



Curriculum Map 2021-22 - History

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	LIVING AND BELIEVING What mattered to ordinary people in the Medieval world?	LIVING AND BELIEVING How (and why) did the Renaissance World see an explosion of ideas? (link to the Age of Enlightenment)	LIVING AND BELIEVING How should we write the history of the Industrial Revolution in Britain?	LIVING AND BELIEVING Did changing social attitudes change 20 th century Britain?	POWER AND PROTEST How did the Normans gain and keep control of England?	POWER AND PROTEST How was the power of Kings challenged in the 1600s?
Lessons	<p>England Community</p> <p>1 Medieval village life 2 Medieval towns</p> <p>Church</p> <p>3 Game of Heaven and Hell: the life of a monk 4 Black Death: causes and treatments</p> <p>King (or Queen), Church, Nobles and People (how society worked):</p> <p>5 King or Church? Thomas Becket 6 Magna Carta: King and nobles 7 Peasant's Revolt: King and people 8 Queen Matilda/ Eleanor of Aquitaine:</p>	<p>New ideas: Humanism and Protestantism</p> <p>1 Causes of the Reformation in England and Europe: Martin Luther 2 Henry VIII and the Reformation Parliament 3 Impact of the Reformation on communities</p> <p>Technological change: Impact of exploration, new technology and the printing press 4-5 (including Drake and relations with Spain), international trade and the start of the Slave Trade (John Hawkins)</p>	<p>1 Causes of the Industrial Revolution 2 Historical links to the Slave Trade</p> <p>Public health</p> <p>3-4 Growth of cities (Bradford), the actions of philanthropists (Titus Salt) and the changing role of Government (Edwin Chadwick)</p> <p>Campaigns led by women</p> <p>5 Caroline Norton and the Matrimonial Causes Act 6 Josephine Butler: repeal of the Contagious Diseases Acts</p>	<p>Attitudes to race</p> <p>1-2 The impact of immigration from the West Indies, including the Race Relations Act and the aftermath 3 The role of the British Civil Rights Movement (Notting Hill) 4 Life today</p> <p>Attitudes to gender and sexuality</p> <p>5-7 Women's suffrage (why did women gain the vote?) The role of Emily Davison 8 Women's War 9 Legislation from the Swinging Sixties 10 The Women's Movement and Pride (link to Stonewall Riots)</p>	<p>Norman Conquest</p> <p>1-2 Immigration to Britain pre-1066: Romans, Vikings and Anglo-Saxons 3 Who should be King? 4 Battle of Stamford Bridge 5-6 Battle of Hastings</p> <p>How did William I keep control?</p> <p>7-8 Feudal system, Domesday Book and Harrying of the North/Hereward the Wake 9-10 Castles</p> <p>Assessment: Reasons for the Norman victory</p>	<p>English Civil War and its aftermath</p> <p>1 Recap of Magna Carta, Peasants Revolt, Henry VIII and the Reformation Parliament 2-3 Causes of the Civil War 4 The Diggers and Levellers 5 Oliver Cromwell 6-7 Glorious Revolution</p> <p>The Ming Dynasty 8-12 TBC</p> <p>Assessment: The impact of the Civil War and its aftermath on the changing nature of government in England</p>

