse the ways in which war helped medicine to develop and then understand 	Using primary evidence.	Recruitment Conscription Conscientious Objector Trench Stalemate Attrition Artillery Empire Censored soldier	30 knowledge-based questions marked on the computer	Digging Deeper

the specific developments that were made during WWI and how they have impacted medical treatment today.

Year 9

Curriculum Coherence

In year 9 students will further develop their ability to utilise second-order concepts. They will cover the early part of the twentieth century looking at the Scramble for Africa, the First World War, the Treaty of Versailles and the development of Germany as a democracy after the war. We are a Beacon school for Holocaust education and students will end their year studying using relevant primary evidence to build up a picture of how the Holocaust was able to happen and what is meant by the term ‘active citizenship’.

Medium Term Plan Title/Topic	Themes/Concepts	Key Core Knowledge Foci	Application/Skills Foci	Ambitious Tier 2/3 Vocabulary	Assessment	Independent Learning
What difficulties did Kaiser Wilhelm II face?	Empire Government and control	<ul style="list-style-type: none"> Will know that Kaiser Wilhelm II led the Prussian Empire Will know the main parts of the government in Imperial Germany such as the Kaiser, the Chancellor, the Bundesrat and the Reichstag and can explain their role and relative level of power. Will know that Germany was an industrialised country and some people had poor working and living conditions. Will be able to explain what the socialists wanted the Kaiser to change and how they could put pressure on him to do so. Will know what changes the Kaiser introduced and his reasons for making the changes. Will be able to explain why the Kaiser wanted more dreadnoughts, how he went about paying for them and how the German public felt about this. Will be able to explain why Africa was divided up at the Berlin Conference between European powers. Will be able to explain what is meant by the term imperialism. 	Cause and consequence Source analysis - inference	Prussian Empire Kaiser Chancellor Reichstag Bundesrat Dreadnought Industrialisation Socialist Taxation SPD Weltpolitik Scramble for Africa Imperialism	30 knowledge questions - self marked on the computer.	Term 1 Homework Booklet will contain: 3 x Hard, Harder and Hardest Homework based on <ul style="list-style-type: none"> Russian Revolution Women during WWI Anglo-German arms race A reading comprehension task on Was Britain right to fight the First World War – BBC History Digging Deeper
What were the MAIN causes of the First World War?	Empire	<ul style="list-style-type: none"> Will be explain the MAIN causes of the First World War Will be able to analyse how the MAIN causes linked together to cause World War One Will be able to explain how the assassination of Franz Ferdinand was the trigger for the ‘steps to war’. Will be able to make judgments about the importance of difference causes. 	Cause and Consequence	Cause Consequence Trigger Exacerbated Catalyst Contributed Militarism Alliances Imperialism Nationalism Dreadnought International relations	Summative Assessment – 10 knowledge based questions Describe two problems Source usefulness Extended writing	

<p>How did warfare in WWI change people's lives?</p>	<p>Empire Law and order Migration Public health religion</p>	<ul style="list-style-type: none"> To know what the Schlieffen plan was, how it went wrong, and how it led to trench warfare. To understand why recruitment to the British Army needed to change over time. To understand what is meant by the term conscientious objector and decide as to whether they were cowards or not To understand what trench warfare was and why it developed To understand how weaponry changed during WWI and how this impacted on the injuries and amount of deaths soldiers suffered. To use primary sources to analyse what life was like for those soldiers who were living and fighting in trenches. To understand that type of things were censored during WWI and the reasons for this. To consider why there are different interpretations of the Battle of the Somme. To consider the role different parts of the empire played in WWI and their importance in helping Britain win. To analyse the ways in which war helped medicine to develop and then understand the specific developments that were made during WWI and how they have impacted medical treatment today. 	<p>Using primary evidence.</p>	<p>Recruitment Conscription Conscientious Objector Trench Stalemate Attrition Artillery Empire Censored soldier</p>	<p>30 knowledge based questions marked on the computer</p>	
<p>How did democracy grow into dictatorship? – Unit 1 Democracy and Dictatorship</p>	<p>Government and control Law and order</p>	<ul style="list-style-type: none"> Will be able to analyse the reasons why Germany suffered from war weariness in 1918 Will be able to describe the condition of the Treaty of Versailles and be able to explain the impact it had on the German people and the new Weimar Republic. Will be able to evaluate how democratic the new Weimar Constitution was. Will be able to analyse the reasons why there were uprising from the left and right of the political spectrum. To consider the causes and consequences of the three key events of 1923 – the invasion of the Ruhr, hyperinflation and the Munich Putsch To analyse the impact of hyperinflation on different groups of people To evaluate the success of the Munich Putsch in the short and long-term To analyse the response to the change in Weimar culture To evaluate the success Stresemann had in improving Germany's economic position and foreign relations 	<p>Cause and consequence Interpretations</p>	<p>Treaty Armistice November Criminals Stabbed in the back theory Dolchstoß Diktat Constitution Authoritarian Totalitarian Hyperinflation Invasion Occupation Political spectrum Left-wing Right-wing Communist Foreign relations Economic election</p>	<p>Summative assessment – 10 knowledge based questions Interpretations – How and Why Explain two problems Extended writing</p>	<p>Term 2 Homework Booklet will contain: 3 x Hard, Harder and Hardest Homework based on</p> <ul style="list-style-type: none"> Prohibition Mass production in America Suffragettes <p>A reading comprehension task on Mussolini Digging Deeper</p>

