

GCSE History

Curriculum Overview 2021-2022

Core aims of the subject at Key Stage 4

History is the keystone in understanding the world around us and our position within it. Through studying history students grasp how events in the past have helped to shape our local, national and international identity. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. History is relevant today because it develops a student's ability to understand the causes and consequences of current political, economic and social events as they develop, ensuring they have the ability to engage with people of all ages in having balanced discussions. History inspires curiosity to know more about the past, and students recognise the importance of developing the skills associated with history as well as the relevance of the topics we study and how they fit into the world we live in today.

Our curriculum goes far beyond what is taught in lessons, for whilst we want students to achieve the very best examination results possible, we believe our curriculum goes beyond what is examinable. We believe that our curriculum is both motivational and inspirational. We closely follow the National Curriculum as it is a solid foundation upon which our students can develop a breadth and depth of knowledge in preparation for lifelong learning. The students cover history from 1066, studying it chronologically to help them understand change and continuity to the present day. Change and continuity is also developed through the breadth of our studies, for example crime and punishment in year 8. Studying a breadth and depth of topics, students can appreciate change through time but also develop the historical knowledge to enable them to rigorously assess and evaluate evidence to reach substantiated conclusions. We strive to develop students' independence, and in year 7 students are set a research project on our local town of Nantwich. For this project we ask students to research the town and recognise and explain the most significant event in its history. This involves students developing their community involvement, going to the local museum as well as the library to discover the history of Nantwich, places some students may never have visited but ones that will open them up to opportunities for lifelong learning. Some students also take the opportunity to ask older citizens of Nantwich how Nantwich has changed over the years. The ability to assess significance is a key skill which encompasses the entire curriculum of Brine Leas. Whilst studying significance students are developing many historical skills, such as continuity and change and cause and consequence. They are becoming able to make connections, draw contrasts, analyse trends, frame valid questions and create their own structured accounts. These are skills which are important in their future career and so important for their personal development. Our history curriculum contains both British history as well as international history. We recognise the importance of students not only knowing the history of the British people but also the history of other nations who have helped change the world. For example we study the English Civil War and the French Revolution, both of these events occurred in a world that was rapidly changing and went on to have an impact on the political development of America and the liberal ideas that arose from it. These events have clear links to American politics today and students can build upon this study at KS3 through our KS5 A level topics the American Dream 1945-1980 and through A level politics; the innumerate links through our history curriculum ensure students build on previous knowledge whilst ensuring they gain a breadth of knowledge through not repeating topics at KS4 and KS5. Cross curricular links with both RE and geography are embedded into the history curriculum with many topics, for example the Reformation or the Industrial revolution. We develop these links where possible to help develop students understanding that learning does not happen in isolation. Another key example would be through our development of literacy and key vocabulary which students are encouraged to use within their lessons.

For many students Nantwich, a leafy market town in Cheshire in a rural setting, is all they know. We aim to expand the students' horizons through not only teaching about geographical and historical changes but also encouraging students to visit new places. In year 10 we organise a trip to London, many students have never had this opportunity before and it opens their eyes to a metropolitan setting. Culturally they develop their understanding of visiting places of historical but also religious significance, they have the opportunity to visit international museums with their immense collection of items which enables students to place physical objects/sites in a realistic setting, furthering knowledge of the world in which we live but also their own place within it. The visits we offer are very motivational for students.

Our teaching concentrates on equipping pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. We do this by a consistent approach across the department ensuring all students develop the range of skills needed to become confident in their own opinions, make well supported judgements and expressing them articulately using keywords from topics and academic, historical vocabulary. We encourage students to develop methods of historical enquiry, including how evidence is used rigorously to make claims, and discern how and why contrasting arguments and interpretations have been constructed. These are skills which are incorporated into our lessons with students regularly asked to analyse primary and secondary sources, creating challenging opportunities for them to apply these skills. By incorporating these skills into lesson we can ensure all students across the year groups are receiving the same diet of history, an important aspect of continuity within the department. History students at Brine Leas complete their education equipped with the skills set to research, analyse and evaluate as well as a breadth and depth of knowledge which they can apply to discussions on events around the world. These skills will also equip students with the skills needed for their future preparation. The transferable skills developed through studying history will assist students in critical reasoning and analytical skills, including the capacity for solving problems and thinking creatively, intellectual rigour and independence.

Trips and visits

Not applicable

Assessment

Students will have a mixture of formative and summative assessment. This will include many practice essays in the style of the exam questions for each unit and at the end of each unit students will have a complete exam paper in which they will be required to revise the entirety of the module content. Students will also have an end of year exam in year 10 and mock exam in year 11. Students will regularly have short knowledge quizzes to help consolidate knowledge.

Homework

Students will be set homework at least once a week. Homework may be reading to consolidate lessons, essay practice, watching relevant documentaries or completing tasks to extend learning from the lesson.