	<p>the role of Queens in male society</p> <p>Mali Empire 9-11 The impact and importance of Mansa Musa</p> <p>Islamic Empire 12 Expansion of the Empire from the 600s 13 Life in, and achievements of, Baghdad</p> <p>Assessment: Black Death and the importance of religion</p>	<p>Challenges to religion: the rise of science in the Enlightenment 6 Plague (compare to the Black Death) 7 Charles II and the Royal Society</p> <p>Developments in art and culture from the Renaissance 8-9 Leonardo da Vinci Black Africans in Renaissance Art</p> <p>10-12 The role of Queens Mary I Mary Queen of Scots and Elizabeth I Queen Anne</p> <p>Assessment: Comparison between the Black Death and the Plague, in context</p>	<p>Poverty 7 Workhouses (Gressenhall: local history)</p> <p>Education 8 including child prisoners</p> <p>Attitudes to crime 9-10 Elizabeth Fry, Pentonville and policing</p> <p>Assessment: Interpretations of the Industrial Revolution</p>	<p>Assessment: The extent of change in the lives of Black Britons</p>		
<p>Key skills Based on 3 key ideas: <i>1. growing complexity of content in developing knowledge and understanding, layered every four terms</i></p>	<p>Knowledge and understanding: Comparing key features of Medieval England, Mali and Baghdad (underlying themes of religious belief and comparing contemporary ideas about the role of Church and monarchs</p>	<p>Knowledge and understanding: Giving reasons (introducing the idea of factors for change) for the explosion of ideas in the Renaissance and Age of Enlightenment</p>	<p>Knowledge and understanding: Beginning to consider how History is written and doing it ourselves (History as an academic subject, not just the past) by focusing on the power of new ideas in the Industrial Revolution</p>	<p>Knowledge and understanding: Making clear links between History topics and the world today, through a focus on social changes in, and attitudes to, gender, race and sexuality (and making links to these issues</p>	<p>Knowledge and understanding: Layering knowledge and understanding by returning to the Middle Ages and focusing more explicitly on methods of power and control used by monarchs in</p>	<p>Knowledge and understanding: Linking back to Theme 1 and attempts in the Middle Ages to challenge royal power and Henry VIII's use of the Reformation Parliament, now focusing on the English Civil War and</p>

<p><i>through a thematic approach</i></p> <p>2. development of skills in second-order concepts is based upon repeated use over different topics across the year</p> <p>3. incremental skills development in source analysis and evaluation of interpretations</p>	<p>in relation to ordinary people)</p> <p>Explanation and analysis of second-order concepts: Focus on describing and explaining: -Cause and consequence (e.g. Black Death, Thomas Becket) -Change and continuity (e.g. Magna Carta, Peasants Revolt) -Significance (e.g. Church)</p> <p>Source analysis: Learning to make inferences from sources with supporting detail from source</p> <p>Evaluating interpretations: Focusing on describing and explaining two sides of the story, and making judgements</p>	<p>Explanation and analysis of second-order concepts: Focus on describing and explaining: -Cause and consequence (e.g. reasons/factors for new ideas) -Change and continuity (e.g. extent of new ideas) -Similarity and difference (e.g. how similar/different were these new ideas) -Significance (e.g. of these new ideas)</p> <p>Source analysis: Linking source content to own knowledge, used to support and challenge sources</p> <p>Evaluating interpretations: As Autumn 1: Focusing on describing and explaining two sides of the story, and making judgements</p>	<p>Explanation and analysis of second-order concepts: Focus on describing and explaining: -Cause and consequence (why the Industrial Revolution happened, impact on cities) -Change and continuity (e.g. extent of change in attitudes to women, poverty, education and crime) -Similarity and difference (e.g. how similar/different were these changing attitudes) -Significance (e.g. of the period overall)</p> <p>Source analysis: Comparing source content, with two or more sources</p> <p>Evaluating interpretations: Making inferences from historians' views with supporting detail from interpretations</p>	<p>raised in the Industrial Revolution module)</p> <p>Explanation and analysis of second-order concepts: Focus on describing and explaining: -Cause and consequence (e.g. reasons for migration to Britain and its consequences for Black Britons, the Women's Suffrage campaign) -Change and continuity (e.g. extent of change in attitudes to women, race and sexuality) -Similarity and difference (e.g. how similar/different were these changing attitudes) Significance (e.g. of the period overall in changing social attitudes)</p> <p>Source analysis: As Spring 1: Comparing source content, with two or more sources</p> <p>Evaluating interpretations: As Spring 1: Making inferences from historians' views with</p>	<p>relation to ordinary people (Theme 1)</p> <p>Explanation and analysis of second-order concepts: Focus on describing and explaining: -Cause and consequence (e.g. reasons for the Norman invasion and its results) -Significance (e.g. of the Norman invasion in British history)</p> <p>Source analysis: Exploring how provenance impacts on sources (one source)</p> <p>Evaluating interpretations: Making developed comparisons between interpretations with support</p>	<p>its impact on relations between King, Parliament and People. What was happening in China at the same time?</p> <p>Explanation and analysis of second-order concepts: Focus on describing and explaining: -Cause and consequence (e.g. reasons for and results of the English Civil War) -Change and continuity (e.g. how were relations between monarch and Parliament changing?) -Similarity and difference (e.g. links to the Ming Dynasty?) -Significance (e.g. importance of the Civil War)</p> <p>Source analysis: Exploring how provenance impacts on sources (comparing sources)</p> <p>Evaluating interpretations: As Summer 1:</p>
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				supporting detail from interpretations		Making developed comparisons between interpretations with support
Personal development/ cultural capital	-The power of religion and spiritual ideas -Understanding of different cultures/ expanding world view, challenging stereotypes	-Challenges to religion from science: the power of new ideas	-How individuals can make a difference -Changing attitudes to women's rights, poverty, education and crime, linked to social class	-Changing social attitudes to gender, race and sexuality, with links to attitudes today: how much has changed and why?	-Understanding the role of invasion in British history, and challenging what it means to be 'British'	-The early development of democracy in Britain, and the political power of ordinary people in making change

