

ear Group 10

Term	1	2	3	4	5	6
<b>Topic Title</b>	<b>WEIMAR GERMANY 1918-33</b>	<b>NAZI GERMANY 1933-39</b>	<b>WARFARE THROUGH TIME 1250 -1700</b>	<b>WARFARE THROUGH TIME 1700 - 2003</b>	<b>ANGLO SAXONS / NORMANS</b>	<b>ANGLO SAXONS / NORMANS</b>
<b>Rationale Why are you delivering this topic now? How does it fit with the learning journey?</b>	Students begin their GCSE study with a study of Germany between the wars; building on Yr 9 work and their summer project in preparation for this unit. This continues the progression of the chronological study of the history of Europe from KS3. Themes of causation and consequence, change and continuity and the significance of individuals.	This topic follows the chronological development of Germany as a major power and the impact of WW1. This links with the development of relations with Europe in a world context. It continues studies of the roles of individuals. Issues such as cause and consequence and significance. Also persecution and totalitarianism (as studied in Y9)	This continues the theme of the development of British military power in a broader context. It builds on the continuing development of British monarchy and society and links this with the developments of warfare and its impact on society. The focus of this unit is on the 'Big picture' and to analyze themes of change and continuity, cause and consequence and analysis of key factors.	This continues the unit on warfare and builds on prior knowledge of the development warfare It builds on prior knowledge of tactics and weaponry and conscription and the impact of new weaponry and inventions and its impact on society into the modern age. The focus of this unit continues to be on the 'Big picture' and to analyze themes of change and continuity, cause and consequence and analysis of key factors.	This unit revisits pupils' learning from KS3 and develops it in a far more in depth way. It examines a key turning point in England's history of the end of the Saxon era and the Norman conquest. It focusses on comparison of Saxon England with Normans - change and continuity and the analysis of significant individuals, decisions and actions to explain and evaluate cause and consequence.	This completes the story of the Norman Conquest and the development of the UK. It also continues the study of key individuals and events building on prior knowledge of the impact of this conquest and a comparison and evaluation of its impact compared with Saxon rule. It will also examine Turing points and the roles of key individuals.
<b>Prior knowledge e/What have pupils already covered that will support?</b>	Pupils will build on their prior knowledge of the era from Y9. Topics of totalitarianism and WW1 and WW2 fit in well and allow students to study the impact of these events and put the GCSE topic into context with the wider period.	From this students will build a picture of how Germany developed into a dictatorship and life under totalitarian state. This builds on prior knowledge of the role of democracy and the rise of extremism in the early 20th century. Prior study of evidence and sources will help them use diary and newspaper extracts to investigate the impact of Nazism on German society.	Pupils have an understanding of medieval and early modern warfare from year 7 & 8 and can build on this by looking at these features in context and more in depth. Building on their understanding of developments in technology and development of British society at the same time.	Pupils will use their prior knowledge of the key features of warfare to understand the changes taking place between 1700 and the 20th century and how this fits in with the continuing development of society and empire. This then allows the pupils to look back on the whole period and trace periods of change and continuity over a greater period of time.	Pupils will build on their prior understanding of the key features of this period from Y7. Prior study of evidence and the warfare topic in terms 3 & 4 will help them apply that understanding to look at not only changes in society and themes of change and continuity but also key battles and turning points.	Pupils will continue to develop their understanding of the period and develop their understanding of the impact of the Norman invasion. Prior study of the period in y7 will allow them quick access of the key features of castles and the feudal system and allow them to focus on developing that knowledge and looking at these developments in context.