Clubs and/or intervention

Data gathered through assessments will be used to inform long term and short term planning. Intervention will be put in place as and when appropriate including contact home, extra reading/ work, KS4 drop-in & 1:1 interventions.

Parental/Carer support

Helpful sources of information

T <https://www.aqa.org.uk/subjects/history/gcse/history-8145>

Year 10 Overview

Term	Knowledge	Assessment	Connections to learning	Connections to future pathways
Autumn 1	<p style="text-align: center;">Restoration England 1660-1685 - Culture</p> <p>This option allows students to study in depth the restoration of the monarchy in 1660 after 11 years of England being a republic. This module focuses on the major aspects of Charles II's reign considered from economic, religious, political, social and cultural standpoints of this period and arising contemporary and historical controversies. This is a period in which the government chose to replace monarchical power with parliamentary power and thus is the period when our system of government today is based, including the formation of political parties. Through studying these topics students will understand the foundation on which the economic power of our country is based, including the creation of the British Empire, the beginning of our world trade, the start of the slave trade and policies of protectionism, a policy followed by many countries today.</p>			

<ul style="list-style-type: none"> ○ Legacy of the Civil War ○ Restoration and Declaration of Breda ○ Court of Charles II ○ Court Life ○ Restoration Theatre ○ Restoration Plays ○ Role and Status of Women ○ Great Plague 1665 ○ Great Fire of London 1666 ○ Coffee Houses ○ Royal Society 	<ul style="list-style-type: none"> ○ Knowledge Quizzes with closed questions. ○ 1 Interpretation Question (8 marks) ○ 1 'write an account' question (8 marks) ○ 1 'Explain the importance of ..' question (8 marks) 	<ul style="list-style-type: none"> ○ SMSC 4a, 4c, BVa, BVc, Be <p>Year 8</p> <ul style="list-style-type: none"> ○ English Civil War ○ Restoration of Charles II ○ Great Plague 1665 ○ Great Fire of London 1666 <p>GCSE – Public Health</p> <ul style="list-style-type: none"> ○ Great Plague 	<p>Future Learning</p> <ul style="list-style-type: none"> ○ A Level History ○ A Level Politics <ul style="list-style-type: none"> ○ History ○ Law ○ Education ○ English Literature ○ Politics ○ Theatre ○ Conservation ○ Architecture ○ Heritage Management <p>Careers</p> <ul style="list-style-type: none"> ○ Education
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<ul style="list-style-type: none"> ○ Architecture and Design 			<ul style="list-style-type: none"> ○ Academia ○ Journalism ○ Marketing ○ Recruitment ○ Civil Service ○ Law ○ Scientific Research ○ Political Researcher ○ Anthropologist ○ Communications Officer ○ Policy Officer
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Restoration England 1660-1685 – Economy

This option allows students to study in depth the restoration of the monarchy in 1660 after 11 years of England being a republic. This module focuses on the major aspects of Charles II's reign considered from economic, religious, political, social and cultural standpoints of this period and arising contemporary and historical controversies. This is a period in which the government chose to replace monarchical power with parliamentary power and thus is the period when our system of government today is based, including the formation of political parties. Through studying these topics students will understand the foundation on which the economic power of our country is based, including the creation of the British Empire, the beginning of our world trade, the start of the slave trade and policies of protectionism, a policy followed by many countries today.

Autumn
2

- Trade and Mercantilism
- East India Company
- North American Colonies
- Slave Trade
- Tangier
- Naval Warfare
- Second Anglo-Dutch War
- Dutch Raid of the Medway

- Knowledge Quizzes with closed questions.
- 1 Interpretation Question (8 marks)
- 1 'write an account' question (8 marks)
- 1 'Explain the importance of ..' question (8 marks)

- SMSC 1b, 1c, 3c, 4a, 4b, 4c, 4e, BVa, BVc, Be

Year 8

- British Empire

Year 9

- Slave Trade

KS5

- Elizabethan trade and exploration

Future Learning

- A Level History
- A Level Politics

○ History

○ Law

○ Education

○ English Literature

○ Politics

○ Theatre

○ Conservation

○ Architecture

○ Heritage Management

			<p>Careers</p> <ul style="list-style-type: none"> ○ Education ○ Academia ○ Journalism ○ Marketing ○ Recruitment ○ Civil Service ○ Law ○ Scientific Research ○ Political Researcher ○ Anthropologist ○ Communications Officer ○ Policy Officer
<p>Spring 1</p>	<p style="text-align: center;">Restoration England 1660-1685 – Politics</p> <p>This option allows students to study in depth the restoration of the monarchy in 1660 after 11 years of England being a republic. This module focuses on the major aspects of Charles II's reign considered from economic, religious, political, social and cultural standpoints of this period and arising contemporary and historical controversies. This is a period in which the government chose to replace monarchical power with parliamentary power and thus is the period when our system of government today is based, including the formation of political parties. Through studying these topics students will understand the foundation on which the economic power of our country is based, including the creation of the British Empire, the beginning of our world trade, the start of the slave trade and policies of protectionism, a policy followed by many countries today.</p>		

