

History

Key Stage 3 Curriculum Overview

| Year 7 | | | | | | | | | | | |
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| Autumn Term 1A | | Autumn Term 1B | | Spring Term 2A | | Spring Term 2B | | Summer Term 3A | | Summer Term 3B | |
| TOPIC TITLE: What is History? How far did Roman rule improve life in Britain? | | TOPIC TITLE: Why was England a battlefield in 1066? How did the Duke of Normandy establish control over England? | | TOPIC TITLE: Why was the Church important in Medieval life? How did the Islamic World impact the Western World? | | TOPIC TITLE: How far was life in Medieval England miserable? How powerful were Medieval monarchs? Did the Peasants' Revolt lead to change? | | TOPIC TITLE: How did the Tudors come into power? How far was the 16th century a 'Religious Rollercoaster'? | | TOPIC TITLE: How far was Elizabethan England a 'Golden Age'? How diverse was 16th century England? | |
| Topics | Domains (Core knowledge and skills) | Topics | Domains (Core knowledge and skills) | Topics | Domains (Core knowledge and skills) | Topics | Domains (Core knowledge and skills) | Topics | Domains (Core knowledge and skills) | Topics | Domains (Core knowledge and skills) |
| What is History? Roman Britain | Domains of knowledge <ul style="list-style-type: none"> The role of an Historian The beginning of the Roman Empire, including Romulus and Remus, and its benefits The causes and events of the Roman invasion of Britain The strengths of the Roman Army The events and significance of Boudica's rebellion Life in Roman Britain The benefit of Roman rule Reasons for invading Britain in 1066 (push and pull factors) Death of Edward the Confessor To know that the | Why invade England William's Control in England | Domains of knowledge <ul style="list-style-type: none"> Reasons for invading Britain in 1066 (push and pull factors) Death of Edward the Confessor To know that the contenders for the throne were: Harold Godwinson, Harald Hardraada, Edgar Aethling and William of Normandy To know how the Normans, English and Viking prepared for war in 1066 The events and outcome of the Battle of Stamford Bridge The events and outcome of the Battle of Hastings The utility of the Bayeux Tapestry The reasons for and events of the Harrying of the North The reasons for and purpose of the Domesday Book The reasons for and features of the Feudal System | Power of the Church Islamic World | Domains of knowledge <ul style="list-style-type: none"> To know how and the reasons for the Church being so powerful To know the features and purpose of Doom Paintings To examine the utility of Doom Paintings The relationship between Henry VII and Thomas Becket The reasons for, events and outcome of the murder of Thomas Becket What the Islamic World is What the Islamic World has done for us The features and events of The Crusades The reasons for The Crusades Travel and Trade in the English and Arabic Medieval world. Concepts <ul style="list-style-type: none"> Chronology Similarity and difference Change and continuity | Medieval Life King John and the Magna Carta The Peasants Revolt | Domains of knowledge <ul style="list-style-type: none"> What life was like in England during the Middle Ages Medieval Holy Days Reasons for and events of the Black Death (1348) Consequences of the Black Death Who King John is Achievements and problems of King John Reasons for, features of the Magna Carta and its consequences on the power of the King and British Law. Reasons for, events and consequences of the Peasants Revolt (1381) The events of the Princes in the Tower Who could have been to blame for the disappearance of the Princes in the Tower? Concepts <ul style="list-style-type: none"> Chronology Similarity and difference | The Tudors Religious Rollercoaster | Domains of knowledge <ul style="list-style-type: none"> Causes, events and outcomes of the War of the Roses Henry VII's success in the Battle of Bosworth Field The character of Henry VIII Henry VIII's wives and reasons for 6 marriages Reasons for and features of Henry's break with Rome Features of Edward VI's reign Features of Mary I's reign Concepts <ul style="list-style-type: none"> Chronology Similarity and difference Change and continuity Causation Consequence Significance Source Utility Inference Interpretations | Elizabethan Golden Age Diversity in the 16th century | Domains of knowledge <ul style="list-style-type: none"> Problems faced by Queen Elizabeth The problems caused by Mary Queen of Scots arrival in England Causes, events and outcome of the Spanish Armada The circumnavigation of the globe by Sir Francis Drake Features of life in Elizabethan England The life of Black Tudors in England – John Blanke, Mary Fillis, Diego Concepts <ul style="list-style-type: none"> Chronology Similarity and difference Change and continuity Causation Consequence Significance Source Utility Inference Interpretations |