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Year 8	POWER AND PROTEST Who benefited from the British Empire?	POWER AND PROTEST How has terrorism changed the 20 th /21 st century world?	CONFLICT AND CO-OPERATION Why can't historians agree about Medieval conflict?	CONFLICT AND CO-OPERATION How did the experiences of black people in America change between the 17 th and 20 th centuries?	CONFLICT AND CO-OPERATION How should we write the history of the First World War?	CONFLICT AND CO-OPERATION How did World War Two become a World War, and with what consequences?
Lessons	Slave trade 1 Links to Year 7 lessons on Slave Trade; the perspective in Liverpool/Bristol: why did slavery develop? 2 Middle Passage 3 Conditions on plantations 4 Slave rebellions 5 Abolition: reasons Empire 6 Background to the British Empire	Conflict in the Middle East 1-2 Long-term causes/ events 3 Differing viewpoints (Parallel Histories) 4 Impact on terrorist groups 5 The situation today: nature/extent of change Conflict in Ireland 6-7 Long-term causes 8 Differing viewpoints (Parallel Histories)	Crusades TBC Conflict with Scotland (Robert Bruce) TBC Conflict with Wales (Owain Glyn Dwr) TBC Assessment: TBC	1-2 Slave Trade in the Deep South, rebellions and the Underground Railroad (Harriet Tubman) 3 Emancipation Proclamation, the Jim Crow Laws and Plessy vs Ferguson 5 The rise of the KKK, 1920s and World War Two 6-7 NAACP, the Civil Rights Movement, Rosa Parks and Martin Luther	First World War 1-2 Causes 3 Preparation and propaganda 4 Trench life 5-6 Battle of the Somme 7 'Shot at Dawn' 8 Conscientious Objectors 9 A World War (underlying debate Gary Sheffield) Spotlight throughout on local history	Second World War 1-2 Causes (including the role of Appeasement) 3-4 Blitzkrieg and Dunkirk 5 Battle of Britain 6 1941: a turning point (Pearl Harbour and Stalingrad) 7 D-Day 8-9 Atomic bomb (and its impact for the world) Holocaust