<b>Key knowledge e/skills development</b>	The role of Germany as a world power within a European context, and the impact of WW1; the impact of the Depression and the rise of political extremism, threats to German democracy. Development of key skills of description and explanation of causation to understanding significance, and consequences of events, analysis of evidence. knowledge retrieval.	The rise of the German dictatorship. Nazi Germany and the impact on society. Key skills will build on and understanding of change and continuity, causation and consequence. Source analysis skills will continue to look at interpretations and inference. knowledge retrieval.	The development of warfare, weapons and tactics from medieval times to 1700 and their impact on society. Understand chronology, describe events using precise historical knowledge, explain change and continuity, knowledge retrieval. Key skills will build on the understanding of causation and consequence to analyzing the importance of key factors and individuals, knowledge retrieval.	The development of warfare, weapons and tactics from medieval times from 1700 to modern times and their impact on society. Understand chronology, describe events using precise historical knowledge, explain change and continuity, knowledge retrieval. Key skills will build on the understanding of causation and consequence to analyzing the importance of key factors and individuals, knowledge retrieval.	Anglo Saxon society, the role of monarchy and the Wilton, key individuals such as king Edward, the Godwins and the succession crisis. Key skills will develop explanations of cause and consequence and significance. knowledge retrieval. Analytical narratives, evaluation and judgements of events and key decisions.	The post conquest years and the start of Norman England, changes to the church, society and politics and comparison with Saxon England. Key skills will continue the development of extended writing, placing events in context and using knowledge retrieval explanation of change and continuity over time.
<b>National Curriculum/specific links</b>	Impact and events of WW1, German post war society, development of Weimar democracy and threats to democracy, rise of Nazism. Cause, consequence, evidence and interpretation.	Weimar and Nazi Germany. Rise of dictatorships and totalitarianism. key skills of cause and consequence, the significance of individuals, source analysis analytical narratives.	Warfare through time 1250-1700. change, continuity and significance. Analytical narratives, evidence.	Warfare through time 1700 - 2003. Change, continuity and significance. Analytical narratives, evidence.	Anglo-Saxon England and the Norman Conquest. Change and continuity, Analysis of turning points, evaluation of arguments.	The Norman Conquest. Key skills of causation and consequence. Analysis of turning points, evaluation of arguments.
<b>Literacy</b>	Consistent use of comprehension and extended reading and writing tasks, for example, 'explain why the treaty of Versailles was unpopular' Analysis of historical written sources to determine utility and reliability.	Analysis of historical written sources and inferences of how Hitler became Chancellor and life in Nazi Germany	Extended writing tasks to analyze the tactics, impact of weapons and tactics in certain battles such as Waterloo, Balaclava, The Somme and Iran	Regular use of extended writing tasks to explain developments in warfare in this period. Also extended writing tasks to analyze the tactics, impact of weapons and tactics in certain battles such as Waterloo, Balaclava, The Somme and Iran	Extended writing activities to explain and analyze the developments in Saxon/Norman England. Such as; Why was there a succession crisis in 1066? Explain how the Normans conquered England. Explain why William won at the Battle of Hastings	Extended writing activities to explain and analyze the developments in Norman England. Such as; Was the Normansisation of society the most important impact of the Norman Conquest?
<b>Numeracy</b>	The use of data, pie charts and flow charts to examine the impact of the war on Germany, loss of life and industry and also to illustrate and analyze the political popularity of the Weimar Government	Consistent use of data, (percentages, pie charts) For example: to analyze the impact of the depression on Germany and also to analyze the corresponding growth in support of the Nazis.	Regular use of maps and statistics to analyze impact of military strategy and weaponry. Examination of the ratio of opposing armies and calculating the percentages of casualties	Regular use of maps and statistics to analyze impact of military strategy and weaponry. Examination of the ratio of opposing armies and calculating the percentages of casualties	The use of data, pie charts and flow charts to explain the structure and change in Anglo Saxon and Norman society	The use of data, and the Domesday book to analyze the impact of the Normansisation of England
<b>STEM</b>	Analysis of decisions made by the European Leaders at the end of WW1, Using maps to analyze the impact of loss of territories and colonies. Decision making games.	Decision making exercise to analyze the responses and policies of Hitler in relation to tackling the Depression and eliminating opposition - pupils asked what they would do in given scenarios and why.	Comparison of scientific developments that impact weaponry and composition changes. Regular use of maps and battle plans to analyze strategy and deployment of soldiers at the Battle of Agincourt, Naseby	Comparison of scientific developments that impact weaponry and composition changes. Regular use of maps and battle plans to analyze strategy and deployment of soldiers at Waterloo, World War One and Iraq	Analysis of the structural engineering of the Motte and Bailey castle as a means of defense and control.	Problem solving activities to analyze the use of force and strategic destruction to eliminate Saxon rebellions - i.e. the Harrying of the North - advantages and disadvantages to this strategy using maps to locate areas of rebellion.