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| | <p>contenders for the throne were; Harold Godwinson, Harald Hardrada, Edgar Aethling and William of Normandy</p> <p>Concepts</p> <ul style="list-style-type: none"> • Chronology • Change and continuity • Causation • Consequence • Significance • Source Utility | | <ul style="list-style-type: none"> • The reasons for and features of Castles • How and why castles changed over time <p>Concepts</p> <ul style="list-style-type: none"> • Chronology • Similarity and difference • Change and continuity • Causation • Consequence • Significance • Source Utility • Inference | | <ul style="list-style-type: none"> • Causation • Consequence • Significance • Source Utility • Inference | | <ul style="list-style-type: none"> • Change and continuity • Causation • Consequence • Significance • Source Utility • Inference • Interpretations | | | | |
| <p>Prior Domains: Understanding of chronology and who the Romans were – from KS2 curriculum.</p> | | <p>Succession – link to current events. Invasion – from Romans unit.</p> | | <p>An understanding of the basic beliefs of Christianity and Islam – link to Religious Studies.</p> | | <p>Importance of religion – Power of the Church. The Feudal System – William’s control. Monarchy – ongoing concept. Revolt – Romans.</p> | | <p>Monarchy Religion in England - Power of the Church</p> | | <p>Changing nature of power between Monarch and Church, changing religions in England. The role of an Historian – What is History?</p> | |

| Year 8 | | | | | | | | | | | |
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| Autumn Term 1A | | Autumn Term 1B | | Spring Term 2A | | Spring Term 2B | | Summer Term 3A | | Summer Term 3B | |
| TOPIC TITLE: How did religious divisions challenge authority? How did power change hands in the 17 th century? | | TOPIC TITLE: Why did power return to the monarchy? How ‘glorious’ was the Glorious Revolution? How can ‘ordinary’ people influence political change? | | TOPIC TITLE: How did the Industrial Revolution change society? Why did Britain have an Empire? | | TOPIC TITLE: How did the Transatlantic Slave Trade develop over time? How far was slavery abolished? | | TOPIC TITLE: What is the legacy of the British Empire? How was law and order enforced in the 19 th century? | | TOPIC TITLE: How was law and order enforced in the 19 th century? How far did tensions over Africa make a European war more likely? | |
| Topics | Domains (Core knowledge and skills) | Topics | Domains (Core knowledge and skills) | Topics | Domains (Core knowledge and skills) | Topics | Domains (Core knowledge and skills) | Topics | Domains (Core knowledge and skills) | Topics | Domains (Core knowledge and skills) |
| <p>The Gunpowder Plot</p> <p>The English Civil War</p> | <p>Domains of knowledge</p> <ul style="list-style-type: none"> • Religious Persecution under James I • Conspirators of the Gunpowder Plot. • The causes of the failure of the Gunpowder Plot • The punishments of the gunpowder plotters | <p>English Civil War</p> <p>The Restoration</p> <p>Glorious Revolution</p> <p>The French Revolution</p> | <p>Domains of knowledge</p> <ul style="list-style-type: none"> • Reasons for Parliaments victory in the English Civil War • Charles I execution • England under Cromwell and the Protectorate • Cromwell in Ireland • Charles II and the Restoration | <p>Industrial Revolution</p> <p>The British Empire</p> | <p>Domains of knowledge</p> <ul style="list-style-type: none"> • Causes of the Industrial Revolution • Living conditions in the Industrial Revolution • Working conditions in the Industrial Revolution • Children in the Industrial Revolution • Transportation and population changes during the | <p>Transatlantic Slave Trade</p> | <p>Domains of knowledge</p> <ul style="list-style-type: none"> • Life in the New World 1600s • Life in Africa 1600s • The trade triangle • The Middle passage • Daily life on a plantation • The abolitionist movement • Significant individuals such as Olaudah Equiano and | <p>Transatlantic Slave Trade</p> <p>Legacy of the British Empire</p> <p>Law and order in Victorian Britain</p> | <p>Domains of knowledge</p> <ul style="list-style-type: none"> • The decline of the British Empire • The legacy of the British Empire • Interpretations of the British Empire • The legacy of the British Empire • Law and disorder in Victorian Britain • Victorian Punishments | <p>Law and order in Victorian Britain</p> <p>Scramble for Africa</p> | <p>Domains of knowledge</p> <ul style="list-style-type: none"> • Whitechapel during the Victorian period • The crimes and context of Jack the Ripper • New punishment and crimes in Victorian Britain • The consequences of the Jack the Ripper murders • Social conditions in |

