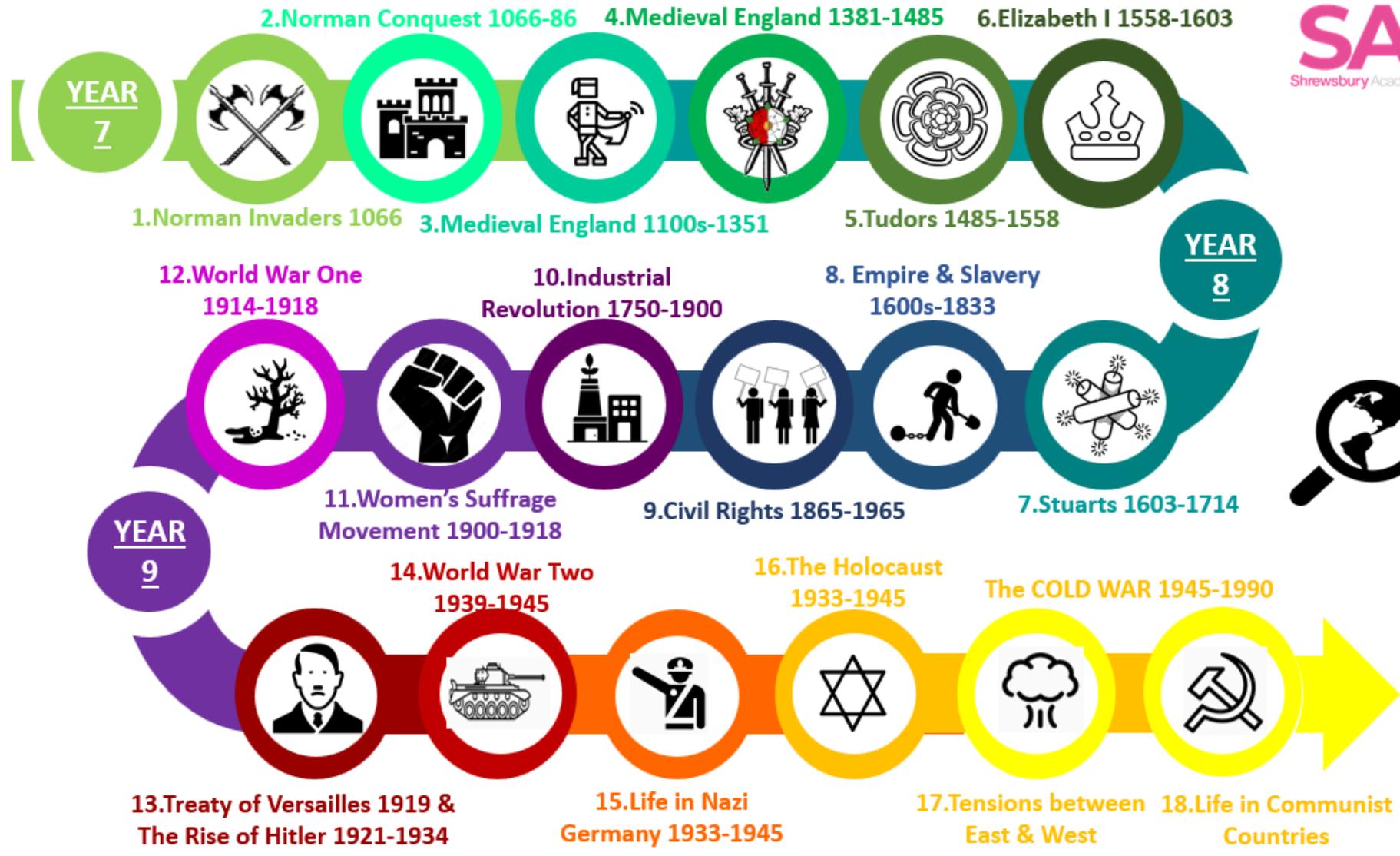


We are striving to enlighten pupils to a range of events and issues, and to cultivate enquiring outlooks on Britain and the world, with skills that can be applied in other subjects and in their future endeavours. Pupils will be equipped to explore different people's perspective on issues and events, and to think critically about the world in which they live. Understanding key concepts within History, such as significance, causation and consequences, will open the door for students to ask insightful questions, analyse information and convey their views in a methodical and structured way.

KS3 HISTORY CHAPTERS



YEAR
7

Bridging the gap



Medieval England



Tudors: Elizabeth I



Norman Conquest

Tudors

Assessed pieces are formative and cumulative across Key Stage 3; building on skills and concepts already taught in previous units.