	<p>7 Seven Years War and American War of Independence 8 Australia 9-10 The rulers and the ruled by 1900 11 The Benin bronzes: what do they tell us about Empire?</p> <p>Spotlight on India 12 The East India Company 13 Impact on India</p> <p>Assessment: Who benefitted from Empire?</p>	<p>9 Impact on terrorist groups 10 The situation today: nature/extent of change</p> <p>How has the nature of protest changed in the 20th century? 11 The impact of Gandhi's philosophy of peaceful protest 12 Protest today: review</p> <p>Assessment: Impact of terrorism on Northern Ireland the Middle East</p>		<p>King; the role of federal government 8-9 Malcolm X and Black Power 10-11 Black America 1980s-today</p> <p>Assessment: The importance of Martin Luther King (compared to other factors) to Civil Rights for African-Americans</p>	<p>10 Treaty of Versailles</p> <p>Rise of dictators 11 Ideologies: Communism vs Capitalism 12 Soviet Russia 13 Nazi Germany</p> <p>Assessment: Interpretations on the view that the First World War can be characterised as 'Lions led by donkeys'</p>	<p>10-12 How did the Holocaust happen?</p> <p>Spotlight throughout on local history</p> <p>Assessment: Should the atomic bomb have been dropped on Japan?</p>
<p>Key skills Based on 3 key ideas: <i>1. growing complexity of content in developing knowledge and understanding, layered every four terms through a thematic approach</i> <i>2. development of skills in</i></p>	<p>Knowledge and understanding: Linking back to key theme of Slavery running through Year 7 and the Industrial Revolution, students examine the Transatlantic Slave Trade and evaluate different interpretations of the British Empire, considering who benefitted and who did not, and why, reaching a clear judgement.</p>	<p>Knowledge and understanding: Linking back to previous themes of power, control, race and Empire, students consider the reasons for and impact of Terrorism in the modern world, using two case-studies</p> <p>Explanation and analysis of second-order concepts: -Cause and consequence (e.g.</p>	<p>Knowledge and understanding: TBC</p> <p>Explanation and analysis of second-order concepts: TBC</p> <p>Source analysis: Comparing reliability of different sources, linked to own knowledge</p> <p>Evaluating interpretations:</p>	<p>Knowledge and understanding: Linking to previous modules focusing on Slavery, race and Empire, students trace the history of black people in America, in particular post-Slavery, comparing the impact of the Civil Rights Movement with federal government and social attitudes on the attainment of civil rights and equality, and analysing the nature and extent of change.</p>	<p>Knowledge and understanding: Linking back to the Year 7 module on writing the history of the Industrial Revolution and with improved skills in evaluating historical interpretations, students evaluate interpretations of the First World War throughout a variety of topics, and reach judgements.</p>	<p>Knowledge and understanding: Linking back to the focus on world history over the past two years, students study the Second World War in its international context.</p> <p>Explanation and analysis of second-order concepts: -Cause and consequence (e.g. causes of the War)</p>

<p><i>second-order concepts is based upon repeated use over different topics across the year</i></p> <p><i>3. incremental skills development in source analysis and evaluation of interpretations</i></p>	<p>Explanation and analysis of second-order concepts: Focus on describing and explaining: -Cause and consequence (e.g. reasons for and results of the Slave Trade, and the development of the British Empire) -Similarity and difference (e.g. experiences of Empire) -Significance (e.g. importance of the Slave Trade)</p> <p>Source analysis: Using source content and provenance (from Year 7) to make comments about reliability of source, linked to own knowledge</p> <p>Evaluating interpretations: Linking interpretations to explicit own knowledge</p>	<p>background to the Troubles) -Significance (e.g. of terror tactics in the modern world)</p> <p>Source analysis: Using source content and provenance (from Year 7) to make <i>developed</i> comments about reliability of sources, linked to own knowledge</p> <p>Evaluating interpretations: As Autumn 1: Linking interpretations to explicit own knowledge</p>	<p>Making developed judgements on interpretations, linked to own knowledge</p>	<p>Explanation and analysis of second-order concepts: -Cause and consequence (e.g. reasons for the abolition of slavery and its results) -Change and continuity (e.g. how far attitudes to African-Americans changed) -Similarity and difference (e.g. similarities and differences in attitudes and reasons for this) -Significance (e.g. of the Civil Rights Movement)</p> <p>Source analysis: As Spring 1: Comparing reliability of different sources, linked to own knowledge</p> <p>Evaluating interpretations: As Spring 1: Making developed judgements on interpretations, linked to own knowledge</p>	<p>Explanation and analysis of second-order concepts: -Cause and consequence (e.g. causes of the First World War) -Change and continuity (e.g. changing views of the First World War) -Similarity and difference (e.g. in views of Conscientious Objectors, ‘Shot at Dawn’ etc.)</p> <p>Source analysis: Analysing the usefulness of a source, linked to own knowledge</p> <p>Evaluating interpretations: As Spring 2, with increasingly complex interpretations</p>	<p>-Significance (e.g. importance of the Atomic Bomb)</p> <p>Source analysis: Analysing the usefulness of more than one source, linked to own knowledge</p> <p>Evaluating interpretations: As Summer 1, with increasingly complex interpretations</p>
<p>Personal development/ cultural capital</p>	<p>-Understanding the impact of racist attitudes on other nations, and Britain’s</p>	<p>-Awareness of the background to Islamic terrorism and less well-known, the</p>	<p>-Improved knowledge of the histories of Wales and Scotland (TBC)</p>	<p>-The role of protest in achieving change: different types of protest</p>	<p>-Attitudes to peace and war -Changing attitudes to mental health</p>	<p>-Focus on family history -Links to the world today: impact of the</p>