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| | <ul style="list-style-type: none"> The long-term causes of the English Civil War The short-term causes of the English Civil War The events and significance of the English Civil War Propaganda during the English Civil War Birmingham during the English Civil War <p>Concepts</p> <ul style="list-style-type: none"> Chronology Change and continuity Causation Consequence Significance Source Utility | | <ul style="list-style-type: none"> The Glorious Revolution The Bill of Rights Context of the French Revolution Monarchy in France The Estate System Causes of the French Revolution Main events of the French Revolution Legacy/punishment of the French Revolution <p>Concepts</p> <ul style="list-style-type: none"> Chronology Change and continuity Causation Consequence Source Utility Interpretation | | <p>Industrial Revolution</p> <ul style="list-style-type: none"> Child labour during the Industrial Revolution Birmingham during the Industrial Revolution Joseph Bazalgette and his impact on public health The causes of the British Empire Key locations of colonies in the British Empire <p>Concepts</p> <ul style="list-style-type: none"> Chronology Change and continuity Causation Consequence Source Utility Interpretation | | <p>William Wilberforce</p> <ul style="list-style-type: none"> The end of the slave trade Campaigning against slavery <p>Concepts</p> <ul style="list-style-type: none"> Chronology Change and continuity Causation Consequence Source Utility Interpretation | | <ul style="list-style-type: none"> Prisons in Victorian Britain <p>Concepts</p> <ul style="list-style-type: none"> Chronology Change and continuity Causation Consequence Source Utility Interpretation | | <p>Whitechapel during Victorian Britain</p> <ul style="list-style-type: none"> Sources based lesson on Whitechapel and Jack the Ripper Reasons for the Scramble for Africa Impact of the Berlin Conference European policies in Egypt European policies in Morocco <p>Concepts</p> <ul style="list-style-type: none"> Chronology Change and continuity Causation Consequence Source Utility |
| <p>Prior Domains: Year 7 Curriculum which links chronologically with year 8 (Romans, Saxons, the Medieval period and the Tudors). Religious rollercoaster of the Tudors, particular focus on persecution of Catholics.</p> | | <p>The events of the English Civil War Monarchy Revolt – link back to Peasants’ Revolt.</p> | | <p>Revolution – link back to French Revolution. Invasion – link back to Roman Britain and 1066.</p> | | <p>Context of the British Empire. Parliament – link back to Civil War.</p> | | <p>Links can be made between the creation of the British Empire and the origins of the slave trade.</p> | | <p>Whitechapel – links to be made to the Industrial Revolution. The British Empire.</p> | |

