

History

Year 10

Scheme of Learning 2025 - 2026

M Labrou – Acting Head of History

Topics by Term	Topic Overview for Year Group					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics Taught Overarching Big Questions	Finish Anglo-Saxon and Norman Unit 3: Norman England and then begin Weimar and Nazi Germany, 1918–39 How did England change under the Normans? What challenges did the Weimar Republic	31: Weimar and Nazi Germany, 1918–39 How did Hitler become Chancellor, 1932-33? How did Hitler establish a dictatorship in Germany?	31: Weimar and Nazi Germany, 1918–39 How did the Nazis control the German people? How did society and the economy change under the Nazis?	26/27: Superpower relations and the Cold War, 1941–91 How and why did the Grand Alliance break down? Why did the Cold War develop between 1947 and 1956?	26/27: Superpower relations and the Cold War, 1941–91 What flashpoints in tension were there between 1958 and 1968?	26/27: Superpower relations and the Cold War, 1941–91 Why did tensions ease in the 1970s and then flare up in the early 1980s? Why did the Soviet Union collapse?

	face between 1918 and 1924? What economic and social changes occurred between 1924 and 1929 (Golden Age)?					
Week Times	6.5 Weeks	7.5 Weeks	6 Weeks	6 Weeks	6 Weeks	7 Weeks
	Vital Prerequisites	Vital Prerequisites	Vital Prerequisites	Vital Prerequisites	Vital Prerequisites	Vital Prerequisites
	Why are we teaching this now?	Why are we teaching this now?	Why are we teaching this now?	Why are we teaching this now?	Why are we teaching this now?	Why are we teaching this now?

	Term 1 - B1 - Anglo-Saxon and Norman England, c1060-1088 Unit 3 – Norman England						
<p>Key words:</p> <p>Feudal system: The system of land offered in return for rent and loyalty in Norman England</p> <p>Hierarchy - a system in which members of an organization or society are ranked according to relative status or authority.</p> <p>Fief: Land held by a vassal in return for service to a lord. Also called a 'feud' (i.e. feudalism)</p> <p>Knight service: The duty to provide a mounted knight to the king in exchange for a grant of land. The vassal had to ensure he had the right armour, weapons and equipment to carry out their service.</p> <p>Barony: The lands held by a baron from the king</p> <p>Homage: To demonstrate allegiance to another person publically</p> <p>Tenants-in-chief: The large landowners of Norman England who held their land directly from the king (known as Earls in Anglo-Saxon England)</p> <p>Forfeiture: To lose something as punishment for committing a crime or bad action.</p> <p>Vassal: Someone who held their land in return for services to their Norman lord.</p> <p>Regents: Someone appointed to act for a king or queen when they are underage, unable to rule because of illness or out of the country</p> <p>Demesne: The land that the king or a tenant keep for his own use rather than granting it as a fief to an under-tenant. It is pronounced 'de-mean'.</p> <p>Forest laws: New laws introduced by William to protect animals and vegetation. Not always a forest but all 'green areas' belonging to the king.</p> <p>Pluralism: The Clergy/bishops are often absent from their parishes/bishoprics as they have more than one office of duty</p> <p>Simony: Church offices and sacraments are sold</p> <p>Domesday book: A survey ordered by William to investigate the landholdings of each shire: who held what land, what taxes they owed the king, and whether they could pay anymore.</p> <p>Aristocracy: The people in society who are seen as being important because of their wealth and power, which they have often inherited from their parents and ancestors.</p> <p>Logistics: The planning and organisation of supplies for troops and moving troops around</p>							
Sub-topic	Lesson title	Lesson Objective	Learning Aims/Outcomes	Opportunities for Differentiation	Assessment	Homework	Personal Development curriculum

							links (SMSC, British Values, PSHE)
Big Question: 3.1 – 3.4 How did England change under the Normans?	19-What was the feudal system?	To understand how the Feudal System worked	-To be able to define hierarchy -To be able to depict the Norman feudal system -To be able to explain why tenants-in-chief and knight service was important	Extension questions on all tasks to challenge MA pupils Work sheet available for hierarchy task to support LA and SEN			
3.1 – The feudal system and the Church	20 -What changes did William impose on the Church?	To understand how changes to the church increased William's power	-To be able to describe the issues William claimed existed in the church -To be able to explain the Normanisation of the church under Lanfranc -To be able to analyse why William was able to increase his power over the church	Extension questions on all tasks to challenge MA pupils Picture support to identify key words to support LA and SEN			SMSC - C1, C2 - the study of the changes made by William I to England following his conquest allows pupils to understand how events of a millennium ago still have an impact today e.g. the primacy of the Archbishop of Canterbury
3.2 – Norman Government	21 – To what extent did the Norman conquest bring change to society and the economy?	To understand how far society and the economy changed under the Normans	-To be able to describe how society changed after the Norman conquest -To be able to explain how far town life changed -To be able to categorise changes to village life into changes and continuities	Extension questions on all tasks to challenge MA pupils Table partially completed for LA and SEN			
3.3 – The Norman aristocracy	22 – Why did William change the system of government in England?	To understand why William changed the system of government in England	-To be able to explain the ways in which William increased the power of the king -To be able to analyse the advantages and disadvantages of regents -To be able to evaluate the impact of changes to the power and wealth of the earls	Extension questions on all tasks to challenge MA pupils Sentence starters available to support planning of 12 mark question to support LA & SEN			British Values – compare the dictatorship and centralised government of Norman England with the democratic elected