- What is History?
- Why Can History be dangerous?
- What were the Silk Roads?
- Why was Baghdad the important in the spread of wisdom

KEY WORDS

Bias
Scholarship
Source
Interpretation
Chronology

- Causes of the Norman Invasion
- The Battle of Stamford Bridge and Hastings
- How did the Normans control England?
- Feudal System
- Thomas Beckett
- The Crusades
- King John and the Magna Carta

KEY VOCABULARY

Contenders
Harald Hardrada
Harold Godwinson
William of Normandy
Battle

- Religion and Power
- Thomas Beckett
- The Crusades
- King John and the Magna Carta
- The Black Death
- Peasants Revolt
- Medieval Warfare: Life of a knight

KEY VOCABULARY

Peasants
Lords
Feudal System
Monasteries
Religion

- Richard III: Princes in the Tower
- Henry VIII: Rome and Divorce
- Dissolution of the monasteries
- Does Mary I deserve to be called Bloody Mary?
- Elizabeth I problems
- Who should marry Queen Elizabeth?
- The Spanish Armada

KEY VOCABULARY

Catholic
Protestant
Reformation
Exploration
Heretic

Chapter Checks

Baseline Test

'Neither Silk nor Roads; How far do you agree with this statement about the Silk Roads? →

Why did William win the Battle of Hastings?

King John was the main reason for the Magna Carta: do you agree? →

Were economic reasons the biggest cause of the Peasants Revolt? →

Why did Henry VIII change the church?

Was religion the biggest threat Elizabeth faced during her reign?

YEAR 7

The Big Picture

A chronological sequence which starts with the pre-Norman invaders, then the Battle of Hastings, life during the medieval period and the Tudor monarchs. A selection of political, religious and social historic events will be covered.

Year Group:
7 History

Intent Units covered: Pre-1066, 1066 and the Battle of Hastings, How did the Normans keep control?, Medieval life and the Tudors.

Key skills covered: Cause & consequence, Change & continuity, Source Analysis, Interpretation.

Knowledge to be covered: How did William win Hastings? Domesday book, Motte and Bailey castles (local focus), Stone Castles (local focus), Catholic Church, Monasteries (local focus) murder of Archbishop Becket, Magna Carta, Black Death, Peasants' Revolt, Village Life, Town Life in Shrewsbury, Crime & Punishment, Battle of Shrewsbury, Wars of the Roses, the Tudors, criticisms of the Catholic Church, Henry VIII, reformation, Mary I, Elizabeth, religious settlement, Mary, Queen of Scots, voyages, the Spanish Armada.

Implementation

- Students receive 1 hour of History per week which is taught by 4 subject specialists.
- Over the academic year they will study 6 chapters (Norman Invaders, Norman Conquest, Early Medieval, Late Medieval, Early Tudors, Queen Elizabeth) and continue to develop their understanding of the key golden threads.
- The chapters throughout KS3 are built with the golden threads and Powerful knowledge at the forefront of decision making – they are well sequenced so that these threads are prominent in every chapter and the level of challenge is heightened.
- TLAC strategies are at the heart of our implementation – cold calling, everybody writes, turn and talk and the use of whiteboards feature regularly throughout our delivery.
- Independent learning is often literacy/retrieval based with knowledge organisers used to support student retrieval.
- Expected and greater depth statements are clearly shared with students; alongside regular opportunities for students to demonstrate their understanding – chapter checks occur throughout the academic year (see right)

KS3 Assessment Principles (how are you checking against Expected and Greater depth?)

- **Chapter Checks** at the end of each chapter, which are quick questions from memory, and paragraph practice based on the Historical Skill for that chapter
- Retrieval starters & exit tickets used to find gaps in pupil knowledge

Autumn Term: Normans, Early Medieval

Spring Term: Late Medieval

Summer Term: The Tudors

Year 8 1603-1918

Stuarts, British Empire & Slavery 1700s-1800s, Civil Rights 1865-1965, Industrial Revolution 1750-1900, Women's Suffrage, WWI 1914-1918

Year 9 1919-1990

Treaty of Versailles, Germany 1919-1933, Steps to War 1933-39, Life in Nazi Germany 1933-1945, Anti-Semitic policies, Cold War & Life in Communist Countries 1945-1990

Impact

End of the year, students will have contextual knowledge about how people in the medieval period organized society, what their lives were like, why key events were important and what events led to other developments. They will be familiar on how to analyse sources and put events in to order.

Next year these skills will be developed by repeating their application to other events in History.