	role in slavery and Empire, making links to the extent of changing attitudes, and continuing problems, today -How protest can lead to change	reasons for and impact of terrorism (or freedom fighting) in Northern Ireland (close to home)		and different levels of success -Different attitudes to race (from both black and white viewpoints) and reasons for this -Links to modern America	-Challenging stereotypes of who fought in World War One -Understanding key 20 th century ideologies relevant today: Fascism and Communism -Focus on family history	War on international relations -Long-term Anti-Semitic attitudes and the Holocaust: improved awareness and understanding
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9 GCSE History <i>(but Autumn term Spotlight on Skills, not GCSE content)</i>	Spotlight on Skills: Source analysis and evaluating interpretations: The Holocaust -What is the background to Anti-Semitism in Europe? -How and why did the Final Solution happen? -How were the Nazis able to implement the 'Final Solution'? Historians' views -Why is it so important to learn how Jewish communities resisted? Assessment: Who was responsible for the Final Solution?	Spotlight on Skills: Source analysis and evaluating interpretations: How far have the lives of women in Britain changed over the past thousand years? (looking at the experiences of women from different social classes and cultures, and of different ages) -What were the experiences of women in the Middle Ages? -How far did life change for women in Tudor and Stuart times? -Did the Industrial Revolution benefit womens' lives?	GCSE Paper 1: Introduction to Migration Migration c800-modern day TBC	GCSE Paper 1: Migration c800-modern day TBC	GCSE Paper 1: Migration c800-modern day TBC	GCSE Paper 1: Migration c800-modern day Including Notting Hill TBC

		<p>-How far are women equal today?</p> <p>Assessment: Source work and interpretations on the changing role of women</p>				
<p>Key skills</p>	<p>Knowledge and understanding: Spotlight on the Holocaust as a case-study focusing on longer-term Anti-Semitism than students might expect, tracing the Holocaust across Europe (rather than just Germany), exploring Jewish resistance (challenging stereotypes) and examining historians' views of who was responsible</p> <p>Explanation and analysis of second-order concepts: -Cause and consequence -Change and continuity -Similarity and difference -Significance</p> <p>Source analysis:</p>	<p>Knowledge and understanding: Focusing on an understudied topic, analysing the extent of change in the experiences of, and attitudes to women, over the past thousand years, making explicit links back to experiences today</p> <p>Explanation and analysis of second-order concepts: -Cause and consequence -Change and continuity -Similarity and difference -Significance</p> <p>Source analysis: Encouraging familiarity with analysing source</p>	<p>A01: Knowledge and understanding A02: Explanation and analysis (second-order concepts) Exam skills</p>	<p>A01: Knowledge and understanding A02: Explanation and analysis (second-order concepts) Exam skills</p>	<p>A01: Knowledge and understanding A02: Explanation and analysis (second-order concepts) Exam skills</p>	<p>A01: Knowledge and understanding A02: Explanation and analysis (second-order concepts) A03: Source analysis Exam skills</p>