<p>Treaty of Versailles - Unit 1 Inter-war years</p>	<p>Empire Government and control</p>	<ul style="list-style-type: none"> • Will be able to explain what the armistice was. • Will be able to describe the aims of each of the peacemakers and explain why they had these aims. • Will be able to evaluate how well each of the peacemakers reached their aims. • Will understand what Wilson's 14 points and will be able to explain the impact of key ones such as self-determination. • Will know the terms of the Treaty of Versailles, and be able to explain the impact these conditions had on Germany socially, economically and politically. • Will be able to analyse the reasons why the Germans and the Allies all felt differently about the Treaty of Versailles. • Will be able to evaluate the strengths and weakness of the Treaty, including problems faced by new states and problems caused by treaties with other countries. 	<p>Using evidence Cause and consequence Perspectives</p>	<p>Abdicate Allies Anschluss Armistice 'Big Three' Collective security Demilitarise Diktat Disarmament Fourteen Points Idealist Isolationism League of Nations Mandate Naval supremacy Pact Paris Peace Conference Plebiscite Ratify Reparations Rhineland Self-determination Treaty Weimar Republic</p>	<p>30 knowledge based questions marked on the computer</p>	<p>Term 2 Homework Booklet will contain:</p> <p>3 x Hard, Harder and Hardest Homework based on</p> <ul style="list-style-type: none"> • The Battle of Cable Street • Kinder transport • Windrush <p>A reading comprehension task on Village from the Third Reich on the T4 Euthanasia programme</p> <p>Digging Deeper</p>
<p>How can the Holocaust help us to understand the importance of active citizenship?</p>	<p>Empire Migration Public health Religion Government and control</p>	<ul style="list-style-type: none"> • Will understand that anti-Semitism was not a Nazi concept and had an impact long before they took over. • Will know who the Nazis were and what their key ideas were, including how they unfairly blamed the Jews for many of Germany's problems. • Will understand how Nazi policies changed over time and the impact they had on the Jewish population of Germany and Europe. • Will know that Jewish people had different experiences in different parts of occupied Europe. • Will know that the Nazis persecuted different minority groups • Will know that the mass murder of Jews did not occur before 1939 • Will be able to explain what ghettos were, why they were created, and what conditions were like in them. • Will be able to explain why the Nazis created death camps, where these were located, and how European Jews were murdered in them. 	<p>Perspectives Using primary evidence</p>	<p>Anti-Semitism Jewish Holocaust Final Solution Ghetto Shetl Gentile Prejudice Persecution Concentration camps Death camps – Auschwitz, Treblinka, Sobibor Collaborators Deportation Discrimination Einsatzgruppen Euthanasia Genocide Expel Interned</p>	<p>Summative assessment – 10 knowledge based questions</p> <p>Interpretations – How and Why</p> <p>Explain two problems</p> <p>Extended writing - perspectives</p>	

		<ul style="list-style-type: none"> To know why when and how the Holocaust ended. Will be able to explain how Jewish people responded to their persecution, fought back and resisted the Nazis and their collaborators. Will understand that the responsibility for the Holocaust was much wider than just Hitler and a few leading Nazis? Will know what the British government knew about the persecution and murder of Europe's Jews and how they responded. Will understand the lasting impact the Holocaust has had on survivors. Will be able to articulate the importance of countering antisemitism in society today. 				
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Year 10

Curriculum Coherence

Students will start the year continuing their period study of the development of Germany from a democracy to a dictatorship. Students will study the political, economic, social and cultural aspects of these developments and the role ideas played in influencing change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them.

Students will then move on to complete the thematic study which will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short- and long-term developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place. Although the focus of this study is the development of medicine and public health in Britain, it will draw on wider world developments that impacted on the core themes. Students will have the opportunity to see how ideas and events in the wider world affected Britain and will promote the idea that key themes did not develop in isolation, but these ideas and events should be referenced in terms of their effects on the core theme for Britain and British people. Students will show an understanding of how factors worked together to bring about particular developments at a particular time, how they were related and their impact upon society. Students will develop an understanding of the varying rate of change, why change happened when it did, whether change brought progress and the significance of the change(s). They should also be able to distinguish between different types of causes and consequences, such as short/long-term causes, intended/unintended consequences.

Medium Term Plan Title/Topic	Themes/Concepts	Key Core Knowledge Foci	Application/Skills Foci	Ambitious Tier 2/3 Vocabulary	Assessment	Independent Learning
How did democracy grow into dictatorship? – Unit 1 Democracy and Dictatorship	Empire Government and control Law and order	<ul style="list-style-type: none"> Will be able to analyse the reasons why Germany suffered from war weariness in 1918 Will be able to describe the condition of the Treaty of Versailles and be able to explain the impact it had on the German people and the new Weimar Republic. Will be able to evaluate how democratic the new Weimar Constitution was. Will be able to analyse the reasons why there were uprising from the left and right of the political spectrum. 	Cause and consequence Interpretations Using primary evidence Chronology	Treaty Armistice November Criminals Stabbed in the back theory Dolchstoss Diktat Constitution Authoritarian Totalitarian Hyperinflation Invasion Occupation Political spectrum	Second paragraph – In what ways were the lives of the German people affected by the First World War Because, But, So – Weimar Constitution Source usefulness – Treaty of Versailles Source inference – hyperinflation	W1 – Beat This – Inter-war years – peacekeeping W2 – Describe two problems faced by Kaiser Wilhelm II's governments in ruling Germany up to 1914 – SAM 1 W3 - Beat This – Inter-war years – peacekeeping W4 – Write an account of how the aims of the peacekeepers after the FWW led to disagreements in 1919 – 2019

		<ul style="list-style-type: none"> To consider the causes and consequences of the three key events of 1923 – the invasion of the Ruhr, hyperinflation and the Munich Putsch To analyse the impact of hyperinflation on different groups of people To evaluate the success of the Munich Putsch in the short and long-term To analyse the response to the change in Weimar culture To evaluate the success Stresemann had in improving Germany's economic position and foreign relations 		Left-wing Right-wing Communist Foreign relations Economic elections	Q1-2 interpretation - Stresemann era	W5 - Beat This – Inter-war years – peacekeeping W6 – How useful are sources B and C to an historian studying the Treaty of Versailles? - 2021
How did democracy grow to dictatorship in Germany? – Unit 2 AQA GCSE History	Government and control Law and Order	<ul style="list-style-type: none"> Will know what the Wall Street Crash was and what impact it had on the people of Germany. Will be able to explain how the Nazi Party utilised the Great Depression to their benefit. Will be able to explain how propaganda was used to extend Hitler's appeal and that of the Nazi Party. Will be able to explain what role the SA played in helping Hitler get elected. Will be able to explain why the Weimar Republic failed to solve the problems of the Great Depression Will be able to describe the events of the 'Backstairs Intrigue' Will be able to assess the reasons why Hitler was elected to power. Will be able to explain how Hitler used the Reichstag Fire to his advantage to get the Enabling Act passed. Will be able to explain how Hitler eliminated his political opponents e.g. Trade Unions and the SA (Night of the Long Knives). Will be able to assess the ways in which Hitler consolidated his power and became Fuhrer. 	Cause and consequence Interpretations	<ul style="list-style-type: none"> Depression Economic Propaganda Enabling Act Oath Reichstag Night of the Long Knives Votes Elections Proportional Representation Control Elimination Consolidation Dictatorship Fuhrer Autocratic Totalitarian 	Second paragraph and conclusion– How convincing – support for the Nazis Summative assessment – practise paper	W1 – Which of the following was the more important reason why Weimar Germany was difficult to govern, 1919-1023 - Economic reasons - Political reasons 2023 W2 – Beat This – Germany Unit 1 W3 – Describe two problems faced by the German government during the Depression - 2019 W4 – Beat This – Germany Unit 1 W5 – In what ways did the lives of the German people change during the Stresemann era (1924-1929)? 2021 W6 – Beat This – Germany Unit 2
What was life like for Germans under the Nazis? – Unit 3 – AQA GCSE History	Empire Government and control Law and order Religion	<ul style="list-style-type: none"> Will understand what actions Hitler took to reduce unemployment – Rearmament, Public Works Programmes, eliminating people from unemployment figures. Will be able to explain the methods that Himmler used to create a state of terror in Germany: SS, The Gestapo, use of the judiciary, concentration camps. 	Interpretations Compare and contrast Chronology Cause and consequence	<ul style="list-style-type: none"> Depression Economic Propaganda Public Works Programmes SS Gestapo Concentration camps Rearmament Self-sufficiency 	In What ways were the lives of German people changed by Nazi economic policies between 1933 and 1939? In what ways were the lives of German people affected by art and culture controlled by the Nazis?	W1 – Beat This – Inter Years Unit 1 W2 – Q1-3 Attitudes towards Jewish people – 2020 W3 – Beat This – Germany Unit 2