3.4 – William and his sons	23 – To what extent did William change the legal system in England?	To understand how far the legal system changed under the Normans	-To be able to define 2 key medieval legal terms -To be able to explain what the new forests and forest laws were -To be able to categorise changes and continuities in the legal system	Extension questions on all tasks to challenge MA pupils Use of video and group discussion to introduce key terms and support SEN and LA pupils			government of modern Britain
	24 – What was the Domesday book and why was it significant?	To understand the significance of the Domesday book	-To be able to identify features of the Domesday Book -To be able to describe the significance of the Domesday Book -To be able to evaluate the main significance of the Domesday Book	Extension questions on all tasks to challenge MA pupils Sentence starters to support LA and SEN in 16 mark question			
	25 - What were the Norman aristocracy like in England?	To understand the aristocracy of Norman England	-To be able to describe key features of the Norman aristocracy -To be able to depict the career of Odo of Bayeux in a living graph -To be able to analyse the career of Odo to determine the significance of Odo	Extension questions on all tasks to challenge MA pupils Sentence starters to support LA and SEN			
	26 - What was William's relationship like with his son, Robert?	To understand William's character and the relationship with Robert Curthose	-To be able to exemplify William's character traits -To be able to depict William's family tree and suggest where issues may arise -To be able to explain the causes, main events and outcomes of Robert's rebellion	Extension questions on all tasks to challenge MA pupils Sentence starters to support LA and SEN			
	27 - Why did the Death of William lead to rebellion?	To understand what happened after the death of William I	-To be able to describe how William died and what happened to his body -To be able to explain what happened in 1088	Extension questions on all tasks to challenge MA pupils			

			-To be able to analyse why the rebellion occurred	Key text in bold to support LA and SEN			
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Term 1 - Weimar and Nazi Germany, 1918–39 – Topic 1 – The Weimar Republic 1918-1929							
<p>Key words: Abdication: When a monarch leaves the throne, Republic: A country without a king or queen, Article 48: a constitutional mechanism allowing a president to create laws in times of crisis, Kaiser: King/Emperor, Armistice: agreement to end a war, Constitution: The set of rules laying out how a country is run, Reichstag: German Parliament, Freikorps: Ex-military soldiers who wanted to overthrow the Republic, Rentenmark: German currency introduced in 1923 to solve hyperinflation, Dawes Plan: A 1924 package of loans from the USA to Germany, Young Plan: A 1929 agreement lowering Germany’s reparations and giving it longer to pay, Treaty of Versailles: The detailed peace terms forced on Germany in 1919, decided by the Big Three, Coalition: A government of more than two political parties necessitated by 1 party not having enough seats to form a majority; diktat: something which is forced on someone e.g. Treaty of Versailles on Germany</p>							
Overarching Big Questions	Big Question	Lesson Objective	Learning Aims/Outcomes	Opportunities for Differentiation	Assessment	Homework	Personal Development curriculum links (SMSC, British Values, PSHE)
What challenges did the Weimar Republic face between 1918 and 1924?	1) Introduction to Paper 3 – Weimar and Nazi Germany	To gain an insight into the Weimar and Nazi Germany Unit	<ul style="list-style-type: none"> - To be able to describe Hitler and his life - To be able to chronologically order key events - To be able to make inferences from a primary source 	Extension tasks for all activities to challenge MA pupils	1) 10 mark peer assessed knowledge quiz 2) One formal written assessment 3) PIT lesson on Written Assessment (reviewing skills)	1) Revision for knowledge quiz 2) Revision for assessment 3) At least one written piece of work set by the class teacher each term recapping prior material to allow for interleaving of learning. Nature of task will vary class	RSE – Highlight the dangers of extremism, such as Hitler’s, giving examples of how many of his ideas and policies were extremist
	2) What was the Impact of WW1 on Germany?	To understand the impact of WW1 on Germany	<ul style="list-style-type: none"> - To be able to describe why WW1 was so detrimental to Germany - To be able to explain the collapse of the German government - To be able to analyse a primary source to make inferences about the SITB myth 	Extension tasks for all activities to challenge MA pupils			