| Year 9 | | | | | | | | | | | |
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| Autumn Term 1A | | Autumn Term 1B | | Spring Term 2A | | Spring Term 2B | | Summer Term 3A | | Summer Term 3B | |
| <p>TOPIC TITLE: Why was there change at the start of the 20th century? Did a sandwich and two bullets cause World War I?</p> | | <p>TOPIC TITLE: How was World War I fought and won? What was the legacy of WW1?</p> | | <p>TOPIC TITLE: How did Germany change following World War I? How did Stalin establish a communist society in the USSR?</p> | | <p>TOPIC TITLE: How did ‘ordinary’ people experience World War II? How did soldiers experience World War II?</p> | | <p>TOPIC TITLE: The Holocaust. What was the legacy of World War II in Britain?</p> | | <p>TOPIC TITLE: How did people campaign for Civil Rights in Britain and around the world?</p> | |
| Topics | Domains (Core knowledge and skills) | Topics | Domains (Core knowledge and skills) | Topics | Domains (Core knowledge and skills) | Topics | Domains (Core knowledge and skills) | Topics | Domains (Core knowledge and skills) | Topics | Domains (Core knowledge and skills) |
| What is the Modern World. | <p>Domains of knowledge</p> <ul style="list-style-type: none"> Key events over 100 years. | The Home Front in WWI | <p>Domains of knowledge</p> <ul style="list-style-type: none"> How WW1 is adapted in modern media. | Germany, 1918-39 | <p>Domains of knowledge</p> <ul style="list-style-type: none"> 3 consequences of WW1 in Germany. | Causes of WW2. Events of WWII | <p>Domains of knowledge</p> <ul style="list-style-type: none"> Invasion of Poland, Policy of | The Holocaust | <p>Domains of knowledge</p> <ul style="list-style-type: none"> Exodus, treatment of Jews in History. | Campaigns for Civil Rights | <p>Domains of knowledge</p> <ul style="list-style-type: none"> Campaigns in Britain |

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| <p>The Titanic.</p> <p>Women and the vote.</p> <p>Causes of WWI</p> <p>Events of WWI</p> | <ul style="list-style-type: none"> • Significance of the Titanic • Women and how they campaigned for equality. • Militarism, Alliances, Imperialism and Nationalism. • How the Assassination of Archduke Franz Ferdinand was a cause. • The interpretation that the war was inevitable through the Schlieffen plan. • How the British government used propaganda to recruit soldier up to 1916. • What a trench is, its structure and conditions. • How trench warfare is interpreted in modern media. • What happened at the battle of the Somme and how it was a turning point for the British in WW1. • How soldiers used poetry in the trenches. | <p>The end of WWI</p> <p>The legacy of WWI, inc: The Paris Peace conference (Big 3), the Treaty of Versailles and the Russian Revolution</p> | <ul style="list-style-type: none"> • How women contributed to the war effort at home. • 3 reasons why WW1 ended. • What happened and the Paris Peace Conference and the problems faced during negotiations ? • The terms of the Treaty of Versailles and their impact on Germany. • What a revolution is and how it happened in Russia. <p>Concepts</p> <ul style="list-style-type: none"> • Chronology • Change and continuity • Causation • Consequence • Significance • Source Utility • Interpretations | <p>Stalin's Russia</p> | <ul style="list-style-type: none"> • How Hitler used his personal ideology to rise to power in politics. • What hyperinflation is and how the occupation of the Ruhr caused it. • Who Stresemann is and how he attempted to solve the social, economic and political issues in Germany. • The methods used by Hitler to become chancellor in 1933. • How Hitler used the weaknesses in politics to become chancellor. • Students should be aware of Indoctrination and youth opposition. • Explain the different methods used to control society – Gestapo, propaganda, laws, SS. • The importance of these methods. • Know who Stalin is. Communism / Capitalism. Bolsheviks and revolution. • Methods used by Stalin to remove political opposition. • Shared farming, Kulaks and industry. How the 5-year plans | <p>Experiences of people at home in WWII</p> | <p>Appeasement</p> <ul style="list-style-type: none"> • The Blitz spirit, impact of the bombing. • What could be rationed, different types of rations books. Causes and consequence of rationing. • Reasons for evacuation, the impact on children and their families. • RAF, Luftwaffe. Dog fights. Reasons why Britain won. • Who were Cos. How were they treated? How were the represented. • How the role of women changed. Munitions work grow your own, Auxiliary, Air raid wardens. Pay equality, social equality. <p>Concepts</p> <ul style="list-style-type: none"> • Chronology • Change and continuity • Causation • Consequence • Significance • Source Utility • Interpretations | <p>Legacy of WWII in Britain</p> | <ul style="list-style-type: none"> • Nuremberg laws, Kristallnacht, Ghettos and labour camps. Students have an understanding of how law changed towards Jews in Germany between 1933-1939 • Causes and events of Kristallnacht • The Wannsee conference. The importance of this event. • Who/what/Where when/How and Why – Anne Frank and what we learn from her life. • What happened at the camps – Auschwitz-Birkenau – Treblinka. The impact on Jews and their families. • Polish-English Holocaust survivor. • The creation of the NHS. • The SS Windrush <p>Concepts</p> <ul style="list-style-type: none"> • Chronology • Change and continuity • Causation • Consequence • Significance • Source Utility • Interpretations | | <p>inc. Bristol Bus Boycott</p> <ul style="list-style-type: none"> • USA – MLK, Malcolm X and Rosa Parks • SA – Apartheid <p>Concepts</p> <ul style="list-style-type: none"> • Chronology • Change and continuity • Causation • Consequence • Significance <p>Source Utility</p> |
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| | Concepts <ul style="list-style-type: none"> Chronology Change and continuity Causation Consequence Significance Source Utility | | | | <ul style="list-style-type: none"> changed over time. Forced labour camps – Conditions/impact Should be able to assess whether society improved. Socially, Economically and politically. | | | | | | |
| | | | | | Concepts <ul style="list-style-type: none"> Chronology Change and continuity Causation Consequence Significance Source Utility Interpretations | | | | | | |
| Prior Domains: 20 TH Century = 1900s. Changes brought about by the Industrial Revolution. Concepts of war and invasion. | | Causes of World War I. Concepts of war and invasion. | | Impacts and legacy of World War I. Russian Revolution – communism. | | Previous wars studied (inc. Civil War and WWI). Suffrage rights of women. Class system in Britain (Titanic). | | The rise of Hitler. Class system in Britain. | | Legacy of World War II. Transatlantic Slave Trade. | |

