

## What are the aims and intentions of this curriculum?

The aims and intentions of the History Curriculum is that students can have deeper knowledge of the various History topics. Through this they can remember long term the content that they have been taught and integrate new knowledge into larger concepts. Additionally, students are expected to develop the range of skills needed to become confident in their own opinions, make well supported judgements and expressing them articulately using keywords from topics taught and include historical vocabulary. The students are also expected to sit trial examinations to develop and nurture stamina and technique over time. This is to prepare the students for the end of KS4 GCSE History examination where they are expected to employ all the skills and content taught over the two-year period. Finally, the students are expected to become well rounded, healthy, and resilient learners. Through this they are emotionally and mentally prepared to cope with the demands of learning and the pressures, which adolescent years can bring.

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Summer 2	Weimar and Nazi Germany	<p><b>Changes in society, 1924-29</b></p> <ul style="list-style-type: none"> <li>• Unemployment and Unemployment Insurance, Housing, Work Wages</li> <li>• Changes for women in the Weimar Republic (Women at work, women at leisure)</li> <li>• Cultural Changes in the Weimar Republic (Art, Architecture, Cinema)</li> </ul> <p><b>Early development of the Nazi Party, 1920-22</b></p> <ul style="list-style-type: none"> <li>• Hitler’s Early career in politics (25- point programme, Hitler’s personal appeal, Party organisation, Role of the SA.</li> <li>• The Munich Putsch, 1923</li> <li>• The Lean Years of the Nazi Party (Mein Kampf, Party Organisation, Nazi Headquarters, Bamberg Conference, 1926)</li> </ul> <p><b>Key terms:</b> Treaty of Versailles, Reichswehr, Reichstag, Rentenmark, Propaganda, 25 point programme, censorship, totalitarian.</p> <p>Students will develop critical thinking skills that can be beneficial in their careers. They will present information in a logical and sequential manner.</p> <p>Students will develop an understanding of the role of government and politics in shaping the social beliefs</p>	<p>Students will be engaged in topics about the growth in Nazi Support and how Hitler gained and consolidated power and started persecuting minorities in Germany. They are expected to develop</p> <ul style="list-style-type: none"> <li>• Critical thinking skill.</li> <li>• The skill of interpreting sources.</li> <li>• The skill of assess the usefulness of sources by using own knowledge and analysing the provenance.</li> <li>• The skill of showing case and effect.</li> <li>• The skill of writing well developed argument based on interpretation of the interpretation.</li> <li>• The skill of organising content.</li> <li>• The skill of identifying the differences between interpretations.</li> <li>• The skill of making well-reasoned judgement and arriving at a conclusion.</li> <li>• The skill of independent learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Research projects</li> <li>• Group presentations</li> <li>• In class assessment</li> <li>• Weimar Germany (Essay Practice on each type of questions, [Inferencing, main difference between interpretations, usefulness of sources, why interpretations differ.]</li> </ul>

and norms of society. They will state how they would have felt living in Germany.

Autumn 1

Weimar and Nazi Germany

**Growth in Nazi Support, 1929-32**

- The Wall Street Crash in the USA (Unemployment – the impact on the people, The Failure to deal with unemployment, Rise in support for KPD and NSDAP)
- Support for the Nazi Party (Working class, big business, middle –class support, farmers, young people, the appeal of Hitler and the SA, Women.
- Hitler became Chancellor (Political development in 1932)

**The Creation of a dictatorship 1933-34**

- Reichstag Fire – 1933, The Enabling Act – 1933, The Night of the Long Knives- 1934, Death of Hindenburg – 1934

**The Police State**

- Gestapo, SS, SD, Controlling the Legal System, Controlling the Law Courts, Controlling religious views

Controlling and influencing attitudes

- Goebbels and Propaganda

**Opposition, resistance and conformity**

- Pastors' Emergency League (PEL), Confessing Church)
- Opposition from the Young (Edelweiss Pirates, Swing Youth)

**Nazi Policies towards women**

- Lebensborn, Divorce Laws, The Law for the Encouragement of Marriage, 1933, Mother's Cross.