What economic and social changes occurred between 1924 and 1929 (Golden Age)?	3) What were the key terms of the Treaty of Versailles?	To be able to understand the key terms of the Treaty of Versailles	<ul style="list-style-type: none"> - To be able to make inferences from a primary source about the Treaty - To be able to categorise the key terms of the treaty of Versailles - To be able to explain why the Treaty was a Diktat 	<p>Extension tasks for all activities to challenge MA pupils.</p> <p>Guidance for LA on how to make inferences from sources.</p>	by class to allow for differentiation	British Values – By contrasting the political violence of 1920s Germany with modern day Britain pupils gain an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety
	4) What was the impact of the Treaty of Versailles?	To understand the impact of the treaty on Germany	<ul style="list-style-type: none"> - To be able to make inferences from a primary source about German reactions to the treaty - To be able to explain why the treaty was so unpopular with the German people - To be able to analyse why there opposition in Germany to the Treaty of Versailles in the format of a 12 mark examination question 	<p>Extension tasks for all activities to challenge MA pupils.</p> <p>Writing frames provided for LA/SEN to help with technique on 12 mark question.</p>		
	5) How strong was the Weimar constitution?	To understand the strengths and weaknesses of the Weimar constitution	<ul style="list-style-type: none"> - To be able to define key constitutional terms - To be able to explain the difference between a chancellor and a president - To be able to evaluate the strengths and weaknesses of the Weimar constitution 	<p>Extension tasks for all activities to challenge MA pupils.</p> <p>Writing frame available for evaluation task for SEN/LA pupils.</p>		
	6) Who were the Spartacists and Wolfgang Kapp and what threat did they pose?	To understand two key rebellions during the early 1920s	<ul style="list-style-type: none"> - To be able to define the key terms: left and right wing - To be able to analyse a source to learn about the Spartacists - To be able to explain the Spartacist and Kapp rebellions 	<p>Extension tasks for all activities to challenge MA pupils.</p> <p>Guidance provided to assist in Source analysis for SEN/LA pupils.</p>		
	7) What was the Crisis of 1923?	To understand the causes and effects of hyperinflation	<ul style="list-style-type: none"> - To be able to describe what hyperinflation was 	Extension tasks for all activities to challenge MA pupils.		

			<ul style="list-style-type: none"> - To be able to explain the causes and consequences of hyperinflation - To be able to analyse the utility of a satirical cartoon about hyperinflation 	Writing frame and guidance given for Source utility question			
8) How did the Weimar Republic Recover?	To understand the ways in which the Weimar Republic recovered between 1924 and 1929	<ul style="list-style-type: none"> - To be able to list the steps taken by Stresemann to help Germany recover - To be able to explain the economic recovery of Weimar Germany - To be able to analyse how Stresemann improved foreign relations - To be able to answer a 12 mark question on the German recovery 	<p>Extension tasks for all activities to challenge MA pupils.</p> <p>Model paragraph available for SEN and LA pupils for 12 mark 'explain why' question</p> <p>Guidance on structure given for LA and SEN pupils</p>				
9) How did society change during the 1920s?	To understand the changes to society during the Stresemann years	<ul style="list-style-type: none"> - To be able to determine the winners and losers in Weimar German society - To be able to identify key aspects of the New Objectivity Art movements - To be able to analyse a primary source to make valid and supported inferences about Weimar society 	<p>Extension tasks for all activities to challenge MA pupils.</p> <p>Guidance given for SEN/LA ability</p>				SMSC – Cultural - C1, C4, C5 - As part of the study of the Golden 20s in Term 1 pupils can explore cultural developments of the era such as Bauhaus, Jazz and science fiction, as well as gaining an understanding of the importance of freedom of expression in Term 3 when the impact of Nazi censorship is examined in Term 3.

Term 2 - Weimar and Nazi Germany, 1918–39 – Topic 2 – Hitler’s Rise to Power, 1919-33 and Topic 3 Nazi Control and Dictatorship 1933-1939

Key Words: **Propaganda:** Use of media to control public attitudes; **Nationalism:** political view in which all policies are organised to make the nation stronger and more independent; **Socialism:** Political view that stresses that a country’s land, businesses and wealth should belong to the workers; **SA:** Paramilitary Stormtroopers under the command of Ernst Rohm; **Putsch:** Seizure of power/coup d’etat, **25 Point programm:** political manifesto of the Nazi party; **Real Wages:** Measure which reflects the buying power of wages rather than their stated monetary value; **Chancellor:** German head of government in his role as leader of the largest political party; **Dictator:** ruler with absolute control; **Reichstag:** German parliament; **Enabling Act:** Law passed by the Nazis in March 1933 allowing Hitler to pass laws without the approval of the Reichstag; **Police State:** use of terror and police/troops to scare population into obedience

Overarching Big Questions	Big Question	Lesson Objective	Learning Aims/Outcomes	Opportunities for Differentiation	Assessment	Homework	Personal Development curriculum links (SMSC, British Values, PSHE)
What were the origins of Hitler and the Nazi Party?	10) Hitler’s early years – How was a Monster made?	To understand Hitler’s origins and how and why he rose to power in the Nazi party	<ul style="list-style-type: none"> - To be able to describe Hitler’s early years - To be able to explain why Hitler got into politics - To be able to categorise the 25 point programme into Nationalism and Socialism - To be able to analyse how Hitler took control of the German workers’ party 	Extension tasks for all activities to challenge MA pupils Modelled table available for control of Nazi party activity	1) 10 mark peer assessed knowledge quiz 2) One formal written assessment 3) PIT lesson on Written Assessment (reviewing skills)	1) Revision for knowledge quiz 2) Revision for assessment 3) At least one written piece of work set by the class teacher each term recapping prior material to allow for interleaving of learning. Nature of task will vary class by class to allow for differentiation	SMSC Social S3 - By studying the descent of Germany into a totalitarian state in Terms 1-2 pupils have the opportunity to and consider and debate the differences between dictatorship and democracy as well as evaluating the merits and
	11) What happened when Hitler tried to seize power in 1923	To understand the causes and consequences of the Munich Putsch	<ul style="list-style-type: none"> - To be able to state the causes of the Munich Putsch - To be able to artistically represent the events of the Putsch - To be able to categorise the consequences of the Putsch 	Extension tasks for all activities to challenge MA pupils Scaffolded table to assist LA and			