Content (topic/unit name/enquiry question)	Substantive Knowledge (Established facts - When this is learnt they are at <u>expected standard</u>)	This is your Powerful Knowledge			
		Disciplinary Knowledge (specialist and in-depth subject knowledge "thinking like a....")	Key formative questions (TLAC – cold calling/whiteboards/ AFL opportunities) What does <u>greater depth</u> look like?	Misconceptions	Key Vocabulary
Chapter 1 – Introduction & Norman Invasion	<ul style="list-style-type: none"> Invaders & Settlers Anglo-Saxons and Normans Contenders for the throne 1066 Battles of Stamford Bridge and Hastings 	<ul style="list-style-type: none"> Cause and Consequence Introduction to source analysis Judgement Inference 	<ul style="list-style-type: none"> Who lived and entered Britain before 1066? Who were the Normans and Anglo-Saxons? Who should have become King in 1066? Which units were found in the armies of 1066? 	<ul style="list-style-type: none"> English culture was entirely Anglo-Saxon Harald vs Harold 	<ul style="list-style-type: none"> Succession Conquest Invasion Settlers Anglo-Saxon Norman Knights
Chapter 2 – Norman Conquest	<ul style="list-style-type: none"> William's problems – Tax, rebellion, security, Harrying of the North Feudalism Domesday Book Motte and Bailey Stone Keep 	<ul style="list-style-type: none"> Change & Continuity Analysis Inference 	<ul style="list-style-type: none"> What were William's problems after 1066? What were the consequences of the Harrying of the North. How did William restructure English society. How did William know how much to tax people? How effective were Motte and Bailey Castles? How did Castles develop. 	<ul style="list-style-type: none"> Majority of English people were against William. Doomsday rather than Domesday 	<ul style="list-style-type: none"> Harrying Keep Palisade Census Tax Concentric Massacre
Chapter 3 – Medieval Life I	<ul style="list-style-type: none"> The Catholic Church Monasteries (Abbies, convents) Thomas Becket The Magna Carta The Black Death 	<ul style="list-style-type: none"> Source Analysis Inference Judgements Reponses and consequences 	<ul style="list-style-type: none"> How did the Church control and serve the population? Who was to blame for the death of Becket? Why was the Magna Carta signed? Why was the Black Death such a big killer? 	<ul style="list-style-type: none"> Everyone died of the Black Death Kings had total power Everyone could read and write Monasteries were just for religion. 	<ul style="list-style-type: none"> Excommunicate Catholic Protestant Latin Monasteries Archbishop of Canterbury Barons Authority Buboes Pneumonic Bubonic
Chapter 4 – Medieval Life II	<ul style="list-style-type: none"> The Peasants' Revolt Medieval Village Life Medieval Town Life Medieval Crime & Punishment Battle of Shrewsbury 1403 Wars of the Roses 1455-1485 	<ul style="list-style-type: none"> Change & Continuity 	<ul style="list-style-type: none"> What happened, why and what impact did it have? How did peasants live? What was town life like compared to that of the villages? Why was it signed and is it important? Why do we have a battlefield? Why did we have war for 30 years? 	<ul style="list-style-type: none"> Peasants never <u>took action</u> Nothing ever happens in Shrewsbury 	<ul style="list-style-type: none"> Wat Tyler John Ball Revolt Open sewers Butcher rules Trial by ordeal Archers King Henry IV Harry Hotspur Richard I
Chapter 5 – The Tudors	<ul style="list-style-type: none"> Criticisms of the Catholic Church Henry's problems Henry's wives What was the reformation? Bloody Mary? What was the Renaissance? 	<ul style="list-style-type: none"> Interpretation 	<ul style="list-style-type: none"> What were the criticisms of the Catholic Church? Why did Henry break from Rome in the 1530s? Who married Henry and what happened to her? What Protestant changes did Henry VIII and Edward VI make? 	<ul style="list-style-type: none"> Henry set out to have 6 wives He was a protestant That Mary was a poor & <u>vicious-queen</u> 	<ul style="list-style-type: none"> Henry VIII Divorce Power Money Protestant Martin Luther Reformation Counter Reformation

				<ul style="list-style-type: none"> • Did Mary deserve her nickname 'Bloody Mary'? · What was the Renaissance? 		
	Chapter 6 – Elizabeth I	<ul style="list-style-type: none"> • Introduction to Elizabeth • Elizabeth's portraits • Elizabeth and religion • Mary Queen of Scots • Voyages • The Spanish Armada 	<ul style="list-style-type: none"> • Cause & Consequence 	<ul style="list-style-type: none"> • What did people expect from Elizabeth I at the age of 25? • How did Elizabeth use paintings to communicate messages about her reign? • How successful was Elizabeth's religious settlement? • Why was Mary Queen of Scots such a threat to Elizabeth? • How did Francis Drake circumnavigate the earth? • Why did the Spanish fail? 		<ul style="list-style-type: none"> • Religious Settlement • Protestant • Catholic • Papal Bull • Plot • King Philip of Spain • Francis Drake • Circumnavigation • Armada • North Sea • English Channel • fireships

Assessed pieces are formative and cumulative across Key Stage 3; building on skills and concepts already taught in previous units.