		<ul style="list-style-type: none"> • Will be able to define the term indoctrination • Will be able to define the term propaganda • Will be able to explain the difference between white and black propaganda • Will be able to analyse the ways in which Goebbels controlled ideas • Will be able to explain what the Hitler Youth and the League of German Maidens did and what the intended impact was. • Will be able to explain how education changed in schools and universities and what the intended impact was. • Will be able to explain the policies that were put in place for women and what their intended impact was. 		<ul style="list-style-type: none"> • National Labour Service (RAD) • German Labour Front (DAF) • Strength through Joy • Morale • Kinder, Kirche, Küche • Mothers Cross • Lebensborn • Eugenics • Aryan race • Third Reich • Indoctrination • Curriculum 	<p>Reading for meaning – In what ways were the lives of women affected by Nazi policies?</p> <p>Which of the following was the most dangerous form of opposition to the Nazi regime?</p>	<p>W4 – Which of the following was the more important reason why Germany became a dictatorship?</p> <ul style="list-style-type: none"> - Germany’s problems - Hitler’s actions <p>W5 – Beat This – Germany Unit 3</p> <p>W6 – In what ways were the lives of German people affected by the Nazi police state?</p>
<p>Medicine Stands Still – Unit 1 AQA GCSE History – Health and the People</p>	<p>Religion Public Health Government and control</p>	<ul style="list-style-type: none"> • To know what is meant by the Theory of the Four Humours • To know what is meant by the term ‘clinical observation’ • To know what is meant by the Theory of Opposites • To understand why Hippocrates and Galen were so revolutionary in terms of medical practice • To be able to analyse the reasons why the Church was so powerful at this time and how it was able to hinder medicine. • To know what people believed were the causes of illness at this time. • To know what people did to prevent and treat illness at this time. • To understand what medical practitioners there were at this time. • To understand the role Christian hospitals played in the treatment of the sick in the medieval period. • To know what the three main problems of surgery are. • To understand how there was limited improvement in surgery during this period. • To analyse the reasons why Islamic medicine was better than Christian medicine in the medieval period. • To understand what is meant by the term ‘public health’ • To understand the reasons why little action was taken to improve public health in the medieval period. 	<p>Significance Change and continuity Chronology Compare and contrast</p>	<ul style="list-style-type: none"> • Dissection • Hippocratic Oath • Cauterise • Miasma • Endemic • Pandemic • Flagellant • Christianity • Black Death • Bimaristan • Public health 	<p>Paragraph on medieval treatments</p> <p>Source usefulness – medieval surgery</p> <p>Paragraph on Islamic medicine</p> <p>Paragraph on public health</p> <p>Summative assessment – practise paper</p>	<p>W1 - Beat This Germany 1</p> <p>W2 – Describe two problems faced by the German government in dealing with hyperinflation – SAM 2</p> <p>W3 – Beat This Germany 2</p> <p>W4 – In what ways did the lives of people in Germany change during the First world War – SAM 2</p> <p>W5 – Beat This Germany 3</p> <p>W6 – Which of the following was the more important reason for the recovery of Germany during the Gustav Stresemann era (1924-1929)?</p> <ul style="list-style-type: none"> - Economic development - International agreements.

<p>The beginnings of change – Unit 2 AQA GCSE History – Health and the People</p>	<p>Religion Government and control Public Health</p>	<ul style="list-style-type: none"> To know how Vesalius developed the understanding of human anatomy To know how Harvey developed the understanding of human physiology To understand what changes, Pare brought to surgery and what limitations were still faced in this area. To understand to what extent the work of Galen was challenged in this period and the reasons why people often resisted change. To understand how the growth of science and technology can impact the churches influence. To understand the impact the Reformation had on hospitals. To consider the impact the printing press had on the communication and development of medical ideas. To know what the Royal Society was and how it impacted medical development. To assess the extent to which new treatments were developed, particularly around the time of the plague (with comparison to the Black Death) and the reasons for this amount of progress. To understand how the work of people such as Pare and Hunter led to changes in the training and status of surgeons and physicians. To know how Edward Jenner managed to develop a smallpox vaccine and to consider the reasons why there was opposition to this development. 	<p>Significance Change and continuity Chronology Compare and contrast Using evidence</p>	<ul style="list-style-type: none"> Anatomy Dissection Printing press Circulation Plague Public Health Ointment Barber surgeon Monastery Cauterisation Ligatures Arteries Physicians Amputations Specimens Miasma Smallpox Vaccination 	<p>Source usefulness – human anatomy</p> <p>Significance circles – Harvey and Pare</p> <p>Complete model answer - Compare hospitals in the 1400's with hospitals in the 1700s. In what ways were they similar?</p> <p>Complete the model answer – Compare the plague of 1666 to the Black Death epidemic in the medieval period. In what ways were they similar?</p> <p>Source usefulness - Jenner</p>	<p>W1 – The payment of reparations was the main reason Germany objected to the ToV. How far do you agree with this statement?</p> <p>W2 – Beat This Medicine 1</p> <p>W3 – Q3 – Appeal of Hitler – SAM1</p> <p>W4 – Beat This Medicine 1</p> <p>W5 – How do you know that Source A is critical of ToV? 2018</p>
<p>A revolution in medicine – Unit 3 AQA GCSE History – Health and the People</p>	<p>Government and control Religion Public Health</p>	<ul style="list-style-type: none"> To consider the impact Florence Nightingale had on the development of hospitals. To know how Pasteur came up with Germ Theory and why there was some hesitation around it. To understand how Germ Theory was developed by Koch and linked to different diseases. To understand how Pasteur (and then Koch) developed Koch's work and led to an increase in the amount of vaccinations. To know what is meant by the term 'magic bullet' and how Ehrlich and Domagk developed these. 	<p>Significance Compare and contrast Change and continuity Using primary evidence Cause and consequence</p>	<ul style="list-style-type: none"> Germ theory Laissez-faire Vaccination Spontaneous Generation Public Health Act Anaesthetic Antiseptic Aseptic surgery Miasma Carbolic acid spray Cholera epidemics Microscopes Pasteurisation 	<p>Source usefulness – public health in 1848</p> <p>Because, But, So...</p> <p>Significance circle – anaesthetic</p> <p>Source usefulness – surgery in the late 19th century</p>	<p>W1 – Beat This Germany 1</p> <p>W2 – Describe two problems faced by the German government in dealing with hyperinflation – SAM 2</p> <p>W3 – Beat This Germany 2</p> <p>W4 – In what ways did the lives of people in Germany change during the First World War – SAM 2</p> <p>W5 – Beat This Germany 3</p>