How did Hitler become Chancellor, 1932-33?			<ul style="list-style-type: none"> - To be able to effectively evaluate the usefulness of primary sources in the style of an 8 mark usefulness question 	SEN with Source analysis and evaluation			demerits of each system.
	12) How did the Nazi party change after the Munich Putsch? 1924-28	To understand how the Nazi party changed after the Munich Putsch	<ul style="list-style-type: none"> - To be able to analyse Mein Kampf to determine some of Hitler's key beliefs - To be able to explain what happened in the lean years - To be able to evaluate the relative significance of why the Nazis had limited support in this period 	<p>Extension tasks for all activities to challenge MA pupils.</p> <p>Guidance for LA on how to make inferences from sources.</p>			
	13) What happened when Wall Street crashed?	To understand the impact of the Wall Street Crash	<ul style="list-style-type: none"> - To be able to describe the Wall Street Crash and its consequences - To be able to explain the economic impact of the Wall Street Crash on Germany - To be able to make supported inferences from a primary source about how the Nazis capitalised on the Wall Street Crash 	<p>Extension tasks for all activities to challenge MA pupils.</p> <p>Writing frames provided for LA/SEN to help with technique on 12 mark question.</p>			
	14) Why did people support Hitler?	To understand why different groups of people in Germany voted for Hitler	<ul style="list-style-type: none"> - To be able to describe appeal of Hitler as a leader and the role of the SA - To be able to analyse why different groups supported the Nazis and the extent to which there was support from each group - To be able to evaluate historical interpretations of the rise of the Nazi party 	<p>Extension tasks for all activities to challenge MA pupils.</p> <p>Modelled answer for the first question of the worksheet activity</p>			
	15) How was Hitler able to become chancellor?	To understand why Hitler became Chancellor	<ul style="list-style-type: none"> - To be able to explain the Political Deal - To be able to categorise reasons into push/pull factors for why Hitler was able to become chancellor 	<p>Extension tasks for all activities to challenge MA pupils.</p> <p>Guidance provided to assist</p>			

SRE – Pupils can compare factors that lead to support for extremism in the modern day with Germany in the 20s and 30s. The similarities can be pointed to, to emphasise how the rise of another dictatorship is still plausible.

How did Hitler establish a dictatorship in Germany?			<ul style="list-style-type: none"> - To be able to analyse a primary source and make supported inferences about why Hitler was able to become chancellor 	in Source analysis for SEN/LA pupils.			
	16) Who started the Reichstag Fire and how did it benefit Hitler?	To understand the role of the Reichstag Fire in the creation of a dictatorship	<ul style="list-style-type: none"> - To be able to analyse primary sources to determine who started the Reichstag Fire - To be able to explain how Hitler used the RF to his advantage - To be able to analyse a primary source to make supported inferences about how Hitler increased his power 	<p>Extension tasks for all activities to challenge MA pupils</p> <p>Teacher should model the analysis of the first source in the Who started the fire task to assist SEN and LA pupils</p>			
	17) How did Hitler become dictator in Germany?	To understand how Hitler became a dictator in Germany by August 1934	<ul style="list-style-type: none"> - To be able to define Chancellor and Dictator - To be able to explain the steps taken by Hitler in the creation of his dictatorship - To be able to make supported inferences from a primary source to explain the role of the NOLK 	<p>Image of constitutional leader and dictator to assist visual learners in definition task.</p> <p>Extension tasks for all activities to challenge MA pupils</p>			
	18) How did the Nazis use terror and the legal system to maintain control in Germany?	To understand the role of the police state in the Nazis maintaining control	<ul style="list-style-type: none"> - To be able to identify and describe the main aspects of terror - To be able to analyse interpretations of the Gestapo and identify key differences - To be able to explain the role of the courts in the Nazis maintaining control in Germany 	<p>Extension tasks for all activities to challenge MA pupils</p> <p>Sentence starters provided for SEN and LA pupils in Interpretation question task</p>			

Term 3 - Weimar and Nazi Germany, 1918–39 – Topic 3 – Nazi Control and Dictatorship 1933-1939 and Topic 4 – Life in Nazi Germany, 1933-1939