World War 1: The Somme



World War 1

Industrial Revolution



Civil Rights



Empire and Slaves



Stuarts

YEAR
8

- Europe in the 20th century
- Causes of World War I
- Trench Life
- The Somme
- The Russian Revolution
- American Involvement
- Final months of World War I
- Remembrance and memorials

KEY VOCABULARY

Kaiser
Technology
Trenches
Tommies
Armistice

- Britain in the 18th century
- Population and the birth of factories
- Life in towns
- Medicine and public health
- Leisure and sports in the 19th century

KEY VOCABULARY

Revolution
Factories
Pollution
Public Health
Cholera

- Key figures in the Civil Rights Movement – Martin Luther King Jr, Malcolm X, Rosa Parks
- The Death of Emmet Till
- The right to protest
- Jim Crow Laws and Segregation
- The American Civil War

KEY VOCABULARY

Martin Luther King Jr
Malcom X
Pacifist
Protest
Reform

- French Revolution and the Napoleonic Wars
- Abolition of slavery
- Political reform in the 19th Century
- The British Empire

KEY VOCABULARY

Empire
British
Trade Triangle
Plantation
Abolition

- James I: the coronation and the gunpowder plot
- Causes of the Civil War: Charles I
- Rule of Parliament: Oliver Cromwell
- Charles II/James II: Restoration
- Fire and Plague

KEY VOCABULARY

Civil War
Parliamentarians
Royalists
Regicide
Puritans

Chapter Checks

Was the assassination of Archduke Franz Ferdinand the main cause of WW1?
Does Haig deserve his reputation as the "Butcher of the Somme?"

Was the increasing birth rate the main reason for the population explosion between 1750 and 1900?

Martin Luther King was the most influential figure in the Civil Rights movement. Do you agree?

William Wilberforce was the most influential person in the abolition of the slave trade?

Religion was the main reason Charles lost the English Civil War. Do you agree?

The Big Picture

running year which starts with the Gunpowder Plot, English Civil War, the reasons for the growth of the British Empire, slavery, US Civil Rights after the Civil War 1865-, Industrial Revolution, Women's Suffrage and WWI. A selection of political, religious and social historic events will be covered.

A chronologically

Year Group:
8 History

Intent Units covered: Stuarts, Industrial Revolution, Suffrage, WWI.

Key skills covered: Interpretation, Significance, Consequence, Source Analysis, Interpretation, Causation.

Knowledge to be covered: Gunpowder Plot, causes of English Civil War, Life in English Civil War, New Model Army, Cromwell's England, Charles II's restoration, American Civil War & ending of Slavery, Jim Crow Laws, Emmett Till, Rosa Parks & the Bus Boycott, Little Rock 9, KKK, Martin Luther King, Coalbrookdale & Iron, Inventions and Inventors, Child Labour in the Cotton Mills, Industrial Towns, Suffragists and Suffragettes, Emily Davison, Causes of WWI, Kaiser, Trigger, propaganda, trenches, conditions, new weaponry, WWI poem, Battle of the Somme.

Implementation

- Students receive 1 hour of History per week which is taught by 4 subject specialists.
- Over the academic year they will study 6 chapters (Stuarts, British Empire & slavery, Industrial Revolution, Women's Suffrage, WWI) and continue to develop their understanding of the key golden threads.
- The chapters throughout KS3 are built with the golden threads and Powerful knowledge at the forefront of decision making – they are well sequenced so that these threads are prominent in every chapter and the level of challenge is heightened.
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- Chapter Checks** at the end of each chapter, which are quick questions from memory, and paragraph practice based on the Historical Skill for that chapter
- Retrieval starters & exit tickets used to find gaps in pupil knowledge

Year 7 1066-1603
Battle of Hastings, Norman Conquest 1066-1083, Early Medieval Life, Late Medieval Life, Tudors, Elizabeth 1588-1603

Autumn Term: Stuarts, British Empire & Slavery 1700s-1800s
Spring Term: Civil Rights in America, Industrial Revolution
Summer Term: Women's Suffrage, WWI

Year 9 1919-1990
Treaty of Versailles, Germany 1919-1933, Steps to War 1933-39, Life in Nazi Germany 1933-1945, Anti-Semitic policies, Cold War & Life in Communist Countries 1945-1990

Impact

End of the year, students will have contextual knowledge about people's lives in the industrial revolution and WWI time periods and what their lives were like, why key events were important and what events led to other developments. They will be familiar on how to analyse sources and sequence events.

Next year these skills will be developed by repeating their application to other events in History.