		<ul style="list-style-type: none"> To consider the impact of Simpson’s discovery of chloroform, an effective anaesthetic, had on surgery but what problems still remained. To understand how Lister was able to develop Pasteur’s work and how this led to antiseptic and then aseptic surgery. To understand what problems still remained in surgery. To know what Public Health problems existed in the industrial period. To understand the reasons why the government became increasingly involved in Public Health. To explain why Chadwick thought the government should get involved in Public Health To explain why the 1875 Public Health Act was more effective than the 1848 one. To explain how Snow managed to make some progress in explaining the cause of the cholera epidemics. To assess the impact of Bazalgette’s sewers had on London. 		<ul style="list-style-type: none"> Bacterium Microbe hunters 		<p>W6 – Which of the following was the more important reason for the recovery of Germany during the Gustave Stresemann era (1924-29)?</p> <ul style="list-style-type: none"> Economic development International agreements
<p>Modern medicine – Unit 4 AQA GCSE History – Health and the People</p>	<p>Government and control Public Health</p>	<ul style="list-style-type: none"> To explain the work of Booth and Rowntree To explain the reforms the Liberal government introduced and the reasons for them. To explain the impact of war, particularly WWI, on surgery, to include plastic surgery, blood transfusions, X-rays, transplant surgery To explain how Penicillin was discovered by Alexander Fleming. and how it was developed by Florey and Chain. To understand how WWII led to increased funding and mass production of penicillin, and then the development of the pharmaceutical industry To understand the reasons why the Beveridge report was produced and the reasons for the creation of the Welfare State. To explain why the NHS was created and what problems occurred at the beginnings. To explain how the NHS has developed over time and what problems occur today, such as costs and choices. 	<p>Compare and contrast Change and continuity Using primary evidence Significance</p>	<ul style="list-style-type: none"> DNA Liberal Reforms Laissez-faire Blood transfusions Poverty Legislation Free School Meals Old Age Pensions Act National Insurance Act Children and Young Person’s Act Boer War Disfigurement Transplants Casualty Clearing Stations Sodium citrate X-rays Radiation Chemotherapy Keyhole Surgery MRI/CAT scanning machine 	<p>Summative assessment – mock exams</p> <p>BTA paragraph – Pasteur, Koch and Ehrlich</p> <p>Has the role of the individual been the main factor in the development of surgery and anatomy?</p> <p>Source usefulness – National Health Service</p>	

		<ul style="list-style-type: none"> To know what causes have been discovered in the 20th/21st century such as genetic (DNA – Franklin, Watson and Crick) and lifestyle causes. To know what surgical techniques have been developed in the past 60 years including lasers, radiation therapy and keyhole surgery. 				
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Year 11	Curriculum Coherence					
	<p>The wider world depth study enables students to understand the complex and diverse interests of different individuals and states including the Great Powers. It looks at concepts such as national self-determination, ideas of internationalism and the challenges of revising the peace settlement. It focuses on the causes of the Second World War and seeks to show how and why conflict occurred and why it proved difficult to resolve the issues which caused it. This study also considers the role of key individuals and groups in shaping change, as well as how they were affected by and influenced international relations.</p> <p>Norman England allows students to study in depth the arrival of the Normans and the establishment of their rule. The depth study will focus on major aspects of Norman rule, considered from economic, religious, political, social and cultural standpoints of this periods and arising contemporary and historical controversies.</p>					

Medium Term Plan Title/Topic	Themes/Concepts	Key Core Knowledge Foci	Application/Skills Foci	Ambitious Tier 2/3 Vocabulary	Assessment	Independent Learning
Peacekeeping - Unit 1 Inter-war years	Empire Government and control	<ul style="list-style-type: none"> Will be able to explain what the armistice was. Will be able to describe the aims of each of the peacemakers and explain why they had these aims. Will be able to evaluate how well each of the peacemakers reached their aims. Will understand what Wilson’s 14 points and will be able to explain the impact of key ones such as self-determination. Will know the terms of the Treaty of Versailles, and be able to explain the impact these conditions had on Germany socially, economically and politically. Will be able to analyse the reasons why the Germans and the Allies all felt differently about the Treaty of Versailles. Will be able to evaluate the strengths and weakness of the Treaty, including problems faced by new states and problems caused by treaties with other countries. 	Using evidence Cause and consequence Perspectives	Abdicate Allies Anschluss Armistice ‘Big Three’ Collective security Demilitarise Diktat Disarmament Fourteen Points Idealist Isolationism League of Nations Mandate Naval supremacy Pact Paris Peace Conference Plebiscite Ratify Reparations Rhineland Self-determination Treaty Weimar Republic	<ul style="list-style-type: none"> 5 questions retrieval at the start of lessons to test knowledge of current and previous units Highlighting of model answers to focus on structure of essay and source usefulness questions Write an account – reading for meaning ‘Study Sources B and C. How useful are Sources B and C to an historian studying the Treaty of Versailles? Explain your answer using Sources B and C and your contextual knowledge. [8 marks] 	<ul style="list-style-type: none"> W1 – Beat This Medicine W2 – Explain the significance of anaesthetics in the development of medicine – SAM 1 W3 – Beat This Germany W4 – In what ways were the lives of German people affected by the Second World War – 2020 W5 – Beat This Medicine W6 – Has science and technology been the main factor in improving the treatment of disease?’ 2020 W7 – Beat This Germany W8 – Q1-3 interpretations – Life of
League of Nations and International Peace - Unit 2 Inter-war years	Empire Government and control	<ul style="list-style-type: none"> Will be able to evaluate the strengths and weaknesses of the organisation and covenant of the League of Nations. 	Chronology Cause and consequence Using primary evidence	Agencies Assembly Capitalist Clause	Model answer – Source A is critical of the League of Nations	

