



	<u>Weeks</u>	<u>Topic/theme</u>	<u>Rationale</u>	<u>Assessment</u>	<u>Homework</u>	<u>Wider Curriculum (FBV, Employability, SMSC, Cultural Capital)</u>
Topic 1: The impact of the Second World War on the world (1939-1991)	1-2	Rise in the Nazi Party/Hitler's rise to power.	Following WWI students will need to understand the effects that it had on Germany socially, economically and politically in order for them to begin to understand how this led to the rise of right-wing popularity and subsequently the rise of the Nazi Party and Hitler.	Comparative debate on which effect of WWI would have had caused the most anger in Germany – 'To what extent do you agree...'	Mind maps to summarise key information.	Cultural Capital – Understanding the importance of the events that led up to WW1. Employability – Literacy skills for extended writing.
	3	Why did WWII begin?	Building on previous knowledge, students will further understand events that lead to the beginnings of WWII before understanding its consequences on the world.	Inference question using a source about the causes of WWII.		Cultural Capital – Understanding the importance of the events that led up to WW1.
	4-6	Key events of WWII – Comparison.	Students will explore the events of war in Britain and Germany. Throughout students will be comparing the events and the impacts that they had and subsequently making judgements on the justification of these events, determining Heroes V. Villains.	Comparative question - 'The Dresden bombings were unjustified'. How far do you agree? Explain why question.	Mind maps to summarise key information.	SMSC – Investigation the moral and ethical issues of bombing each city. Employability – Literacy skills for extended writing.
	7-11	Britain's place in the world.	To further understand the impact of WWII – this topic will be primarily focussing on economic impacts and social impacts. Students will divulge into the reasons that caused an economic growth in the post-war period. Looking at immigration, and education improvements. Also, students will look at the development of the welfare state in Britain and its importance.		Mind maps to summarise key information.	Cultural Capital – Allowing the students to discover the impact that WWII had on society and linking this to the world they live in.
	12	How was WWII a catalyst for the Cold War?	Students will investigate how WWII was a catalyst for the Cold War/ Berlin Wall formation.		Mind maps to summarise key information.	
	13	Revision and assessment			Evaluation question.	



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Topic 2: The Holocaust	1-4	How did persecution of the Jews develop?	Students will gather an understanding of how Jews in Europe had been persecuted throughout history and link their previous knowledge of the Nazis to see how they used persecution. Students will then gain an understanding of how persecution developed in Nazi Germany.	Inference questions looking scenarios in Germany.	Meanwhile elsewhere - look at the Blackshirts in England	FBV – Equality, rule of law, freedom of religion SMSC – Equality, racism Cultural capital – students understand the major historical event that was the holocaust
	5-8	The Final Solution	Students will understand what persecution led to and what the 'Final solution' was and what it entailed.	How useful questions, looking at testimony from events	Research stories	FBV – Equality, rule of law, freedom of religion SMSC – Equality, racism Cultural capital – students understand the major historical event that was the holocaust
	9-12	Could it happen today?	Students will look at modern portrayals of the final solution and how people deal with the Holocaust today and discuss holocaust denial. Students will also look at modern examples of genocide.	Interpretation – look at two sides of an argument relating to holocaust denial.	Meanwhile elsewhere – 90s and 00s genocides	FBV – Equality, rule of law, freedom of religion SMSC – Equality, racism Cultural capital – students understand the major historical event that was the holocaust
	13	Revision and assessment		Source and interpretation evaluation questions.		



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Topic 3: Civil Right in the 20 th Century	Weeks	Topic/theme	Rationale	Assessment	Homework	Wider Curriculum (FBV, Employability, SMSC, Cultural Capital)
	1-2	What are Civil Rights and where are they restricted?	Following on from topics of persecution, students will look at how Civil Rights have been restricted in the past. Students will first of all look at how many nations still restrict these rights and what exactly these rights are.	Comparing interpretations of modern rights.	Meanwhile elsewhere - Civil Rights in the world today	<p>Employability – Rights in the workplace and education.</p> <p>FBV – Understanding basic rights and individual liberties of people in Britain.</p>
	3-5	Gandhi and the fight for rights in India	As Civil Rights movements were a significant world issue in the 20 th Century students will consider the different methods used. The starting point will be the movement led by Gandhi in India in order to enhance students' ability to analyse other methods.	Evaluating interpretations on Gandhi.	Graphic Organiser: events, achievements and failings.	<p>Cultural Capital – Understanding the changing nature of Civil Rights outside of Britain.</p> <p>SMSC – The role of religion in India's Civil Rights movement.</p> <p>FBV – Equality of race and culture in Britain.</p>
	6-9	MLK, The Black Panthers and the fight for rights in the USA	Students will then look at the differing methods of Black rights activism in the USA and compare them to each other (militarism vs peaceful protest) as well as to the methods seen in India. This will enable students to understand how there are different methods of dealing with issues in history that have the same causes.	<p>Comparing interpretations on the US Civil Rights movement.</p> <p>Evaluating interpretations on US and India.</p>	Graphic Organiser: events, achievements and failings.	<p>Cultural Capital – Understanding the changing nature of Civil Rights outside of Britain.</p> <p>SMSC – The role of morality on types of activism in the USA.</p> <p>FBV – Equality of race and culture in Britain.</p>
	10-12	Mandela and Apartheid in South Africa.	A final topic will consider the influence of the world and Mandela's movement on South Africa's apartheid. This in turn, with comparison to the other world studies will allow students to understand that history can move at ad different pace depending on time and space.	Comparing interpretations on Apartheid.	Graphic Organiser: events, achievements and failings.	<p>Cultural Capital – Understanding the changing nature of Civil Rights outside of Britain.</p> <p>SMSC – Understanding the effects of different cultures within one nation.</p> <p>FBV – Equality of race and culture in Britain.</p>
9	Revision and Assessment		Comparing and evaluating interpretations.			