Key Words: **Terror:** Use of force to control people; **Concordat:** agreement between the Nazis and Catholic church to not interfere with each other; **Concentration Camps:** prisons created by the Nazis and run by the SA and SS; **People’s Court:** secret courts created to try treasonable offences with judges hand picked by the Nazis; **Reich church:** protestant church formed in 1936 which combined all Nazi supporting protestant churches; **Censorship:** banning information or ideas across a variety of media; **People’s Receiver:** cheap radios sold to public to allow Nazi message to be easily spread; **Gleichschaltung:** concept of consistency – all art, literature etc that was published had to be consistent with Nazi ideals; **Ministry of Propaganda;** run by Goebbels and controlled the arts in Germany; **Resistance:** refusing to support something or speaking against it; **Opposition:** actively working against something to remove it; **Mother’s Cross:** Medal awarded to women for having 4 or more children. Women who had 8 received a gold medal; **Lebensborn:** project aimed at supporting women who had children with SS men – later it encouraged single women to have children with SS men; **Law for Encouragement of Marriage;** loans for couples to get married which could be paid off by having children; **Hitler Youth;** Nazi organisation for young boys; **League of German Maidens;** girls’ version of Hitler Youth; **Race studies:** children were taught this in schools – how to categorise and rank different races; **Labour Service:** paid employment for the unemployed young men. It became compulsory for all after 1935; **Autobahns:** German word for motorways; **Invisible unemployment:** leaving Jews and women off the unemployment statistics which made the Nazis’ employment figures look more impressive; **DAF:** Nazi trade union; **KdF:** scheme which provided benefits for workers; **SdA:** scheme by which workers could apply for better workplace facilities but in which much of the work had to be done by themselves; **Anti-Semitism:** anti-Jewish ideas

Overarching Big Questions	Big Question	Lesson Objective	Learning Aims/Outcomes	Opportunities for Differentiation	Assessment	Homework	Personal Development curriculum links (SMSC, British Values, PSHE)
How did the Nazis control the German people?	19) To what extent were Hitler and the Nazis able to control the church?	To understand the extent to which the Nazis were able to control the church	<ul style="list-style-type: none"> - To be able to explain why religion would have been an issue for Hitler and the Nazis - To be able to categorise reasons for why Hitler should either use or destroy the church - To be able to analyse primary sources to explain the changes in the Nazis relationship with the church 	<p>Example modelled in the categorisation task for LA/SEN pupils</p> <p>Sentence starters provided for LA/SEN pupils in source analysis task</p>	<p>1) 10 mark peer assessed knowledge quiz</p> <p>2) One formal written assessment</p> <p>3) PIT lesson on Written Assessment (reviewing skills)</p>	<p>1) Revision for knowledge quiz</p> <p>2) Revision for assessment</p> <p>3) At least one written piece of work set by the class teacher each term recapping prior material to allow for interleaving of</p>	Protected characteristics – religion – emphasise the importance of religious tolerance and contrast with the Nazi approach

			<ul style="list-style-type: none"> - To be able to summarise the Nazis' changing relationship with the church 	Extension tasks for all activities to challenge MA pupils		learning. Nature of task will vary class by class to allow for differentiation	
20) How did the Nazis brainwash the German people?	To understand the role of propaganda in influencing and controlling the German people	<ul style="list-style-type: none"> - To be able to analyse an example of modern propaganda - To be able to describe Goebbels - To be able to analyse differences between pieces of historical writing - To be able to explain the roles of different types of Nazi propaganda 	<p>Sentence starters provided for LA/SEN pupils in comparison task</p> <p>Extension tasks for all activities to challenge MA pupils</p>				
21) How did the Nazis use sport as propaganda?	To understand the successes and failures of the Berlin Olympic games in 1936	<ul style="list-style-type: none"> - To be able to make inferences about the role of sport in Nazi Germany - To be able to explain how the Nazis used the Olympics as propaganda - To be able to categorise varying aspects of the Nazi Olympics into successes and failures - To be able to evaluate the validity of a statement about the Nazi Olympics 	<p>Sentence starters provided for LA/SEN pupils in interpretation evaluation task.</p> <p>Extension tasks for all activities to challenge MA pupils</p>				
22) How did the Nazis control culture?	To understand the ways in which the Nazis controlled culture	<ul style="list-style-type: none"> - To be able to explain the different methods used by the Nazis to control culture - To be able to make supported inferences from a primary source about what the Nazis considered to be acceptable culture - To be able to analyse and compare interpretations about Nazi control 	<p>Worksheets differentiated for LA and MA</p> <p>Extension tasks for MA pupils for all activities</p> <p>Sentence starters provided for LA pupils in interpretation question</p>				
23) How much opposition was	To understand the ways in which the	<ul style="list-style-type: none"> - To be able to define key words related to opposition 	Extension tasks for MA pupils for in all activities				