		<ul style="list-style-type: none"> - Will be able to explain how its membership changes over time. - Will be able to explain the powers different agencies within the League of Nations had and evaluate the impact they had. - Will evaluate the successes and failures of the League of Nations in the 1920s including the Aaland Island, Upper Silesia, Vilna, Corfu and Bulgaria. - Will assess the impact other treaties outside the League of Nations, the Locarno Treaties and the Kellogg-Briand Pact, had on the success of the League in maintaining peace. - Will be able to analyse reasons why the League of Nations collapsed, including the effects of the Depression, the Manchurian and Abyssinian crises - Will be able to explain why the League of Nations was unable to avert war in 1939 		<p>Council Covenant Democratic Depression Dictator Economic sanctions Fascist Foreign minister Foreign policy Humanitarian Mitigation Moral condemnation Refugee Secretariat Veto</p>	<p>Source A is critical of the League of Nations. How do you know? X3</p> <p>How useful are Sources B and C to an historian studying the League of Nations?</p> <p>How useful are Sources B and C to an historian studying the Abyssinian crisis?</p> <p>‘Having no army at their dispense was the ultimate reason that the League of Nations was always going to fail’. How far do you agree with this statement?</p> <p>Model answer – ‘The main reason why the League of Nations failed was because of how it was organised’. How far do you agree?</p> <p>MOCK EXAMS</p>	<p>German workers under the Nazis - 2023</p>
<p>The origins and outbreak of the Second World War - Unit 3 Inter-war years</p>	<p>Empire Government and control</p>	<ul style="list-style-type: none"> - Will be able to explain Hitler’s aims in the 1930s and Allied reactions to these aims, including the Dollfuss Affair; the Stresa Front, the Saar, German rearmament, conscription and the Anglo-German Naval Agreement. - Will be able to analyse the reasons for the escalation of tension including the remilitarisation of the Rhineland, Mussolini, the Axis and the Anti-Comintern Pact, Anschluss, the Sudeten Crisis and Munich - Will be able to evaluate the policy of appeasement - Will be able to analyse the reasons which led to the outbreak of WWII, will make links between the different reasons before making a justified judgment as to which was the most important. The reasons include, the occupation of Czechoslovakia, the role of the USSR and the Nazi-Soviet Pact, the invasion of Poland 	<p>Chronology Cause and consequence Using primary evidence</p>	<p>Anschluss Appeasement Communist Demilitarise Dictator Isolationism Lebensraum Luftwaffe Nazi Rearmament Remilitarisation Rhineland Stresa Front USSR Volksdeutsche</p>	<p>Paragraph and conclusion - ;The main reason why other countries failed to react to Hitler’s foreign policy was their fear of war’. How far do you agree with this statement?</p> <p>Source A supports the return of the Saar to Germany. How do you know?</p> <p>Model answer – Write an account of how the remilitarisation of the Rhineland increased international tension</p> <p>Write an account of how the Nazis achieved Anschluss and increased international tensions.</p> <p>Model answer – How useful are Sources B and C to an historian studying the policy of appeasement?</p>	<p>W1 – Explain the significance of the creation of the National Health Service – 2020</p> <p>W2 – Beat This Medicine</p> <p>W3 – Explain two ways in which Edward Jenner and Robert Koch are similar</p> <p>W4 – Beat This Germany</p> <p>W4 – Has science and technology been the main factor in understanding the cause of disease in Britain?</p> <p>W5 – Beat This medicine</p>

					<p>Source A is critical of Nazi-soviet Pact. How do you know?</p> <p>How useful are sources B and C to an historian studying the causes of the Second World War?</p> <p>Model answer – ‘Britain’s policy of appeasement was the main reason for the outbreak of the Second World War in 1939’. How far do you agree?</p> <p>MOCK EXAMS</p>	
<p>Conquest and Control – AQA GCSE History – Norman England</p>	<p>Empire Government and control Migration</p>	<ul style="list-style-type: none"> - Will be able to analyse the reasons why there was more than one claim to the English throne in 1066 and evaluate the strengths and weaknesses of each claimant. - Will be able to explain who fought at the Battle of Stamford Bridge and explain the reasons they won. - Will be able to analyse the reasons why William, Duke of Normandy won at the Battle of Hastings. - Will be able to understand the reasons why not everyone accepted William’s rule and analyse the methods he used to maintain control. 	<p>Cause and consequence Interpretation</p>	<p>Fealty Fyrd Garrison Housecarls Illegitimate Motte and Bailey Oath Papal Banner Sub-regulus Thegn Witan</p>	<p>How convincing is interpretation A in telling us about Harold’s embassy to Normandy?</p> <p>Paragraph – Which promise should have been kept – William, Duke of Normandy’s post obitum promise or Harold Godwinson’s Novissima Verba promise?</p> <p>Explain what was important about Harold Godwinson’s position before 1066 in the succession crisis following the death of Edward the Confessor.</p> <p>Write an account of the Battle of Stamford Bridge</p> <p>How convincing is interpretation A about William the Conqueror and the Battle of Hastings?</p> <p>Explain what was important about castle building in Norman England</p>	<p>W1 – Beat This – Inter-war years</p> <p>W2 – How useful is Source A to an historian studying the NHS – 2021</p> <p>W3 – Beat This medicine</p> <p>W4 – Have governments been the main factor in the development of public health in Britain? – 2019</p> <p>W5 – Beat This – Inter-war years</p> <ul style="list-style-type: none"> - W6 – The main reason why the LoN failed was because of how it was organised. How far do you agree with this statement?
<p>Life under the Normans – AQA GCSE History – Norman England</p>	<p>Empire Government and control Migration Law and order</p>	<ul style="list-style-type: none"> - Will understand the reasons why feudalism was introduced and how it enabled William to maintain control. - Will be able to compare and contrast landholding and lordship under the Anglo-Saxons to that under the Normans and be able to analyse reasons for similarities and differences. 	<p>Compare and contrast Change and continuity Cause and consequence Interpretation</p>	<p>Allegiance Apprentice Baron Burgess Centralisation Charter Domesday Book Earldoms</p>	<p>Write an account of the Earl’s revolt in 1075 and the Norman response to it</p> <p>Model answer (structure) – Explain what was important about the feudal system under the Normans</p>	<p>W1 – Beat This Germany</p> <p>W2- Norman question</p> <p>W3 – Beat This Medicine</p> <p>W4 – Write an account of how the aims of the peacemakers</p>