<ul style="list-style-type: none"> ○ Clarendon Ministry ○ Relations with Foreign Powers ○ Third Anglo-Dutch War ○ CABAL Ministry & Party Politics ○ Popish Plot ○ Danby Ministry ○ Exclusion Crisis ○ Rye House Plot 	<ul style="list-style-type: none"> ○ Knowledge Quizzes with closed questions. ○ 1 Interpretation Question (8 marks) ○ 1 'write an account' question (8 marks) ○ 1 'Explain the importance of ..' question (8 marks) ○ Historical site question (16 marks) ○ Summative exam paper – 60 minutes 	<ul style="list-style-type: none"> ○ SMSC 4c, 4e, BVa, BVc, Be <p>Year 7</p> <ul style="list-style-type: none"> ○ Reformation <p>Year 8</p> <ul style="list-style-type: none"> ○ English Civil War ○ Restoration of Charles II ○ Glorious Revolution 1688 <p>KS5</p>	<p>Future Learning</p> <ul style="list-style-type: none"> ○ A Level History ○ A Level Politics <ul style="list-style-type: none"> ○ History ○ Law ○ Education ○ English Literature ○ Politics ○ Theatre ○ Conservation ○ Architecture
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<ul style="list-style-type: none"> ○ Rule without parliament ○ Historical Site - location resources, people involved with the site and event, the nature of conflict at the time, how important events/developments in the Restoration period are connected to the site 		<ul style="list-style-type: none"> ○ NEA Conflict in Northern Ireland 	<ul style="list-style-type: none"> ○ Heritage Management <p>Careers</p> <ul style="list-style-type: none"> ○ Education ○ Academia ○ Journalism ○ Marketing ○ Recruitment ○ Civil Service ○ Law ○ Scientific Research ○ Political Researcher ○ Anthropologist ○ Communications Officer ○ Policy Officer
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Germany 1890 – 1945 - Second Reich

This period study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship – the development and collapse of democracy and the rise and fall of Nazism. Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in influencing change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them. This is relevant today due to the impact these events had on continuing politics within Europe, through for example the EU, the relationship between European countries and the USA.

Spring
2

- Creation of Germany
- Kaiser Wilhelm
- Domestic Problems
- German Empire

- 9 Knowledge Quizzes with closed questions.
- 1 set of interpretation questions (4, 4 & 8 marks)
- 1 'Describe two problems ...' (4 marks)
- 1 'In what ways were the lives of ... affected by... ' (8 marks)

- SMSC 4a, BVa
- Year 8
- Industrial Revolution
 - British Empire
- Year 9
- Causes of WW1

- Future Learning
- A Level History
 - A Level Politics
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- History
 - Law
 - Education
 - English Literature
 - Politics
 - Theatre
 - Conservation

		<ul style="list-style-type: none"> ○ 1 'Which of the following was the most important reasons why ...' (12 marks) 		<ul style="list-style-type: none"> ○ Architecture ○ Heritage Management <p>Careers</p> <ul style="list-style-type: none"> ○ Education ○ Academia ○ Journalism ○ Marketing ○ Recruitment ○ Civil Service ○ Law ○ Scientific Research ○ Political Researcher ○ Anthropologist ○ Communications Officer ○ Policy Officer
<p>Summer 1</p>	<p style="text-align: center;">Germany 1890 – 1945 - Weimar Republic</p> <p>This period study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship – the development and collapse of democracy and the rise and fall of Nazism. Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in influencing change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them. This is relevant today due to the impact these events had on continuing politics within Europe, through for example the EU, the relationship between European countries and the USA.</p>			