How did society and the economy change under the Nazis?	there to the Nazi regime?	Nazis controlled culture	<ul style="list-style-type: none"> - To be able to describe what opposition there was and why there was so much compliance - To be able to explain what religious and youth opposition existed - To be able to analyse why there was so little opposition in Nazi Germany 	Guidance given for LA and SEN pupils in Analysis task			
	24) How did the lives of women change under the Nazis? (double)	To understand how the lives of women changed under the Nazis	<ul style="list-style-type: none"> - To be able to make supported inferences from a primary source about Hitler's views on women's role in society - To be able to explain the policies adopted by the Nazis for increasing the birth rate - To be able to analyse a primary source to determine its usefulness for telling us about Nazi policies on women 	<p>Extension tasks for all activities to challenge MA pupils</p> <p>Modelled example provided for LA/SEN in worksheet activity</p>			Protected characteristic – sex. Emphasise the negative way in which the Nazis tried to enforce stereotypical views of women and contrast with the liberties women now experience
	25) What impact did the Nazis have on young people? (double)	To understand the impact the Nazis had on German youth	<ul style="list-style-type: none"> - To be able to describe the Nazis' aims for education - To be able to explain what Napolas were - To be able to compare the similarities and differences between Nazi youth groups - To be able to analyse interpretations about the success of Nazi Youth Groups 	<p>Extension tasks for all activities to challenge MA pupils</p> <p>Key elements of a primary source but in bold to aid LA and SEN in analysis</p>			
	26) How successful were the Nazis' economic policies? (double)	To be able to understand Nazi economic policies and their impact	<ul style="list-style-type: none"> - To be able to describe Nazi economic policies - To be able to explain the impact of Nazi policies to improve the lives of workers - To be able to evaluate interpretations about the Nazi success 	<p>Extension tasks for all activities to challenge MA pupils</p> <p>Various visual stimuli to support visual learners</p>			

				Example modelled in worksheet task			
	27) How were Jews persecuted in the 1930s?	To understand how the Nazis persecuted the Jews	<ul style="list-style-type: none"> - To be able to describe the beliefs behind Nazi racial policies - To be able to analyse the changes in anti-Semitic legislation - To be able to explain what happened on Kristallnacht - To be able to evaluate interpretations of Kristallnacht 	Extension tasks for all activities to challenge MA pupils			Protected characteristic – religion/race – emphasise the horrors of anti-Semitism and the holocaust.

Term 4 - Superpower relations and the Cold War, 1941–91 – Topic 1 – The Origins of The Cold War

Communism- ideology in which all property is owned by the community and each person contributes and receives according to their ability and needs
Capitalism- an economic and political ideology in which a country's trade and industry are controlled by private owners for profit, rather than by the state.
Superpower- A country that is powerful in terms of their wealth and military and will influence other countries and allies
Grand Alliance- The name given to the alliance between USA, USSR and Britain during World War 2
Iron Curtain- An imaginary divide between the Communist East and Capitalist West in Europe
Containment- The idea of trying to stop containment from spreading beyond the USSR and Eastern Europe
Marshall Plan / Marshall Aid- The American led programme of supplying aid such as money and resources to countries to help them resist communism
Truman Doctrine- The American policy of doing whatever it takes to help countries that were resisting or threatened by Communism
Blockade- To stop or prevent something
NATO- The North Atlantic Treaty Organisation, an alliance of Western / Capitalist countries created to help protect each other against the threat of communism. Based on the idea of collective security
Warsaw Pact- An alliance of Communist countries led by the USSR, in effect the USSR's version of NATO
Cominform- The USSR's information Bureau that was used to help spread Communist ideology amongst other Communist nations
Comecon- The organisation used to co-ordinate Communist economies, in effect the communist version of Marshall Aid
Satellite State- country that is formally independent in the world, but under heavy political, economic and military influence or control from another country.

Overarching Big Questions	Big Question	Lesson Objective	Learning Aims/Outcomes	Opportunities for Differentiation	Assessment	Homework	Personal Development curriculum links (SMSC, British Values, PSHE)
How and why did the Grand Alliance break down?	1 - Introduction – What was the Cold War?	To understand the background to the Cold War	<ul style="list-style-type: none"> - To be able to identify key members of the Grand Alliance - To be able to explain the difference between Capitalism and Communism 	Extension tasks available for all activities to challenge MA pupils	1) 10 mark peer assessed knowledge quiz 2) One formal written assessment	1) Revision for knowledge quiz 2) Revision for assessment 3) At least one written piece of work set by the	SMSC – Moral - M1, M2, M3 - Pupils gain an understanding of differing political perspectives.

Why did the Cold War develop between 1947 and 1956?			<ul style="list-style-type: none"> - To be able to explain why there were tensions in the Grand Alliance 		3) PIT lesson on Written Assessment (reviewing skills)	class teacher each term recapping prior material to allow for interleaving of learning. Nature of task will vary class by class to allow for differentiation	They compare and contrast Communism and Capitalism, both in theory and practical application. Furthermore, empathising with each side in the Cold War allows pupils to appreciate how there can be different perspectives on the same issue. Debate about culpability for the crises of the Cold War further embeds this understanding.
	2 – Why did relations between the Grand Alliance deteriorate during WW2?	To understand why the Grand Alliance broke down after 1945	<ul style="list-style-type: none"> - To be able to describe when and where the wartime conferences were held - To be able to evaluate the impact on superpower relations of the wartime conferences - To be able to analyse a consequence of the wartime conferences in the style of an 8 mark consequence question - 	<p>Modelled examples for LA/SEN pupils in the Conference table task</p> <p>Extension tasks available for all activities to challenge MA pupils</p>			
	3 – Bombs and Telegrams - How and why did the wartime alliance unravel between 1945 and 1946?	To understand the impact of the atomic bomb and the Long and Novikov telegrams on relations between the USA and USSR	<ul style="list-style-type: none"> - To be able to analyse a primary source to suggest the impact of the atomic bomb during the Potsdam conference - To be able to explain the impact of the atomic bomb on relations - To be able to analyse the Long and Novikov telegrams and their impact on relations - 	<p>Extension tasks available for all activities to challenge MA pupils</p> <p>Sentence starters provided for LA/SEN pupils in consequence tasks</p>			
	4 – What was the Iron Curtain and how was it formed?	To understand the development of the Iron Curtain	<ul style="list-style-type: none"> - To be able to explain the importance of the Iron Curtain speech - To be able to analyse how the Soviets used Salami tactics to take over Eastern Europe. - To be able to explain the importance of Stalin’s fears about the West for the development of the Cold War - 	<p>Extension tasks available for all activities to challenge MA pupils</p> <p>Modelled example to demonstrate effective Source analysis for LA and SEN pupils</p>			