		<ul style="list-style-type: none"> - Will be able to compare and contrast law and order and the legal system under the Anglo-Saxons to that under the Normans and be able to analyse reasons for similarities and differences. - Will be able to explain why the Domesday Book was completed and how it enabled William to maintain control. - Will be able to compare and contrast town and village life under the Anglo-Saxons to that under the Normans and be able to analyse the reasons for similarities and differences. 		<ul style="list-style-type: none"> Fealty Forest Law Freemen Hierarchy Marcher Lords Murdrum Fine Patronage Primogeniture Romanesque Royal writ Tenant Vassal 	<p>How convincing is interpretation A about the Domesday Book?</p> <p>Model answer (structure) – Explain what was important about the Norman reform of the English legal system</p>	<p>after the FWW led to disagreement in 1919 – 2019</p> <p>W5 – Beat This – Inter-war years</p> <p>W6 - Which of the following was the more important reason for the increased support of the Nazis before 1933?</p> <ul style="list-style-type: none"> - The appeal of Hitler <p>Germany's economic problems</p>
The Norman Church and monasticism – AQA GCSE History – Norman England	<ul style="list-style-type: none"> Empire Government and control Migration Religion 	<ul style="list-style-type: none"> - Will be able to compare and contrast the Church in Anglo-Saxon England to that under the Normans and be able to analyse the reasons for similarities and differences. - Will be able to analyse the changing relationship with the Pope under William I, William Rufus and Henry - Will be able to explain how the Church and its courts were organised in England. - Will be able to explain the reasons why the Normans built more churches, cathedrals and monasteries across England. - Will be able to analyse the changes made to monastic life and the reasons for this. - Will be able to explain changes to learning, schools and education. 	<ul style="list-style-type: none"> Compare and contrast Change and continuity Cause and consequence Interpretation 	<ul style="list-style-type: none"> Benedictine Consecrated Ecclesiastical Excommunication Monastic Orders Monasticism Pallium Primacy Corrupt Romanesque Simony Synods Tithe Vernacular 	<p>Durham Cathedral essay – Site study 2024</p> <p>How convincing is interpretation A about the impact of the Normans on English monasteries</p> <p>Explain the importance of the relationship between the Norman kings and the Church</p> <p>Write an account of how the English Church was affected by the Normans</p>	

Curriculum Coherence

Year 12

Student this year will focus on the struggle of citizens in the United States to gain equality before the law. Learners should understand the factors which encouraged and discouraged change during this period. The strands below are not to be studied in isolation but students should consider points where they interweave. Students should have a clear understanding of the main developments and turning points relevant to the theme and have a deeper understanding of the interpretation-based areas of the Gilded Age, the New Deal and the impact of Black Power.

Medium Term Plan Title/Topic	Themes/Concepts	Key Core Knowledge Foci	Application/Skills Foci	Ambitious Tier 2/3 Vocabulary	Assessment	Independent Learning
OCR A Level Civil Rights – African Americans	<ul style="list-style-type: none"> Government and control Migration Religion Law and order 	<ul style="list-style-type: none"> - Will be able to analyse the position of Black Americans in 1865, the impact Reconstruction had on their civil rights and white reaction and discrimination to these changes. - Will be able to analyse the impact African Americans had themselves in gaining civil rights, looking at examples from Booker T. Washington, DuBois, Martin Luther King, Malcom X and groups such as SNCC, CORE and the Black Panthers. - Will be able to analyse the impact of the Federal Government (Presidents, Congress and Supreme Court) over 1865 -1992. Students will be able to explain the impact of state vs federal 	<ul style="list-style-type: none"> Compare and contrast Change and continuity Interpretation Cause and consequence Chronology Significance 	<ul style="list-style-type: none"> Affirmative Action Amendment Black consciousness Bifurcation Black Panthers Boll weevil Bourbons Carpetbaggers Congress CORE – Congress of Racial Equality Crop-lien system Deep South De facto De jure 	<ul style="list-style-type: none"> - How much progress did Abraham Lincoln make in improving AA civil rights? - How much progress did Andrew Johnson make in improving AA civil rights - Paragraph explaining the position of AA in the reconstruction era - How much progress was there for black Americans between 1865 and 1877? - Gilded Age – Interpretation Q 	HT Overviews

		<p>rights in aiding and hindering African American civil rights.</p> <ul style="list-style-type: none"> - Will be able to explain the role of anti and pro-civil rights groups. - Will be able to analyse what happened to the Civil Rights movement after the 1960s up to 1992. - Will be able to analyse the nature and extent of progress in civil rights in the Gilded Age, New Deal era and the Black Power movement. 		<p>Emancipation Proclamation Enfranchised Equal Employment Opportunities Commission Federal system Freedmen Ghetto Harlem Renaissance Jim Crow Ku Klux Klan (KKK) The melting pot National Association for the Advancement of Colored People (NAACP) Nation of Islam Negro Populist party Primaries Reconstruction Sharecropping Social Darwinism Southern Christian Leadership Conference (SCLC) State legislature Student Non-violent Coordinating Committee (SNCC) Universal Negro Improvement Association (UNIA) Veto White Citizens' Councils</p>	<ul style="list-style-type: none"> - Who was the better leader; Booker T. Washington or W.E. Du Bois? - Gilded Age – Interpretation Q - New Deal – Interpretation Q - Discrimination against AA remained strong throughout the period 1865-1940? - Were the Civil Rights protests more or less important than presidential actions? - Why did the civil rights movement become fragmented after 1966? <p>Black Power – Interpretation Q</p>	
OCR A Level Civil Rights – Women	<p>Government and control Migration Religion Law and order Public Health</p>	<ul style="list-style-type: none"> • Will be able to analyse the position of women in 1865 • Will be able to evaluate the impact on women's rights of the campaign for prohibition • Will be able to analyse the impact the campaign for women's suffrage had on women's civil rights. • Will be able to analyse the impact of events such as the World Wars and the New Deal had on women's civil rights • Will be able to evaluate the extent of changing economic and employment opportunities. • Will be able to analyse the impact of the rise of feminism and its opponents; including looking at Roe Vs Wade, 1973 and the campaign for the Equal Rights Amendment 	<p>Compare and contrast Change and continuity Interpretation Cause and consequence Chronology Significance</p>	<p>Daughters of the American Revolution Enfranchised Equal Employment Opportunities Commission Feminists The Feminists National Association of Colored Women (NACW) The National Consumers' League (NCL) The National Right to Life Committee National Women's Loyal League The National Women's Party The National Women's Political Caucus Prohibition Radicals Speakeasies Temperance The Women's Christian Temperance Union</p>	<ul style="list-style-type: none"> - What was the position of women in the Gilded Age? - Gilded Age – Interpretation Q - The First World War was the most important turning point in the development of women's civil rights. How far do you agree with this view of the period from 1865-1940? - New Deal – Interpretation question <p>How united were American women in support of gender equality in the period 1865-1992?</p>	HT Overviews HT Overviews
OCR A Level Civil Rights -Native Americans	<p>Government and control Migration Religion Law and order</p>	<ul style="list-style-type: none"> ○ Will be able to analyse the position of Native Americans in 1865 ○ Will be able to analyse the impact of the Plains Wars (1854-1877) 	<p>Compare and contrast Change and continuity Interpretation Cause and consequence Chronology</p>	<p>Bureau of Indian Affairs The five civilised tribes The Indian Rights Association (IRA) Indian Vocational Training Act 1956 Manifest Destiny</p>	<ul style="list-style-type: none"> - To what extent did Native Americans resist assimilation in the 20th century? 	HT Overviews