Key Stage 4 Curriculum Overview

Year 10 Curriculum Overview – Edexcel Exam Board

| Autumn Term | | Spring Term | | Summer Term | |
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| TOPIC TITLE: Early Elizabethan England (1558-1588) | | TOPIC TITLE: Crime and Punishment (1000-present day) | | TOPIC TITLE: Weimar and Nazi Germany (1918-1939) | |
| Topics | Domains (Core knowledge and skills) | Topics | Domains (Core knowledge and skills) | Topics | Domains (Core knowledge and skills) |
| Key Topic 1: Queen, Government and Religion Key Topic 2: Challenges to Elizabeth, 1569-88 Key Topic 3: Elizabethan Society and Exploration, 1558-1588 | Domains of knowledge <ul style="list-style-type: none"> Features of Elizabethan society and government The severity of the problems faced by Queen Elizabeth in 1558: invasion, religion, legitimacy, choosing her councillors, succession, financial weakness, creating peace and prosperity. The solutions to Elizabeth's problems The Religious Settlement, 1559 Reasons for and features of Catholic and Puritan challenge to the Religious Settlement The problems caused by the arrival of Mary Queen of Scots. Revolts and plots against Elizabeth: The Revolt of the Northern Earls, The Ridolfi Plot, The Throckmorton Plot and The Babington Plot The significance of Sir Francis Walsingham Reasons for the execution of Mary Queen of Scots | Whitechapel, c1870-c1900: crime, policing and the inner city Key Topic 1: c1000-c1500: Crime and punishment in medieval England Key Topic 2: c1500-c1700: Crime and punishment in early modern England Key Topic 3: c1700-c1900: Crime and punishment in | Domains of knowledge KT1: <ul style="list-style-type: none"> Crimes against the person, property and authority (e.g. poaching) Changing definitions of crime as a result of the Norman Conquest, including the Forest Laws The role of authorities and local communities in law enforcement in medieval England (e.g. tithings, hue and cry) The emphasis on deterrence and retribution, the use of fines, corporal and capital punishment Case Study: The influence of the Church on crime and punishment in the early 13th century: the significance of Sanctuary and Benefit of the Clergy and the use of trial by ordeal | Key Topic 1: Weimar Republic, 1918-1929 Key Topic 2: Hitler's rise to power, 1919-1933 | KT1: <ul style="list-style-type: none"> The social, political and economic impact of WWI on Germany The creation of the Weimar Republic and its constitution The features and impact of the Treaty of Versailles Threats to the Republic from the Left and Right wing (Kapp Putsch and Spartacist Revolt) The impact of the French invasion of the Ruhr The reasons for, features and consequences of Hyperinflation The significance of Stresemann and his impact on Germany's problems, 1924-29 KT2: <ul style="list-style-type: none"> The early development and aims of the Nazi Party |