	5 – How did the USA try and contain the spread of Communism?	To understand the Truman Doctrine and Marshall Plan	<ul style="list-style-type: none"> - To be able to explain what the Truman Doctrine was and why it was issued - To be able to define Marshall Aid - To be able to analyse and evaluate sources to determine the motivations behind the Marshall Plan 	<p>Extension tasks available for all activities to challenge MA pupils</p> <p>Modelled example in source analysis task to support LA and SEN learners</p>			
	6 – How did the Soviets react to the Truman Doctrine and Marshall Plan?	To understand how the Soviets reacted to the Truman Doctrine and Marshall Plan	<ul style="list-style-type: none"> -To be able to describe Cominform -To be able to explain what Comecon was and why it was created. -To be able to analyse a primary source about Comecon 	<p>Extension tasks available for all activities to challenge MA pupils</p>			
	7 – What was the Berlin Crisis of 1948-1949?	To understand the causes, main events and consequences of the Berlin Blockade.	<ul style="list-style-type: none"> - To be able to explain the causes and main events of the Berlin Blockade - To be able to analyse the impact of the Berlin Blockade on the development of the Cold War - To be able to answer an exam style importance question about the Berlin Blockade 	<p>Extension tasks available for all activities to challenge MA pupils</p> <p>Modelled example for 8 mark importance question to support LA and SEN learners</p>			
	8 – How did the Cold War develop from 1948-55	To understand how the Cold War developed between 1948 and 1955	<ul style="list-style-type: none"> - To be able to depict on a map which countries were in the Warsaw Pact and NATO - To be able to analyse how the Arms Race developed - To be able to explain the impact of the USA and USSR changing leaders 	<p>Extension tasks available for all activities to challenge MA pupils</p> <p>Map provided to support visual</p>			

				learners in understanding locations of NATO and WP countries			
	9 – What happened when Hungary threatened to leave the Warsaw Pact?	To understand the causes, main events and consequences of Soviet Invasion of Hungary	<ul style="list-style-type: none"> - To be able to describe the causes of the Soviet Invasion - To be able to explain the events of the Soviet Invasion and Hungarian Uprising - To be able to evaluate the consequences of the Soviet Invasion 	<p>Extension tasks available for all activities to challenge MA pupils</p> <p>Modelled examples given in consequence task</p>			

Term 5 - 26/27: Superpower relations and the Cold War, 1941–91 – Topic 2 – Cold War crises 1958-70

Key words:

Brinkmanship - practice of pursuing a dangerous policy to the limits of safety before stopping

CIA – Central Intelligence Agency. Foreign intelligence service for the USA.

Doctrine – A belief or set of beliefs

Free City – A city that is also an independent state.

Non-proliferation - The prevention of an increase or spread of something

Socialism – economic theory of social organisation that believes that the means of making, moving, and trading wealth should be owned or controlled by the community as a whole. In Marxist theory, it is a temporary state between capitalism and communism.

Summit conference – A meeting of the heads of government.

Ultimatum – A final demand

Overarching Big Questions	Big Question	Lesson Objective	Learning Aims/Outcomes	Opportunities for differentiation	Assessment	Homework	Personal Development curriculum links (SMSC, British Values, PSHE)

What flashpoints in tension were there between 1958 and 1968?	10 – What was The Berlin Crisis of 1958-61?	To understand the Berlin Crisis of 1958-61	-To be able to describe the Refugee Crisis and Brain Drain -To be able to explain the Berlin Ultimatum -To be able to analyse and evaluate the summit meetings of 1959-61	Modelled examples in Summit table task to support LA and SEN learners Extension tasks available for all activities to challenge MA pupils	1) 10 mark peer assessed knowledge quiz 2) One formal written assessment – end of year exam 3) PIT lesson on Written Assessment (reviewing skills)	1) Revision for knowledge quiz 2) Revision for assessment – end of year exam 3) At least one written piece of work set by the class teacher each term recapping prior material to allow for interleaving of learning. Nature of task will vary class by class to allow for differentiation	SMSC – Spiritual - SP1, SP4, SP5 - At various points in terms 5 and 6 as part of the Superpower Relations course pupils are provided with the opportunity to apply learning and use their imaginations to suggest courses of action that they would take if they were in the shoes of Eisenhower, Stalin, Khrushchev, Kennedy etc at moments of crisis in the Cold War.
	11 – How was The Berlin Crisis of 1958-61 resolved?	To understand the how the Berlin Crisis of 1958-61 was resolved	-To be able to describe features of the Berlin Wall -To be able to explain what happened when the Wall was built -To be able to evaluate the consequences of the Berlin crisis	Sentence starters for two features and Consequence questions to support LA and SEN learners Extension tasks available for all activities to challenge MA pupils			
	12 – What Caused the Cuban Missile Crisis?	To understand the causes of the Cuban Missile Crisis	To be able to describe the imbalance in locations of missile locations for the USA and USSR To be able to explain the Causes of the Cuban Missile Crisis To be able to suggest potential courses of action Kennedy could take following discovery of missile bases on Cuba.	Extension tasks available for all activities to challenge MA pupils			
	13 – What happened during the CMC and what were the consequences?	To understand the main events and consequences of the Cuban Missile Crisis	-To be able to describe how Kennedy dealt with the discovery of Soviet missile bases in Cuba -To be able to explain the main events and consequences of the CMC -To be able to write a narrative account analysing the key events of the CMC	Extension tasks available for all activities to challenge MA pupils Sentence starters for Narrative Account Question to support LA and SEN learners			
	14 – Why did the Soviet Union invade Czechoslovakia	To understand the Prague Spring and its consequences	-To be able to explain why Czechoslovakia was important to the Soviet Union	Extension tasks available for all activities to challenge MA pupils			