		<ul style="list-style-type: none"> ○ Will be able to analyse the impact of the Dawes Act 1887 ○ Will be able to analyse the impact of the acquisition of US citizenship of 1924 ○ Will be able to evaluate the impact of the New Deal ○ Will be able to analyse the impact of the American Indian Movement in the 1960s and 1970s ○ Will be able to analyse the relationship between Native Americans and the Supreme Court and evaluate the impact it had on Native American civil rights. ○ Will be able to evaluate the impact Native American pressure groups had on developing Native American civil rights. 	Significance	Native Americans Rights Fund (NARF) National Congress of American Indians (NCAI) National Indian Youth Council (NIYC) Native capitalism Nativism Reservations	'The policies of the Federal Government failed to support the civil rights of Native Americans'. To what extent do you agree with this view of the period from 1865-1992?	
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OCR A Level Civil Rights – Trade Unions	Government and control Migration Religion Law and order	<ul style="list-style-type: none"> ○ Will understand the position of Union and labour rights in 1865 ○ Will be able to analyse the impact of new immigration and industrialisation on union development ○ Will be able to evaluate how the role of Federal governments in supporting and opposing union and labour rights ○ Will be able to analyse the impact of the World Wars on union and labour rights ○ Will be able to evaluate how significant the 1960s were to union and labour rights. ○ Will be able to analyse the importance of Chavez and the UFW to union and labour rights. ○ Will be able to evaluate the significance of the Reagan era and PATCO strike 	Compare and contrast Change and continuity Interpretation Cause and consequence Chronology Significance	The Amalgamated Association of Iron and Steel Workers (AA) Blue-collar workers Closed shop Congress of Industrial Organisations (CIO) Contract system Laissez-faire Lobbying National Labor Relations Board (NLRB) Pullman coaches Service economy The Taft-Hartley Act (Labor Management Relations Act), 1947 The Teamsters White-collar workers Wild-cat strike Yellow Dog contract	<ul style="list-style-type: none"> - What was the key reason why Trade Unions had a lack of solidarity? - The Federal Government hindered rather than helped the development of labour and trade union rights. How far do you agree? - How important were the actions of the federal government in promoting the rights of labour between 1950-1969? - The 1930s were the most important turning point in the development of Trade Union and labour rights. How far do you agree with this view of the period from 1865 to 1992? <p>Gilded Age – Interpretation Q</p>	HT Overviews
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Curriculum Coherence

Year 13

During their final year students are able to revise their knowledge from the previous year and refine their essay writing skills, practising interpretation analysis, thematic essays and turning points essays. Their Tudor unit tests them on an extended period of History of about fifty years through a source-based option and an essay. This paper requires them to use four written primary sources to assess the validity of a view, considering the provenance of the source and applying contextual knowledge in order to reach a judgment about the question. Their Germany unit tests an extended period of History of about one hundred years. Students need to consider the significance or importance of different factors, individuals and events and reach supported judgments.

Medium Term Plan Title/Topic	Themes/Concepts	Key Core Knowledge Foci	Application/Skills Foci	Ambitious Tier 2/3 Vocabulary	Assessment	Independent Learning
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OCR A Level – 1485-1558: The Early Tudors	Empire Government and control Religion	<ul style="list-style-type: none"> - The legacy of the War of the Roses and the reasons for Henry VII’s ascendancy to the throne. - The threat that Henry VII faced from Yorkists and how effectively he dealt with these during his reign - Henry VII’s actions in securing his domestic rule; primarily finance, control of the nobility and the establishment of his Royal Court. - Henry VII’s aims in terms of foreign policy, his actions to secure these aims and his overall effectiveness - Henry VII’s aims as King and the extent to which they were influence by his personality, values and beliefs. - The reasons for Thomas Wolsey’s rise to prominence in the Court of Henry VIII and the extent to which good fortune played a part in this rise in comparison to Wolsey’s personal qualities - The extent to which Wolsey could be considered to be a ‘dictator’ and a range of evidence to both support and challenge this view - Wolsey’s actions in domestic affairs (Social Reform, control of the Nobility, Church Reform, Legal Reform, Tax Reform) and the extent to which could be considered effective. - Henry VIII’s aims in terms of his foreign policy in the years 1509-1529, his actions to secure these aims and his overall effectiveness - The reasons for Wolsey’s fall from power and extent to which the failure to secure a divorce for Henry contributed to this. - The impact of Thomas Cromwell’s reforms of Tudor government and the extent to which they could be characterised as ‘revolutionary’. - Henry VIII’s aims in terms of foreign policy in the years 1540-47, his actions to secure these aims and his overall effectiveness. - Henry VIII’s personal rule between 1540 and 47, challenges to his Royal Authority and his overall effectiveness in domestic affairs. 	Compare and contrast Change and continuity Using primary evidence Cause and consequence Chronology Significance	Amicable Grant Attainder Benevolence Chantry Court Learned in the Law Debasement Ecclesiastical Eltham Ordinances Enclosure Feudal Dues General Proscription Gentry Habsburg Heretical Justice of the peace Legatine Court Legatus a Latere Leviticus and Deuteronomy Livery Lord Chancellor Lutheran Magnus Intercursus Maintenance Malus Intercursus Penance Pilgrimage of Grace Praemunire Privy Chamber Privy Council Purgatory Recognisance Retainer Royal Prerogative Simony Star Chamber Statute Subsidy Act Supremacy Transubstantiation Usurper	<ul style="list-style-type: none"> • ‘To what extent was control of the nobility Henry VII’s greatest domestic success?’ • ‘How successful was Henry VII’s foreign policy?’ • ‘To what extent did Henry VIII’s foreign policy meet his aims in the period 1509-29?’ • ‘How effectively did Henry VII deal with Yorkist threats to his throne?’ • Assess the reasons for Wolsey’s rise to power • How successful were Wolsey’s domestic policies? • To what extent were the aims of Henry VIII’s foreign policy achieved in the period from 1509 to 1529? • How effectively did Henry VIII govern between 1540 to 1547? • Henry VIII’s foreign policy in the period 1540 to 1547 failed to achieve its aim. How far do you agree? • Using these four sources in their historical context, assess how far they support the view that enclosure was the main cause of unrest in 1549. (Rebellions and unrest) • Using these four sources in their historical context, assess how far they support the view that the attempt to exclude Mary Tudor from the throne in 1553 was a serious threat to the Tudor dynasty. (Stability of the Monarchy) 	HT overviews Example HT1: Introductory Tudor Research Task – Students to work through an 8 task research investigation to provide contextual knowledge on the Early Modern period. Tasks include a biography of Henry VII and VIII’s, the creation of an annotated map of the British Isles and an overview of England in 1500 in terms of key themes in society and the economy. HT2 – Review of Thomas Cromwell’s background and impact using amongst other resources an episode od Radio 4’s Great Lives series
OCR A Level – Democracy and Dictatorships, 1919-1963	Government and control Migration Religion Law and order Empire	<ul style="list-style-type: none"> • To explain the consequences of the First World War on Germany • To evaluate the strengths and weaknesses of the Weimar Constitution. 	Cause and consequence Chronology Significance	Anschluss Anti-Semitism Appeasement Armistice Aryan	- How well did Ebert deal with the aftermath of WWI?	HT Overviews