	Content (topic/unit name/enquiry question)	This is your Powerful Knowledge				
		Substantive Knowledge (Established facts - When this is learnt they are at <u>expected</u> standard	Disciplinary Knowledge (specialist and in-depth subject knowledge "thinking like a....")	Key formative questions (TLAC – cold calling/whiteboards/ AFL opportunities) What does <u>greater depth</u> look like?	Misconceptions	Key Vocabulary
	Chapter 7 – The Stuarts 1603-1714	<ul style="list-style-type: none"> Gunpowder Plot Political, Economic and Religious causes of the English Civil War Weapon, food and uniform in the English Civil War. Life in the English Civil War: The New Model Army Interpretations of Oliver Cromwell Charles II 	<ul style="list-style-type: none"> Interpretations Reaching a judgement Backing judgements with evidence. 	<ul style="list-style-type: none"> Were the Catholic plotters guilty or just framed? Which was the most important cause of the English Civil War? Was Oliver Cromwell a hero or villain? Was King Charles II a good or a bad king? 		<ul style="list-style-type: none"> Political Religious Economic Divine Right of Kings Ship Money Catholic Protestants Parliament Roundhead Cavalier
	Chapter 8 – The British Empire and Slavery: 1700s-1833	<ul style="list-style-type: none"> British Empire, Positives and Negatives The Trade Triangle, trade goods, economic reasons The Middle Passage, experience, disease, conditions, punishment Life of Enslaved People on Plantations, auctions, owner, tobacco, cotton, punishment Abolition in the British Empire, resistance, petitions, artifacts, speeches The Underground Railroad, Harriett Tubman, escape, resistance 	<ul style="list-style-type: none"> Significance Evaluate the impact of individuals and groups Using evidence to back up claims Comparison of legacies 	<ul style="list-style-type: none"> What was the British Empire? Why was the Triangle Trade Created? What was the Middle Passage like? What was <u>life-like</u> on the Plantations? How was slavery abolished in the British Empire? Who deserves most credit for the abolition of slavery? How successful was the Underground Railway? 	<ul style="list-style-type: none"> The narrative of the enslaved should not just be of victims but those who fought for freedom. 	<ul style="list-style-type: none"> Empire Colonisation Trade Triangle Plantation Abolition Enslaved Underground Railroad
	Chapter 9 – Civil Rights in America 1865-1964	<ul style="list-style-type: none"> Jim Crow Laws, segregation, separate but equal, Southern States Emmett Till, Lynching, Court case, acquitted Rosa Parks, Montgomery, Martin Luther King, NAACP Arkansas, Segregation, School, National Guard Ku Klux Klan, Racism, Actions Martin Luther King, importance, Civil Rights, March on Washington, 'I have a dream' 	<ul style="list-style-type: none"> Source Analysis Content Inference Own Knowledge Making a judgement 	<ul style="list-style-type: none"> How were black African people treated after 1865? Why was Emmett Till murdered? How successful was the Montgomery Boycott? Who were the Little Rock 9? What is the KKK How important was Martin Luther King to the Civil Rights movement? 		<ul style="list-style-type: none"> Segregation Prejudice Discrimination Southern States Lynching Freedom Civil Rights Equality
	Chapter 10 – Industrial Revolution 1750-1900	<ul style="list-style-type: none"> Changes in Britain: population, transport, inventions Iron making in Shropshire: Coalbrookdale and the Derby family Invention and inventors: Thomas Telford, Shrewsbury Canal, John Wilkinson, George Stephenson, James Watt, Richard Arkwright, Josiah Wedgewood, Duke of Bridgewater Child labour in the cotton mills Industrial towns 	<ul style="list-style-type: none"> Source Analysis Content Inference Own Knowledge Making a judgement 	<ul style="list-style-type: none"> How did Britain change 1750-1900? How and why was good quality iron made in Shropshire? Which was the most important invention of the Industrial Revolution? 		<ul style="list-style-type: none"> Industrial Revolution Imports Exports Manufacturing Apprentice
	Chapter 11 – Women's	<ul style="list-style-type: none"> Events, Chronology, Change, development Suffragists, Suffragettes, Womens Freedom League Emily Davison, Epsom Derby, Martyr 	<ul style="list-style-type: none"> Chronology Consequences Interpretations Judgement 	<ul style="list-style-type: none"> Was the Twentieth Century the best we've ever had? 		<ul style="list-style-type: none"> Century Violent Non-Violent Martyr