<b>Cross curricular links What other curriculum areas/skills does the topic link with?</b>	Geography: map work of Europe, English - extended writing skills. Art - contemporary art work and cartoons. Business Studies- commerce and trade, the Depression, PSHECE - democracy.	English - reading and extended writing skills. Art - contemporary paintings, photographs and cartoons. PSHECE - democracy/persecution and tolerance. RE - Prejudice and intolerance. Business	Geography - map work of Europe. Art - contemporary paintings and images and photographs. English - primary sources - reading and extended writing skills. Technology - new weapons and inventions.	Geography - map work of Europe. Art - contemporary paintings and images and photographs. English - primary sources - reading and extended writing skills. Technology - new weapons and inventions.	Geography - map work of England and northern Europe. Art - study of contemporary photographs and images. English - essay writing skills, source analysis skills.	Geography - map work of England and northern Europe. Art - study of contemporary photographs and images. English - essay writing skills, source analysis skills. RE - changes to the church.
<b>Key vocabulary</b>	Armistice, Treaties, the Depression, totalitarianism, democracy and dictatorship. Cause, consequence, analysis and evaluation. Interpretation.	Imperialism, nationalism, militarism, alliances, Dictatorship, Anschluss, appeasement, Cause, consequence, analysis and evaluation. Interpretation	Infantry, archers, artillery, cavalry. Longbow, Schilltron. Cause, consequence, Change and continuity, analysis and evaluation. Turning points.	Artillery, bombardment, specialised troops, total war. Cause, consequence, change and continuity, analysis and evaluation. Turning points.	Shire-reeve, witan, earl, peasant, ceorl, burghs, Cause, consequence, analysis and evaluation. Interpretation	Conquest, feudal, Normansisation, Cause, consequence, analysis and evaluation. Interpretation

Year Group 11

Term	1	2	3	4	5	6
Topic Title	THE BLITZ	THE START AND DEVELOPMENT OF THE COLD WAR	SUPER POWER RELATIONS AND THE END OF THE COLD WAR	REVISION AND EXAM PRACTICE.	REVISION AND EXAM PRACTICE.	
Rationale Why are you delivering this topic now? How does it fit with the learning journey?	Students continue their GCSE study with a study of London during the blitz; building on Yr 9 work and their work on warfare in Y10. This continues the progression of the chronological study of the history of Britain from KS3. Themes of causation and consequence, change and continuity and the examination of evidence.	This topic follows the chronological development of Cold war in the context of the post WW2 world. This links with the development of relations within Europe in a world context. It continues studies of the roles of individuals building their summer project in preparation for this unit. Issues such as cause and consequence and significance. (as studied in Y9/10)	This continues the theme of the development of Cold war in a broader context. It builds on the continuing development global relations and links this with the developments of warfare and its impact on society. The focus of this unit is to analyze themes of change and continuity, cause and consequence and analysis of key factors.	In this half term there will be post mock exams and exam preparation. As some of the content is quite detailed, this period will focus on knowledge retrieval, exam skills and practice. The units will be rotated on a weekly basis to allow a fair allocation of time to cover each unit on a rolling programme to all the students to build up revision and knowledge retrieval over time. This also allows for time to focus on individual skills and papers and to formulate more bespoke study programmes for pupils.	In this half term there will be post mock exams and exam preparation. As some of the content is quite detailed, this period will focus on knowledge retrieval, exam skills and practice. The units will be rotated on a weekly basis to allow a fair allocation of time to cover each unit on a rolling programme to all the students to build up revision and knowledge retrieval over time. This also allows for time to focus on individual skills and papers and to formulate more bespoke study programmes for pupils.	