		<ul style="list-style-type: none"> • To explain the impact of the Treaty of Versailles and the political, social and economic impact it had on the strength of the Weimar government. • To evaluate how serious the challenges were to the Weimar Republic from both the left and right wing. • To consider the challenges the Weimar Republic faced in 1923 • To know what a coalition government is and how stable the Weimar Republic was politically during the period 1928-32 as a result • To evaluate how much Stresemann was able to achieve in terms of economic and foreign policy and how 'golden' these years were. • To consider how German culture changed under the Weimar government and freedom of speech • To explain Brüning's approach to the Weimar Republic's economic problems and the use of emergency decrees started the end of parliamentary democracy • To consider the impact of the Wall Street Crash and the Great Depression on Germany's economy and society and analyse to what extent it led to the rise of the Nazi Party. • To analyse the factors which led to Hitler increasing his share of the vote between 1928 and 1933. • To analyse the different reasons for Hitler's rise to Chancellorship including the Backstairs intrigue. • To comprehend the early development of the Nazi Party prior to the Munich Putsch and then how it was reorganised post-1923 • To analyse the steps Hitler took to move from Chancellor to Fuhrer <ul style="list-style-type: none"> • The Reichstag Fire • The March elections and the Enabling Act • Gleichschaltung • The creation of the one-party state • The Night of the Long Knives • The army oath and death of Hindenburg • To debate whether the creation of a Nazi dictatorship was inevitable. • To analyse how propaganda and censorship and terror and violence were used alongside each other to maintain control over the citizens of Germany. • To evaluate how effectively the Nazi Party dealt with the Church • To assess how strong the opposition was to the Nazis and the reasons for their opposition. 		Autarky Autocratic Blitzkreig Bolshevism Chancellor Communist Constitution Demagogue Democracy Détente Euthanasia Fascism Freikorps Gauleiter Genocide Gleichschaltung Hegemony Holocaust Hyperinflation Junkers Lebensraum Luftwaffe Marxist Mittlestand Nationalism Plebiscite Proletariat Rapprochement Reichstag Reparations Show trial Soviet Spartacist Sturm-Abteilung Totalitarian Volksgemeinschaft Wehrmacht Weltpolitik	<ul style="list-style-type: none"> - To what extent was there a revolution in Germany 1918-1919? - Which of the following was a greater threat to the stability of the Weimar Constitution? <ul style="list-style-type: none"> ○ Weimar Constitution ○ Treaty of Versailles - Which of the following was the greater threat to the stability of the Weimar Republic? <ul style="list-style-type: none"> ○ The threat from the left ○ The threat from the right - How 'golden' was the Weimar republic between 1924 and 1928 in terms of economy? - To what extent were the years 1923-1929 the 'Golden Years' of Germany? - Hitler's appointment as Chancellor Germany was due more to the weaknesses of his opponents than Nazi strengths'. How far do you agree? - Which was of greater importance in establishing the Nazi dictatorship? <ul style="list-style-type: none"> ○ The Enabling Act ○ The Night of the Long Knives - 'Nazism had not produced a social revolution in Nazi Germany by the start of the war'. How far do you agree? - To what extent do you agree that economic factors explain Germany's military defeat? - Which of the following had a greater influence in destabilising the Nazi regime during the war: 	
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- To analyse to what extent the lives of women and young people were affected by Nazi policies
- To understand how antisemitic policies developed during the early years of Nazi rule, 1933-1939
- To be able to evaluate the effectiveness of Nazi economic policies including Schacht's New Plan, Goering's Four-Year Plan autarky
- To analyse to what extent workers and business owners benefitted from Nazi work policies including public works programmes, conscription and 'Strength through Joy'
- Will be able to analyse how the economy changed for war and the impact Total War had on the economy, armaments and the German people.
- Will be able to evaluate the impact Allied bombing had on Germany, including morale and rationing.
- Will be able to analyse how Nazi racial policies developed during the war and how the Final Solution was able to come about.
- Will be able to analyse the impact opposition and resistance had on the Nazi regime.
- Will be able to analyse the consequences of the Second World War, analysing how the Cold War developing, considering the Potsdam Conference, the division of Germany, Bizonia and developments in the Soviet Zone, currency reform and the Berlin Blockade.
- Will be able to explain how West Germany and the DDR came to be created.
- Will be able to analyse how the Basic Law and the constitution of West Germany were developed and improved from the Weimar Constitution.
- Will be able to evaluate the extent to which an 'economic miracle' occurred in West Germany.
- Will be able to evaluate the extent to which political and social stability was achieved.
- Will be able to evaluate the successful of West Germany's foreign policy, considering rapprochement with France, the EEC, rearmament, NATO, the policy towards the USA and the USSR.
- Will be able to analyse the results of elections of 1953, 1957 and 1961
- Will be able to analyse the significance of the building of the Berlin Wall
- Will be able to analyse the reasons for Adenauer's decline, including the Der Spiegel Crisis of 1962.

- German opposition
 - Public morale
 - The impact of the Second World War was the main reason why the Nazi government decided to pursue the Final Solution. How far do you agree?
 - Which was more important in ensuring stability in the Federal Republic in the years 1949-1963:
 - The Basic Law
 - The Economic Miracle
 - Which of the following was a greater success for the Federal Republic of Germany in the years 1949-1963:
 - The economy
 - Foreign policy
- The policies of the German Democratic Republic transformed German society in the years 1949-1963'. How far do you agree?

		<ul style="list-style-type: none">• Will be able to analyse the reasons for an uprising in the GDR in 1952.• Will be able to evaluate the success of economic policies in the GDR, including land reform, collectivisation, nationalisation and heavy industry.• Will be able to evaluate the extent of social change in the GDR between 1949-1963, focusing in on churches, Trade Unions, education and youth.				
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