	<p>Encouraging familiarity with analysing source content, provenance and own knowledge</p> <p>Evaluation of interpretations: Encouraging familiarity with making inferences from and evaluating historians' views linked to own knowledge, reaching judgements</p>	<p>content, provenance and own knowledge</p> <p>Evaluation of interpretations: Encouraging familiarity with making inferences from and evaluating historians' views linked to own knowledge, reaching judgements</p>				
Personal development/ cultural capital	<p>-Building on Year 8 understanding of the Holocaust</p> <p>-The role of resistance</p> <p>-Why the Holocaust happened: the role of ordinary people</p> <p>-The Holocaust as a Europe-wide event</p> <p>-What did the British do to help? Self-reflection in a historical context</p>	<p>-The role of women in history: why are so many women's voices hidden?</p> <p>-Making a change: the role of influential women and how they did it</p>	TBC	TBC	TBC	TBC
Year 10 2021-22	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
GCSE History (Early Elizabethan England and Cold War)	<p>GCSE Paper 3: Germany 1918-39</p> <p>Overview of the 20th century</p> <ul style="list-style-type: none"> Review ideologies and key political terms 	<p>GCSE Paper 3: Germany 1918-39</p> <p>Hitler's rise to power, 1919-33</p>	<p>GCSE Paper 3: Germany 1918-39</p> <p>Control in Nazi Germany 1933-39</p> <ul style="list-style-type: none"> How did Hitler consolidate his power 	<p>GCSE Paper 2: Early Elizabethan England 1558-1588</p> <p>Queen, Government and Religion 1558-69</p>	<p>GCSE Paper 2: Early Elizabethan England 1558-1588</p> <p>Challenges to Elizabeth, 1569- 1588</p> <ul style="list-style-type: none"> How much of a 	<p>GCSE Paper 2: Early Elizabethan England 1558-1588</p> <p>Elizabethan Society</p>

	<p>Weimar Germany 1919-33</p> <ul style="list-style-type: none"> • What impact did World War One have on Germany? • Why was the Weimar Government so weak by 1923? • How 'golden' were the Golden Years? • What impact did the Wall Street Crash have on Germany? <p>Assessment topics: weakness of early Weimar, the Golden Years</p>	<ul style="list-style-type: none"> • How did Hitler take control of the early Nazi Party up to 1921? • Munich Putsch: success or failure? • How did the Nazi Party change 1924-29? • Why did Hitler become Chancellor by 1933? <p>Assessment topics: Munich Putsch, changes to the Nazi Party 1924-28, how/why Hitler became Chancellor by 1933 (debate)</p>	<p>1933-34? (from Chancellor to Dictator)</p> <ul style="list-style-type: none"> • How did the Nazis use terror to keep control? • How did the Nazis use propaganda to keep control? <p>Assessment topics: how Hitler became a dictator, the use of terror and propaganda, the Churches</p> <p>Life in Nazi Germany 1933-39</p> <ul style="list-style-type: none"> • How and why did the Nazis control young people? • How successful were Nazi youth policies? • How did the Nazis control women? • How successful were Nazi policies towards women? • Did the Nazis perform an economic miracle? • How and why did the Nazis persecute the Jews and other minorities? <p>Assessment topics: the effectiveness and</p>	<ul style="list-style-type: none"> • How did Elizabethan society work? • What challenges faced Elizabeth I at the start of her reign? • How should Elizabeth deal with the problem of religion? • Who challenged Elizabeth's Religious Settlement? • How and why was Mary Queen of Scots such a threat? <p>Assessment topics: challenges to Elizabeth at the start of her reign, the Religious Settlement</p>	<p>threat was the Rebellion of the Northern Earls?</p> <ul style="list-style-type: none"> • How significant were the Catholic plots against Elizabeth? • Why were Anglo-Spanish relations so tense? • What led England and Spain to War? • Why did England defeat the Spanish Armada? <p>Assessment topics: Rebellion of the Northern Earls and Plots, relations with Spain, Drake, Spanish Armada</p>	<ul style="list-style-type: none"> • How and why did education change in Elizabethan times? • How did leisure change in Elizabethan times? • Why did poverty increase in Elizabethan times? • How and why did attitudes to poverty change? • Why did Elizabethans explore? • Why colonise? • Why did early attempts at colonisation fail? <p>Assessment topics: changes to education and leisure, causes of and changing attitudes to poverty, reasons for exploration, reasons why early colonisation failed</p>
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			success of Hitler's social and economic policies, the treatment of Jews and other minorities in Nazi Germany			
Key skills: Regular practice of exam questions testing exam skills, which are embedded into lessons	Specific focus on exam assessment criteria: A01: Knowledge and understanding A02: Explanation and analysis (second-order concepts) A03: Source analysis (question 3a) A04: Evaluation of interpretations (question 3b-d) Exam skills practice	Specific focus on exam assessment criteria: A01: Knowledge and understanding A02: Explanation and analysis (second-order concepts) A03: Source analysis (question 3a) A04: Evaluation of interpretations (question 3b-d) Exam skills practice	Specific focus on exam assessment criteria: A01: Knowledge and understanding A02: Explanation and analysis (second-order concepts) A03: Source analysis (question 3a) A04: Evaluation of interpretations (question 3b-d) Exam skills practice	Specific focus on exam assessment criteria: A01: Knowledge and understanding A02: Explanation and analysis (second-order concepts) Exam skills practice	Specific focus on exam assessment criteria: A01: Knowledge and understanding A02: Explanation and analysis (second-order concepts) Exam skills practice	Specific focus on exam assessment criteria: A01: Knowledge and understanding A02: Explanation and analysis (second-order concepts) Exam skills practice
Personal development/ cultural capital	-How to deal with the losing side (Versailles but also everyday life) -Different ways of running a country (PR, Article 48): what works? -Left and right wing views: what are they? -The impact of radical art and culture on society in difficult times -Understanding how the economy works	-How can extremist ideas grow? -Why do some people believe in extremist ideas? -What impact does economic dislocation have on political extremism?	-How can democracy be eroded? Improved understanding of the structures of dictatorship -How people can be controlled, often unwittingly, and how to challenge this: growing awareness	-Definitions of being 'female' and how these can be used, exploited and challenged -Different definitions of femininity: two very different Queens	-What makes a successful protest	-Understanding social structures in their historical context and the impact of social class on education and attitudes to poverty -British attitudes to other nations and respect for their beliefs; desire for power, land and money and how this can manifest itself

Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Year 11 2022-23</p> <p>GCSE History</p> <p>(Year 11 2021-22 Revision)</p>	<p>Superpower Relations and the Cold War 1943-1991</p> <p>The origins of the Cold War, 1941-58</p> <ul style="list-style-type: none"> • Why did the Cold War begin? • What impact did the Truman Doctrine and Marshall Plan have on Superpower relations? How did the arms race develop? <ul style="list-style-type: none"> • How and why was Berlin divided, and what was the impact of this? • Why was the Soviet invasion of Hungary so significant? <p>Assessment topics: the conferences, the impact of the Truman Doctrine, the effects of the arms race, the division of Berlin and its impact (including NATO and the Warsaw Pact), cases, effects and consequences of the Hungarian Uprising</p>	<p>Superpower Relations and the Cold War 1943-1991</p> <p>Cold War Crises, 1958-70</p> <ul style="list-style-type: none"> • Why was the Berlin Wall built? What was the impact of the building of the Berlin Wall? • Why was the Bay of Pigs so significant? • How close did we come to nuclear war in 1962? • What were the consequences of the Cuban Missile Crisis? • Why was there opposition to Soviet control in Prague? • Why was the Brezhnev Doctrine introduced? • What were the consequences of the Prague Spring? <p>Assessment topics: causes and impact of the building of the Berlin Wall, significance of the Bay of Pigs, consequences of the Cuban Missile Crisis, causes, events</p>	<p>Revision: Crime and Punishment/Migration c800-modern day</p>	<p>Revision: Germany 1918-1939</p>	<p>Revision: Early Elizabethan England Cold War and Superpower Relations</p>	<p>Revision and examinations</p>

skills, which are embedded into lessons	Exam skills practice	Exam skills practice	AO3: Source analysis AO4: Evaluation of interpretations Exam skills practice	AO3: Source analysis AO4: Evaluation of interpretations Exam skills practice	Exam skills practice	AO3: Source analysis AO4: Evaluation of interpretations Exam skills practice
Personal development/ cultural capital	-The pros and cons of Capitalism and Communism -What do democracy and dictatorship mean in practice? -Ethics of nuclear weapons	-The importance of human and civil rights -What does freedom mean? -What works best? Political co-operation or threats? Words or weapons? -Do nuclear weapons make war less likely?				