Prior knowledge What have pupils already covered that will support?	Pupils will build on their prior knowledge of the era from Y9 and 10. Topics of the Home Front, social and practical impact of the bombing develops prior study from Y9 and 10 and allows the student to develop a more in depth analytical approach to the examination of primary evidence.	Pupils will have an understanding of the post war world from Y9. Their understanding of the skills of analysis and evaluation and essay writing from Y10 units will help them evaluate the causes and consequences of the Cold War and its impact and development.	Pupils will have an understanding of the post war world from Y9. Their understanding of the skills of analysis and evaluation and essay writing from Y10 units will help them evaluate the causes and consequences of the Cold War and its impact and development and the reasons for the end of the Cold War.	All the prior knowledge and skills covered in the Y10 and 11 programme of study: Germany 1918 - 39, Warfare through time 1250 - 2003, Anglo-Saxon and Norman England 1060 - 1088, The Blitz, Cold War relations in Europe 1944 - 1991. Key skills of source evaluation and analysis, essay writing, analytical narratives, evaluation of interpretations.	All the prior knowledge and skills covered in the Y10 and 11 programme of study: Germany 1918 - 39, Warfare through time 1250 - 2003, Anglo-Saxon and Norman England 1060 - 1088, The Blitz, Cold War relations in Europe 1944 - 1991. Key skills of source evaluation and analysis, essay writing, analytical narratives, evaluation of interpretations.	
Key knowledge/skills development	The Blitz will focus on the preparations and impact of the German blitz of London in WWII. Development of key skills of description and explanation of causation to understanding significance, and consequences of events, analysis of evidence. knowledge retrieval.	The post war years and the start of the Cold war. Key skills will continue the development of extended writing, placing events in context and using knowledge retrieval explanation of consequence and significance. Narrative analysis skills will focus depth and detail of explanations.	The post war years and the start of the Cold war. Key skills will continue the development of extended writing, placing events in context and using knowledge retrieval explanation of consequence and significance. Narrative analysis skills will focus depth and detail of explanations.	All the prior knowledge and skills covered in the Y10 and 11 programme of study: Germany 1918 - 39, Warfare through time 1250 - 2003, Anglo-Saxon and Norman England 1060 - 1088, The Blitz, Cold War relations in Europe 1944 - 1991. Key skills of source evaluation and analysis, essay writing, analytical narratives, evaluation of interpretations.	All the prior knowledge and skills covered in the Y10 and 11 programme of study: Germany 1918 - 39, Warfare through time 1250 - 2003, Anglo-Saxon and Norman England 1060 - 1088, The Blitz, Cold War relations in Europe 1944 - 1991. Key skills of source evaluation and analysis, essay writing, analytical narratives, evaluation of interpretations.	
National Curriculum/Spicification links	Warfare through time . Cause, consequence and significance. Analytical narratives, evidence.	The Cold War in Europe. Post-World War II. key skills of cause and consequence, the significance of individuals, event analysis / analytical narratives.	The Cold War in Europe. Post-World War II. key skills of cause and consequence, the significance of individuals, event analysis / analytical narratives.	Cumulation of previous key themes and issues of cause, consequence, analysis and evaluation, source evaluation, role of individuals, knowledge retrieval.	Cumulation of previous key themes and issues of cause, consequence, analysis and evaluation, source evaluation, role of individuals, knowledge retrieval.	
Literacy	Consistent analysis of historical written sources to determine utility and reliability. Compare the utility of certain first-hand accounts of the Blitz and analyze the official evidence and interpretations given.	Consistent use of comprehension and extended reading and writing tasks, for example, 'Write a narrative analysis of the Berlin Crisis of 1958 - 1961' Evaluate the consequences of key issues and events in the Cold war - 'Explain the importance of the Truman Doctrine in the development of the Cold War'	Consistent use of comprehension and extended reading and writing tasks, for example, 'Explain two consequences of the Prague Spring of 1968' and 'Write a narrative analysis of the Cuban Missile Crisis'	Cumulation of the previous strategies of analyzing first hand evidence and eye witness accounts, evaluating different historical interpretations of events, extended evaluation and analytical essay writing about the Cold War, the Blitz, Development of warfare, Norman Conquest and Inter-war Germany	Cumulation of the previous strategies of analyzing first hand evidence and eye witness accounts, evaluating different historical interpretations of events, extended evaluation and analytical essay writing about the Cold War, the Blitz, Development of warfare, Norman Conquest and Inter-war Germany	