	<p>Suffrage: 1900-1928</p>			<ul style="list-style-type: none"> • Who were the women's suffrage groups? • Why was Emily Davison considered a martyr for the Suffragettes? • 		
	<p>Chapter 12 – WWI: 1914-1918</p>	<ul style="list-style-type: none"> • The Long-Term Causes of the First World War, military, alliance, industrialisation, imperialism, nationalism • The personality of Kaiser Wilhelm II, the road to war, militarism, • Short-Term Causes of the First World War, Assassination of Franz Ferdinand • Recruitment Propaganda, posters, recruitment drive • The Trenches, warfare, weaponry, conditions, experiences, technology • Poetry of WWI, Dulce et Decorum Est, Wilfred Owen • The Battle of the Somme, Remembrance, Conditions 	<ul style="list-style-type: none"> • Causation • Short-term reasons • Long-term reasons • Using evidence to support claims • Judgement 	<ul style="list-style-type: none"> • What were the long-term causes of WWI? • Why did one assassination spark global conflict? • What were the short-term causes of WWI? • Why did men join up to fight? • What were the trenches like? • How can poetry show experiences of WWI? • What was the Battle of the Somme like? 		<ul style="list-style-type: none"> • Militarism • Nationalism • Industrialisation • Imperialism • Nationalism • Kaiser • Propaganda • Recruitment • Trenches • Artillery • Airforce • Remembrance

- Depression and the Nazi's
- Democracy to dictatorship
- Control: fear and propaganda: How did the Nazis change lives?
- Start of World War 2: Dunkirk
- Battle of Britain and the Blitz
- Invasion of Soviet Union
- Einsatzgruppen
- Pearl Harbour/American Entry
- Stalingrad
- Air War in Europe
- D-Day
- Fall of Berlin/Division of Germany
- Final Solution
- The Holocaust

KEY VOCABULARY

Treaty of Versailles	Reparations
Appeasement	Battle of Britain
D-Day	Hitler
Holocaust	Persecution
Youth	Women

- The Nuremberg Laws
- Ghettos – The Tale of Two boys
- Factories of Death
- Liberation
- Genocides post 1945 – Rwanda, Armenia, Bosnia
- Hiroshima & Nagasaki
- Tensions between East and West
- The Berlin Wall
- Space Race
- Arms Race
- Proxy wars – Korea and Vietnam
- Afghanistan
- Reagan and Gorbachev
- SALT
- The fall of the Berlin wall
- End of the Cold War

KEY VOCABULARY

<u>Protection</u>	Atomic	Envy
<u>Discrimination</u>	Capitalist	Government
<u>Ghetto</u>	Communist	Proxy
<u>Auschwitz</u>	Tension	Glasnost
<u>Genocide</u>	Ideology	<u>Murder</u>
<u>Competiton</u>		

The Rise of Hitler



Life in Nazi Germany



The Cold War



Key Stage 4

YEAR 9

World War Two

The Holocaust

Tensions between East and West

The Big Picture

A chronological sequence which starts with the end of WWI, Treaty of Versailles, Life in Germany post-WWI, rise of Hitler, steps to WW2, Life in Nazi Germany, antisemitic policies, the Cold War and life in Communist Countries. A selection of political, economic and social historic events will be covered.

Year Group:
9 History

Intent Units covered: Germany 1919-1933, International Relations 1933-1939, Life in Nazi Germany 1933-1945, Nazi antisemitic policies 1933-45, Cold War 1945-1990, Life in Communist Countries 1945-1990.

Key skills covered: Source & Analysis, Interpretation, Consequence, Significance, Change & continuity, Significance.

Knowledge to be covered: the Big Three leaders post WWI, terms of the Treaty of Versailles, German Revolution, uprisings & assassinations, Stresemann's recovery of Germany, Wall Street Crash 1929, Great Depression, Rise of Hitler, Hitler's Foreign Policy, Life in Nazi Germany, propaganda, social policies, economic policies, opposition to Hitler, racial policies, history of antisemitism, laws, Ghettos, Einsatzgruppen, Final Solution, Communism and the Cold War, conflict and tension in Europe, Cuban Missile Crisis, Korean & Vietnam Wars, life in Communist countries.

Implementation

- Students receive 2 hours of History per week which is taught by 4 subject specialists.
- Over the academic year they will study 6 chapters (post-WWI Germany, pre-WW2 Steps to War, Life in Nazi Germany, policies against the Jews, Cold War, Life in Communist Countries) and continue to develop their understanding of the key golden threads.
- The chapters throughout KS3 are built with the golden threads and Powerful knowledge at the forefront of decision making – they are well sequenced so that these threads are prominent in every chapter and the level of challenge is heightened.
- TLAC strategies are at the heart of our implementation – cold calling, everybody writes, turn and talk and the use of whiteboards feature regularly throughout our delivery.
- Independent learning is often literacy/retrieval based with knowledge organisers used to support student retrieval.
- Expected and greater depth statements are clearly shared with students; alongside regular opportunities for students to demonstrate their understanding – chapter checks occur throughout the academic year (see right)

KS3 Assessment Principles (how are you checking against Expected and Greater depth?)