	in 1968 and what happened?		-To be able to construct a narrative account of the Soviet Invasion -To be able to evaluate the consequences of the Soviet Invasion of Czechoslovakia	Variety of media (images and videos to support different learning styles).			
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Term 6 - 26/27: Superpower relations and the Cold War, 1941–91 – Topic 3 – The end of the Cold War, 1970-91							
Key Words:							
Détente – An attempt to reduce the tension between the USA and the Soviet Union							
Glasnost – The name given to Gorbachev’s policy of openness encouraging free expression and an end to censorship							
Guerrilla War – Fighting in small groups against conventional forces, using methods of sabotage and sudden ambush							
Helsinki Agreements – A series of agreements covering a range of global issues made by 35 countries in 1975							
INF Treaty – An agreement to get rid of ground launched ballistic and cruise missiles by June 1991							
MAD – Mutually Agreed Destruction The belief that nuclear weapons made each side feel more secure and less likely to attack.							
Perestroika – The name given to Gorbachev’s policy of economic restructuring.							
Overarching Big Questions	Big Question	Lesson Objective	Learning Aims/Outcomes	Opportunities for Differentiation	Assessment	Homework	Personal Development curriculum links (SMSC, British Values, PSHE)
Why did tensions ease in the 1970s and	15 – What was Détente and why did it occur?	To understand what Détente was and how it originated	-To be able to define detente -To be able to explain why the period of détente occurred	Extension tasks available for all activities to	1) 10 mark peer assessed knowledge quiz	1) Revision for knowledge quiz 2) Revision for assessment	SMSC – Spiritual SP1, SP4, SP5 - At various points in terms 5 and 6

then flare up in the early 1980s?			-To be able to analyse the key events of the period of détente	challenge MA pupils Variety of media (images and videos to support different learning styles).	2) One formal written assessment 3) PIT lesson on Written Assessment (reviewing skills)	3) At least one written piece of work set by the class teacher each term recapping prior material to allow for interleaving of learning. Nature of task will vary class by class to allow for differentiation	as part of the Superpower Relations course pupils are provided with the opportunity to apply learning and use their imaginations to suggest courses of action that they would take if they were in the shoes of Eisenhower, Stalin, Khrushchev, Kennedy etc at moments of crisis in the Cold War.
	Why did détente end in 1979?	To understand the Soviet Invasion of Afghanistan's causes events and consequences	-To be able to describe why Afghanistan was strategically important to the Soviet Union -To be able to explain the Soviet Invasion and its consequences -To be able to analyse various sources to assess the impact of the 1980 Olympics boycott	Extension tasks available for all activities to challenge MA pupils Suggestions provided for how to answer examination question to support LA learners			
	17 – What was the impact of Ronald Reagan on the Cold War?	To understand the impact of Reagan on the development of the Cold War	-To be able to analyse a cartoon about Reagan's presidency -To be able to explain the impact of Reagan and SDI on the Cold War -To be able to answer an 8 mark consequence question about Ronald Reagan's presidency	Extension tasks available for all activities to challenge MA pupils Suggestions provided for how to answer examination question to support LA learners			
	Why did the Soviet Union collapse?	18 – How did Soviet thinking change under Mikhail Gorbachev? (double)	To understand the impact of Gorbachev's new thinking on the development of the Cold War	-To be able to explain the crisis of leadership in the USSR in the early 1980s -To be able to categorise Soviet weaknesses in the early 1980s -To be able to explain the impact Gorbachev had			

			-To be able to evaluate the success of the summits held between 1985 and 1989				
	19 – Why did Soviet control of Eastern Europe end by 1991?	To understand the collapse of the Soviet Union	-To be able to explain why and how Communism collapsed in Eastern Europe -To be able to analyse the importance of the Fall of the Berlin Wall in the end of Soviet Control -To be able to explain the fall of the USSR	Extension tasks available for all activities to challenge MA pupils Variety of media (images and videos to support different learning styles).			