Students will be engaged in topics about the growth in Nazi Support and how Hitler gained and consolidated power and started persecuting minorities in Germany.

They are expected to develop

- Critical thinking skill.
- The skill of interpreting sources.
- The skill of assess the usefulness of sources by using own knowledge and analysing the provenance.
- The skill of showing case and effect.
- The skill of writing well developed argument based on interpretation of the interpretation.
- The skill of organising content.
- The skill of identifying the differences between interpretations.
- The skill of making well-reasoned judgement and arriving at a conclusion.
- The skill of independent learning.

- Research projects
- Group presentations
- In class assessment
- Weimar Germany (Essay Practice on each type of questions, [Inferencing, main difference between interpretations, usefulness of sources, why interpretations differ.]

		<p><b>Nazi policies towards the Young</b></p> <ul style="list-style-type: none"> <li>• The League of German Maidens, Hitler Youth, Pimpfe, German Young People</li> </ul> <p><b>Employment and Living Standards</b></p> <ul style="list-style-type: none"> <li>• The Labour Service (RAD), Autobahns, Rearmament, Invisible Unemployment, The Labour Front (DAF), Beauty of Labour (SDA),</li> </ul> <p><b>Persecution of minorities</b></p> <ul style="list-style-type: none"> <li>• Antisemitism, Eugenics, Untermenschen, Slavs, Gypsies, Homosexuals, Jews – boycott of Jewish shops, Nuremberg Laws, Kristallnacht)</li> </ul> <p>Students will develop critical thinking skills that can be beneficial in their careers. They will present information in a logical and sequential manner.</p> <p>Students will develop an understanding of the role of government and politics in shaping the social beliefs and norms of society. They will state how they would have felt living in Germany.</p>		
<p><b>Autumn 2</b></p>	<p>Superpower Relations and the Cold War</p>	<p><b>Early Tension between East and West</b> (Communism vs Capitalism)</p> <ul style="list-style-type: none"> <li>• Conferences (Tehran, Yalta, Potsdam) Iron Curtain Speech, Telegrams, Atomic Bomb, Satellite States.</li> </ul> <p><b>Development of the Cold War</b></p> <ul style="list-style-type: none"> <li>• Truman Doctrine, Comecon, Cominform, Dollar Imperialism, Berlin Crisis- 1948, NATO, Warsaw Pact</li> </ul> <p>Students will understand the role played by different groups of people in enforcing the Nazi ideology. Students will discuss the reason why some careers are important in shaping society.</p> <p>Students will develop an understanding of religious persecution and outline the reason why it is important to have a tolerant society. This could be based on their experience of Britain and the promotion of the British values.</p>	<p>Students will be engaged in topics around the beginning of the Cold War.</p> <p>They are expected to develop</p> <ul style="list-style-type: none"> <li>• Critical thinking skill.</li> <li>• The skill of showing cause and effect.</li> <li>• The skill of writing well developed narrative that sequences and event.</li> <li>• The skill of organising content</li> <li>• The skill of making well-reasoned judgement and arriving at a conclusion.</li> <li>• The Skill of independent learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Research projects</li> <li>• Group presentations</li> <li>• In class assessment</li> <li>• Cold War Portfolio (Essay Practice on each type of questions, [consequences narrative, importance])</li> </ul>