- **Chapter Checks** at the end of each chapter, which are quick questions from memory, and paragraph practice based on the Historical Skill for that chapter
- Retrieval starters & exit tickets used to find gaps in pupil knowledge

Year 7 1066-1603
Battle of Hastings, Norman Conquest 1066-1083, Early Medieval Life, Late Medieval Life, Tudors, Elizabeth 1588-1603

Year 8 1603-1918
Stuarts, British Empire & Slavery 1700s-1800s, Civil Rights 1865-1965, Industrial Revolution 1750-1900,

Year 9 Autumn Term post WWI, Germany 1919-1933, Steps to War 1933-39, WW2
Spring Term Life in Nazi Germany 1933-1945, Anti-Semitic policies,
Summer Term Cold War & Life in Communist Countries 1945-1990

Impact

End of the year, students will have contextual knowledge about how major world events in the twentieth century impact the lives of ordinary people, why key events were important and how events caused others to happen. They will have built on their Year 8 source analysis skills and be able to sequence the chronological order of events.

Pupils who have chosen GCSE will have experienced GCSE-level questions in the non-Core exam in January and in the style of the Chapter Check paragraphs. Their Chapter Check quick questions will have also prepared them for the level of revision required for GCSE History.

This is your Powerful Knowledge					
Content (topic/unit name/enquiry question)	Substantive Knowledge (Established facts - When this is learnt they are at <u>expected</u> standard	Disciplinary Knowledge (specialist and in-depth subject knowledge "thinking like a...."	Key formative questions (TLAC – cold calling/whiteboards/ AFL opportunities) What does <u>greater depth</u> look like?	Misconceptions	Key Vocabulary
Chapter 13 – Germany 1919-33	<ul style="list-style-type: none"> Impacts of World War. The aims of the Big Three Terms of the Treaty of Versailles (LAMB: land, arms, money, blame) German political system and threats from political left and right. Hitler's early life and the rise of the Nazi party Causes, events and consequences of the Munich Putsch Stresemann's solutions: The Dawes Plan and new currency. Impacts of the Great Depression on Germany. The reasons for Hitler's rise to power. Events leading to Hitler becoming Führer: Reichstag fire, Enabling Act, Night of Long Knives. 	<ul style="list-style-type: none"> Source Analysis Content Inference Own Knowledge Provenance Making a judgement on the utility of a source. 	<ul style="list-style-type: none"> What were the political and economic impacts of WWI/Great Depression? How fair was the Treaty of Versailles? To what extent was the Munich Putsch a success/failure? Which was the most important reason for Hitler's rise to power? 		<ul style="list-style-type: none"> Armistice Abdicate Peace Treaty Democracy Communism Fascism Great Depression Political Economic
Chapter 14 = <u>International Relations 1919-1933</u> <small>12 lessons</small>	<ul style="list-style-type: none"> Rearmament, Rhineland, Austria, Sudetenland, Czechoslovakia, Poland Chamberlain, Munich agreement, appeasement, Churchill Interpretations, points of view, Timeline, Key events, overview Dunkirk, evacuation, little ships, 338,226 Battle of Britain, Dogfights, Luftwaffe, Bomber Command Blitz, civilians, London, evacuation Barbarossa, USSR, Stalingrad Japan, Pearl Harbour, Kamikaze, USA Reinvasion, pushback, Normandy, D Day Dresden, firebombing, retaliation, civilians. 	<ul style="list-style-type: none"> Chronology, response /reaction Reasons behind decisions. Making a judgement using interpretations Significance of events, Chronology Impact, significance Judgement, evaluation Turning points, Cause <u>and consequence</u> Making a judgement, interpretations 	<ul style="list-style-type: none"> What were Hitler's foreign policy aims and actions? Why did Britain choose appeasement in dealing with Hitler 1935-1939. Why did WWII take so long to win Was Dunkirk a triumph or a disaster Was the Battle of Britain a turning point in WWII How far did the Nazi's break the British spirit during WWII The failure of Barbarossa was inevitable – How far do you agree? Was Pearl Harbour a turning point in WWII? Why did Operation Overlord succeed? Was the bombing of Dresden justified? 		<ul style="list-style-type: none"> Rearmament Appeasement Interpretations Chronology Royal Air Force Luftwaffe Stalin Bombing
Chapter 15 – Life in Nazi Germany: 1933-45	<ul style="list-style-type: none"> Adolf Hitler elected on the Promise of "Work and Bread" The use of Propaganda (Posters, Olympics, Radio, Rallies, Film, Censorship, Newspapers) Control through the Police State, SS, Gestapo, Courts, Concentration Camps Youth in Nazi Germany, Hitler Youth, Schools Women in Nazi Germany, Medals, The Three K's, Lebensborn Workers in Nazi Germany, Boys, Cars for workers, Autobahns Youth Opposition, Swing Youth, Edelweiss Pirates, White Rose Military Opposition, Operation Valkyrie, von Stauffenberg, Bomb Plot 	<ul style="list-style-type: none"> Consequence Reactions Evaluation of events and their results Short-term impacts Long-term impacts Making a judgement on how significant an event was 	<ul style="list-style-type: none"> Was life in Nazi Germany better or worse? Why was Nazi Propaganda so effective? How effectively did the Nazis use Intimidation for Control? How and why did the Nazis seek to control <u>Young</u> people and women? What was <u>life-like</u> for German workers? 	<ul style="list-style-type: none"> Conflation between Concentration and Death Camps The Minority of Youth opposed Hitler SS group compared to the SA that had been destroyed 	<ul style="list-style-type: none"> Propaganda Police State Concentration Camps Hitler Youth Consequence Opposition Political Three K's (Kinder, Kuche, Kirche – Children, Kitchen, Church) Censorship