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| | <ul style="list-style-type: none"> • Reasons for war between England and Spain • The significance of Sir Francis Drake's raid on Cadiz • The plans and events of the Spanish Armada • Reasons for the defeat of the Spanish Armada • Features of sport, pastimes and theatre in Elizabethan England • Features and improvement of education in Elizabethan England • Changing attitudes and policies towards the poor • Reasons and features of exploration, including Sir Francis Drake's circumnavigation • The features, outcomes and significance of Sir Walter Raleigh's voyages to Virginia <p>Concepts</p> <ul style="list-style-type: none"> • Chronology • Change and continuity • Causation • Consequence • Significance | <p>eighteenth and nineteenth century Britain</p> <p>Key Topic 4: c1900-present: Crime and punishment in modern Britain</p> | <p>KT2:</p> <ul style="list-style-type: none"> • Continuity and change in crimes against the person and authority, including heresy and treason • New definitions of crime in the 16th century; vagabondage and witchcraft • The role of the authorities and local communities in law enforcement, including town watchmen • The continued use of corporal and capital punishment • Key individual: Matthew Hopkins and the witch-hunts of 1645-47 <p>KT3:</p> <ul style="list-style-type: none"> • Continuity and change in crimes against the person, property and authority, including highway robbery, poaching and smuggling • The ending of witchcraft prosecutions and treatment of the Tolpuddle Martyrs • The role of the authorities and local communities in law enforcement, including the work of the Fielding brothers, the development of police forces and CID. • Changing views on the purpose of punishment: the use and ending of transportation, public execution and the Bloody Code. Prison reform (John Howard and Elizabeth Fry) • Case study: Pentonville prison and the separate system • Key individual: Robert Peel and his contribution to penal reform and the development of the Metropolitan Police Force. <p>KT4:</p> <ul style="list-style-type: none"> • Continuity and change in crimes against the person, property and authority, including new forms of theft and smuggling • Changing definitions of crime, including driving offences, race crimes and drug crimes • The role of the authorities and local communities in law enforcement, including the development of Neighbourhood Watch. • Changes within the police force, including increasing specialisation • The abolition of the death penalty: changes to prisons, including the development of open | | <ul style="list-style-type: none"> • The causes and consequences of the Munich Putsch, 1923 • The Re-organisation of the Nazi Party (The Lean Years), 1924-29 • The significance of the Wall Street Crash, 1929 • The reasons for an increase in support for the Nazi Party, 1929-33 • The people and events which enabled Hitler to become Chancellor in 1933 <p>Concepts</p> <ul style="list-style-type: none"> • Chronology • Change and continuity • Causation • Consequence • Significance • Interpretations • Source utility |
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| | | | prisons and specialised treatment of young offenders <ul style="list-style-type: none"> • Case study: the treatment of conscientious objectors in WWI and WWII • Case study: the significance of the Derek Bentley case for the abolition of the death penalty Concepts <ul style="list-style-type: none"> • Chronology • Change and continuity • Causation • Consequence • Significance • Inference • Similarity and difference • Source utility | | |
| Prior Domains: Catholicism, Protestantism and Puritanism taught throughout KS3; context of the Tudors taught in Yr7. | | Prior Domains: Y8 Law and order in Victorian Britain. | | Year 9 – WWI, Treaty of Versailles, Germany 1918-39, understanding of communism (RR). KS3 – understanding of propaganda and how it can be used. | |