Numeracy	Use of data to analyze the impact of bombings on London - the casualty lists, percentages of shelters distributed and comparison against whole population data.	Data analysis of statistics relating to the Cold War, specifically Marshall Aid, Size of global armies, arms races, and financial implications.	Data analysis of statistics relating to the Cold War, specifically Berlin Blockade, Size of global armies, arms races, and financial implications.	Cumulation of the previous strategies of analyzing data, use of bar charts and pie charts to assess the overall development and financial impact of the Cold War, the Blitz, Development of warfare, Norman Conquest and Inter-war Germany	Cumulation of the previous strategies of analyzing data, use of bar charts and pie charts to assess the overall development and financial impact of the Cold War, the Blitz, Development of warfare, Norman Conquest and Inter-war Germany	
STEM	Critically approaching the issues faced by the Home Front: analyzing the structure and effectiveness of bomb shelters vs the underground. Analysis of the technology and impact of V1 and V2 bombs.	Consider the quantitative nature of the Cold War, it's context and impact as well as how communications broke down. Use of maps to analyze the global division caused by the Cold war with particular reference to Germany and Berlin, NATO and the Warsaw Pact.	Analysis of the technological impact on the Arms Race and the Space Race - Use of maps to analyze the impact of global military bases in the Arms Race; special reference to the Cuban Missile Crisis.	Cumulation of the previous strategies to provide an overview of the topic - use of maps and data to analyze and explain the development and impact of the political and technological developments of the Cold War, the Blitz, Development of warfare, Norman Conquest and Inter-war Germany	Cumulation of the previous strategies to provide an overview of the topic - use of maps and data to analyze and explain the development and impact of the political and technological developments of the Cold War, the Blitz, Development of warfare, Norman Conquest and Inter-war Germany	
Cross curricular links What other curriculum areas/skills does the topic link with? When are these taught?	Geography; map work of London. English - extended writing skills. Analysis of primary evidence - diaries, newspapers etc. Art - contemporary art work and cartoons. Maths - data analysis.	Geography - map work of Europe. Art - contemporary images and photographs, satirical cartoons. English - primary sources - reading and extended writing skills. Technology - new weapons and inventions. PSHCEE - tolerance and prejudice, democracy and dictatorship. Human Rights.	Geography - map work of Europe, and Cuba. Art - contemporary images and photographs, satirical cartoons. English - primary sources - reading and extended writing skills. Technology - new weapons and inventions. PSHCEE - tolerance and prejudice, democracy and dictatorship. Human Rights.	Geography - map work. Art - study of contemporary photographs and images. English - essay writing skills, source analysis skills. PSHCEE - tolerance and prejudice, democracy and dictatorship. Human Rights. Technology - new weapons and inventions. Business Studies- commerce and trade. Modern languages - key German terms.	Geography - map work. Art - study of contemporary photographs and images. English - essay writing skills, source analysis skills. PSHCEE - tolerance and prejudice, democracy and dictatorship. Human Rights. Technology - new weapons and inventions. Business Studies- commerce and trade. Modern languages - key German terms.	
Key vocabulary	Evacuation, shelters, propaganda, censorship, morale. Examination of evidence and interpretation. Cause, consequence, analysis and evaluation. Interpretation.	Ideologies, capitalism communism, Truman doctrine, blockade. NATO Cause, consequence, analysis and evaluation. Narrative analysis.	Delent, Helsinki accords, perestroika, glasnost. Cause, consequence, Change and continuity, analysis and evaluation. Narrative analysis.	Armistice, Treaties, the Depression, totalitarianism, democracy and dictatorship. Imperialism, nationalism, militarism, alliances, Dictatorship, Anschluss, appeasement, Infantry, archers, artillery, cavalry. Longbow, Schilttron. Artillery, bombardment, specialized troops, total war. Shire-reeve, witan, earl, peasant, ceorl, burghs, Conquest, feudal, Normansisation, Cause, consequence, analysis and evaluation. Interpretation. Narrative analysis	Armistice, Treaties, the Depression, totalitarianism, democracy and dictatorship. Imperialism, nationalism, militarism, alliances, Dictatorship, Anschluss, appeasement, Infantry, archers, artillery, cavalry. Longbow, Schilttron. Artillery, bombardment, specialized troops, total war. Shire-reeve, witan, earl, peasant, ceorl, burghs, Conquest, feudal, Normansisation, Cause, consequence, analysis and evaluation. Interpretation. Narrative analysis.	