Chapter 16 – Nazi anti-semitic policies 1933-45	<ul style="list-style-type: none"> • 10 stages of genocide • Chronology of anti-semitism • Laws against Jewish people in Nazi Germany • Kristallnacht • Ghettos: Lodz and Warsaw • Eichengruppen • Final Solution • Liberation • Consequences of the Final Solution 	<ul style="list-style-type: none"> • Significance • Evaluation 	<ul style="list-style-type: none"> • How and when had genocide happened? • What were the causes and consequences of Kristallnacht? • Why were the killing squads so effective? • How were millions murdered? • How was the final solution brought to an end? 	<ul style="list-style-type: none"> • Antisemitism • Genocide • Holocaust • Kristallnacht • Ghetto • Eichengruppen • Final Solution • Liberation 	
Chapter 17 - The Cold War-1945-1990	<ul style="list-style-type: none"> • The Atomic Bomb, Hiroshima, Nagasaki, radiation sickness • Cold war, Hot war, tension superpowers • Beginning, origin, Truman doctrine, Marshall plan. • Berlin Airlift, Zones, Communism, Capitalism • Korean War, North v South, Communism • Arms Race, Space Race, Moon, Satellite • U2 Crisis, Gary Powers, Spy planes, missile sites • Berlin Wall, divide, East, West, Checkpoint Charlie • Cuban Missile Crisis, Castro, Kennedy, Turkey, USSR, Cuba • Vietnam war, Ho Chi Minh, Napalm, Agent Orange 	<ul style="list-style-type: none"> • Justification, Evaluation, • Causes • Consequences • Interpretations • Significance • Analysis 	<ul style="list-style-type: none"> • Was the dropping of the Atomic bombs justified? • Causes • What was the Cold War? • What was the impact of the Marshall plan on Stalin's takeover over of Europe. • Why does North Korea hate the USA? • What impact did the space race and the arms race have on the world? • How important was the Berlin Wall? • How did WW3 nearly happen? • Were the USA's actions in Vietnam the reason they lost the War? • 	<ul style="list-style-type: none"> • Superpower • Marshall Aid • Truman • Zones of occupation • Dictator • Communism • Capitalism • One upmanship • Espionage • Division • Crisis 	
Chapter 18 – Life in Communist Countries: 1945-1990	<ul style="list-style-type: none"> • Countries that became communist, Salami Tactics, Eastern Bloc • General life in Communist Countries • Life in the USSR, Gulags, Five Year Plans • Breaking Stalin's Nose, Youth experience of the USSR • Red Scarf Girl, Youth experience of Communist China • North Korea, Kim dynasty • Nothing to Envy, Defection, Life in North Korea • Burying the Typewriter, Life in Communist Romania • The Soviet Invasion of Afghanistan and the Fall of Communism 	<ul style="list-style-type: none"> • Significance • Evaluation of importance • Which factor has influenced progress or events most • What implications has an event had? 	<ul style="list-style-type: none"> • How were Countries made Communist? • What was <u>life like</u> in the USSR? • What was <u>life like</u> in Communist Romania? • What was <u>life like</u> in Communist China? • Why were the Kims of North Korea seen as deities? • Why did the USSR collapse in the late 1980s? 	<ul style="list-style-type: none"> • Communist countries have different levels of control • Not all Eastern Countries were Communist • The USA was not the first country to get into Space, but first to land a human on the moon. 	<ul style="list-style-type: none"> • Communism • Salami Tactics • Eastern Bloc • Censorship • Dictatorship • Stalin • Mao • Ceausescu • Kim Il-Sung • Secret Police • Democracy