Year 11 Curriculum Overview – Edexcel Exam Board

| Autumn Term 1A | | Autumn Term 1B and Spring Term 2 | | Summer Term 3A | |
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| TOPIC TITLE: Weimar and Nazi Germany (1918-1939) | | TOPIC TITLE: Superpower relations and the Cold War (1941-91) | | TOPIC TITLE: In lesson revision and exam practice. | |
| Topics Key Topic 3: Nazi Control and Dictatorship, 1933-1939 Key Topic 4: Life in Nazi Germany, 1933-1939 | Domains (Core knowledge and skills) KT3: <ul style="list-style-type: none"> • How Hitler can create a dictatorship, 1933-34 • The creation of the Nazi Police State • The relationship between the Christian Churches and the Nazi Party • The use of Propaganda • Opposition to the Nazi Party from the Youth and the Church KT4: <ul style="list-style-type: none"> • The Hitler Youth and the Education system • Nazi treatment and policies towards women • Employment and living standards in Nazi Germany • The persecution of the Minorities (inc: Jews, disabled, homosexual, Poles) Concepts <ul style="list-style-type: none"> • Chronology • Change and continuity • Causation • Consequence • Significance • Interpretations • Source utility | Topics Key Topic 1: The Origins of the Cold War, 1941-58 Key Topic 2: Cold War Crises, 1958-70 Key Topic 3: The End of the Cold War, 1970-1991 | Domains of knowledge KT1: <ul style="list-style-type: none"> • The Grand Alliance and the outcomes of the Tehran, Yalta and Potsdam conferences • To understand the ideological differences between the superpowers (communism and capitalism) and the attitudes of Stalin, Truman and Churchill • The impact on US-Soviet relations of the development of the atomic bomb, the Long and Novikov telegrams and the creation of Soviet satellite states in Eastern Europe • The significance of Cominform (1947), Comecon (1949) and the formation of NATO (1949) • Berlin and its division into zones • The impact of the Berlin Crisis (blockade and airlift) • The formation of the Federal Republic of Germany and German Democratic Republic • The significance of the arms race and the formation of the Warsaw Pact • Events in 1956 leading to the Hungarian Uprising, and Khrushchev's response • The international reaction to the Soviet invasion of Hungary KT2: <ul style="list-style-type: none"> • The refugee problem in Berlin, Khrushchev's Berlin Ultimatum (1958), and the summit meetings of 1959-61 | Topics | Domains (Core knowledge and skills) Revision and exam practice decided based on needs of year group. |

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| | | | <ul style="list-style-type: none"> • Soviet relations with Cuba, the Cuban Revolution and the refusal of the USA to recognise Castro's government • The significance of the Bay of Pigs incident • Opposition in Czechoslovakia to Soviet control: the Prague Spring • The construction of the Berlin Wall, 1961 • The events of the Cuban Missile Crisis • The Brezhnev Doctrine and the re-establishment of Soviet control in Czechoslovakia • Impact of the construction of the Berlin Wall on US-Soviet relations and Kennedy's visit to Berlin in 1963 • The consequences of the Cuban Missile Crisis: the 'hotline', the Limited Test Ban Treaty 1963; the Outer Space Treaty 1967; and the Nuclear Non-Proliferation Treaty 1968 • International reaction to Soviet measures in Czechoslovakia <p>KT3:</p> <ul style="list-style-type: none"> • Détente in the 1970s, SALT 1, Helsinki, and SALT 2. • The significance of Reagan and Gorbachev's changing attitudes • Gorbachev's 'new thinking' and the Intermediate-Range Nuclear Force (INF) Treaty 1987 • The significance of the Soviet invasion of Afghanistan, the Carter Doctrine and the Olympic boycotts • Reagan and the 'Second Cold War, the Strategic Defence Initiative • The impact of Gorbachev's 'new thinking' on Eastern Europe: the loosening Soviet grip on Eastern Europe • The significance of the fall of the Berlin Wall • The collapse of the Soviet Union and its significance in bringing about the end of the Warsaw Pact <p>Concepts</p> <ul style="list-style-type: none"> • Chronology - Narrative • Change and continuity • Causation • Consequence • Significance | | |
| <p>Prior Domains: WWI, Treaty of Versailles, Germany 1918-39, understanding of communism (RR). KS3 – understanding of propaganda and how it can be used.</p> | | <p>Communism, Russian Revolution, Stalin's Russia, impact of WWI and WWII (Y9)</p> | | <p>Key Stage 4 GCSE knowledge</p> | |