<p><b>Spring 1</b></p>	<p>Superpower Relations and the Cold War</p>	<p><b>The Cold War Intensifies</b></p> <ul style="list-style-type: none"> <li>Arms race, Death of Stalin, Khrushchev Secret Speech, Hungarian Uprising 1956</li> <li>Berlin Crisis 1958-63 and impact of the Berlin Wall, Berlin Ultimatum, Summits,</li> <li>Cuban Missile Crisis (Cuban Revolution, Bay of Pigs Invasion)</li> <li>Czechoslovakia, 1968-69 (Prague Spring, Brezhnev Doctrine)</li> </ul> <p>Students will discuss the careers that would use historical knowledge of these events. Careers should include: teachers and lawyers..</p> <p>Students will appreciate the importance of forming alliances in the cold war, and link that to forming friendships and relationships in schools.</p>	<p>Students will be engaged in topics about the Cold War intensifies.</p> <p>They are expected to develop</p> <ul style="list-style-type: none"> <li>Critical thinking skill.</li> <li>The skill of showing cause and effect.</li> <li>The skill of writing well developed narrative that sequences and event.</li> <li>The skill of organising content</li> <li>The skill of making well-reasoned judgement and arriving at a conclusion.</li> <li>The Skill of independent learning.</li> </ul>	<ul style="list-style-type: none"> <li>Group presentations</li> <li>Debates</li> <li>Research Project</li> <li>In class assessment</li> <li>Cold War Portfolio (Essay Practice on each type of questions, [consequences narrative, importance])</li> </ul>
<p><b>Spring 2</b></p>	<p>Superpower Relations and the Cold War</p>	<p><b>Attempts to Reduce Tension between East and West, 1969-79</b></p> <ul style="list-style-type: none"> <li>Détente (SALT 1, Helsinki Accords, SALT 2)</li> <li>Invasion of Afghanistan (Mujahideen, Economic Sanctions, Olympic Boycotts, Carter Doctrine, Withdrawal of SALT 2 from Senate)</li> </ul> <p><b>Second Cold War</b></p> <ul style="list-style-type: none"> <li>Ronald Reagan become President (Evil Empire Speech, Strategic Defense Initiative, Reagan Doctrine, Invasion of Grenada, New Weapons)</li> <li>Mikhail Gorbachev New Soviet Leader (Perestroika, Glasnost, End of Brezhnev Doctrine, Chernobyl, Summits, Fall of communism in the Satellite States, Fall of Berlin Wall, Dissolution of the Warsaw Pact, Fall of Gorbachev, Fall of the Soviet Union.</li> </ul> <p>Students will develop their public speaking skills through presentations. They will understand that this is an important career skill..</p> <p>Students will work together in groups to create their presentation the importance of collaboration will be emphasised.</p>	<p>Students will be engaged in topics about the ending the Cold War.</p> <p>They are expected to develop</p> <ul style="list-style-type: none"> <li>Critical thinking skill.</li> <li>The skill of showing cause and effect.</li> <li>The skill of writing well developed narrative that sequences and event.</li> <li>The skill of organising content</li> <li>The skill of making well-reasoned judgement and arriving at a conclusion.</li> <li>The Skill of independent learning.</li> </ul>	<ul style="list-style-type: none"> <li>Research projects</li> <li>Group presentations</li> <li>In class assessment</li> <li>Cold War Portfolio (Essay Practice on each type of questions, [consequences narrative, importance])</li> </ul>

## Summer 1

Anglo Saxon and Norman England

### Anglo Saxon Society

- The Social System (Slavs, Thegns, slaves, Earls)
- Government (Witan, Earldoms, Danelaw, Shire reeves)
- The Legal System (Blood Feuds and Wergild)
- The Anglo-Saxon Economy (Towns, Trade, Villages)

### The Last Years of Edward the Confessor and the Succession Crisis

- The House of Godwin
- Harold's Embassy to Normandy
- The rising against Earl Tostig
- Death of Edward the Confessor

### The rival claimants for the throne.

- Harold Godwinson, Edgar Aethling, Harald Hardrada, William of Normandy.
- Harold's coronation and reign

Students will discuss the importance of the legal system in the Anglo Saxon society and the similarities with the legal system today.

Students will compare hierarchal system of the Anglo Saxons and compare it with the society that we live in today. How would life be different if we still had that system?

Students will be engaged in topics about Anglo Saxon England.

They are expected to develop

- Critical thinking skill.
- The skill of showing cause and effect.
- The skill of writing well developed argument with a well-reasoned conclusion.
- The skill of organising content
- The Skill of independent learning.
- The skill of identify the key features associated with a topic.

- Group presentations
- Debates
- Research Project
- In class assessment
- Anglo Saxon and Norman England Portfolio (Essay Practice on each type of questions, [Feature, explain why, How far do you agree?])