<ul style="list-style-type: none"> ○ Impact of WW1 ○ Treaty of Versailles ○ Political Unrest 1919-1923 ○ Hyperinflation ○ Munich Putsch ○ Stresemann ○ Weimar Culture ○ ○ Impact of Wall Street St Crash 	<ul style="list-style-type: none"> ○ Knowledge Quizzes with closed questions. ○ 1 set of interpretation questions (4, 4 & 8 marks) ○ 1 'Describe two problems ...' (4 marks) ○ 1 'In what ways were the lives of ... affected by... ' (8 marks) 	<ul style="list-style-type: none"> ○ SMSC 1a, 1b, 4a <p>Year 9</p> <ul style="list-style-type: none"> ○ Treaty of Versailles ○ Hitler's Rise to power <p>KS4 – Conflict and Tension</p> <ul style="list-style-type: none"> ○ Treaty of Versailles ○ Wall Street Crash ○ Rise of Hitler 	<p>Future Learning</p> <ul style="list-style-type: none"> ○ A Level History ○ A Level Politics <ul style="list-style-type: none"> ○ History ○ Law ○ Education ○ English Literature ○ Politics ○ Theatre
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<ul style="list-style-type: none"> ○ Growth of the Nazi Party 	<ul style="list-style-type: none"> ○ 1 'Which of the following was the most important reasons why ...' (12 marks) 		<ul style="list-style-type: none"> ○ Conservation ○ Architecture ○ Heritage Management <p>Careers</p> <ul style="list-style-type: none"> ○ Education ○ Academia ○ Journalism ○ Marketing ○ Recruitment ○ Civil Service ○ Law ○ Scientific Research ○ Political Researcher ○ Anthropologist ○ Communications Officer ○ Policy Officer
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Germany 1890 – 1945 - Nazi Germany

This period study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship – the development and collapse of democracy and the rise and fall of Nazism. Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in influencing change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them. This is relevant today due to the impact these events had on continuing politics within Europe, through for example the EU, the relationship between European countries and the USA.

Summer
2

- Hitler becomes Chancellor
- Consolidation of power
- Night of the Long Knives
- Economic Policy
- Impact on Working Class

- Knowledge Quizzes with closed questions.
- 1 set of interpretation questions (4, 4 & 8 marks)
- 1 'Describe two problems ...' (4 marks)

- SMSC 1a, 1b, 4a
- Year 9
- Hitler's rise to power
 - Life in Nazi Germany

- Future Learning
- A Level History
 - A Level Politics
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- History
 - Law
 - Education
 - English Literature
 - Politics

	<ul style="list-style-type: none"> ○ Impact of WW2 ○ Women ○ Education Policy ○ Hitler Youth ○ Religion ○ Race and Persecution ○ Final Solution ○ SS & Gestapo ○ Opposition & Resistance ○ Propaganda 	<ul style="list-style-type: none"> ○ 1 'In what ways were the lives of ... affected by...' (8 marks) ○ 1 'Which of the following was the most important reasons why ...' (12 marks) ○ Summative exam paper – 60 minutes 		<ul style="list-style-type: none"> ○ Theatre ○ Conservation ○ Architecture ○ Heritage Management <p>Careers</p> <ul style="list-style-type: none"> ○ Education ○ Academia ○ Journalism ○ Marketing ○ Recruitment ○ Civil Service ○ Law ○ Scientific Research ○ Political Researcher ○ Anthropologist ○ Communications Officer ○ Policy Officer
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Year 11 Overview

Term	Knowledge	Assessment	Connections to learning	Connections to future pathways
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Public Health and the People, 1200 to the present day – Medieval and Renaissance

**Autumn
1**

This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short and long term developments, their impact on

British society and how they were related to the key features and characteristics of the periods during which they took place.

Although the focus of this study is the development of medicine and public health in Britain, it will draw on wider world developments that impacted on the core themes. Students will have the opportunity to see how some ideas and events in the wider world affected Britain and will promote the idea that key themes did not develop in isolation, but these ideas and events should be referenced in terms of their effects on the core theme for Britain and British people. For example the creation of the NHS or the development of government interference in the public health of the nation.

	<ul style="list-style-type: none"> ○ Medicine in the ancient world ○ Middle Ages ○ Christianity and medicine ○ Islamic medicine ○ Medieval towns ○ Medieval monasteries ○ Black death ○ Black death consequences ○ Renaissance ○ Vesalius ○ Pare ○ Harvey ○ Quack doctors ○ Great Plague 1665 ○ How did hospitals change in the 18th century? ○ John Hunter ○ Edward Jenner ○ Did the Medical Renaissance improve health and treatment? 	<ul style="list-style-type: none"> ○ Knowledge Quizzes with closed questions. ○ 1 'How useful is source A to ...' (8 marks) ○ 1 'Explain the significance of ...' (8 marks) ○ 1 Compare ... and In what was were they similar?' (8 marks) ○ 1 'Quote' How far do you agree?' (16 marks) 	<ul style="list-style-type: none"> ○ SMSC 1a, 1b, 1c, 3c, 4a, 4c, 4e, BVb ○ HE 3c,5e, 6a, 6b, 6d <p>Year 7</p> <ul style="list-style-type: none"> ○ Religious Beliefs ○ Monasteries ○ Black Death <p>GCSE – Restoration</p> <ul style="list-style-type: none"> ○ Great Plague 	<p>Future Learning</p> <ul style="list-style-type: none"> ○ A Level History ○ A Level Politics <ul style="list-style-type: none"> ○ History ○ Law ○ Education ○ English Literature ○ Politics ○ Theatre ○ Conservation ○ Architecture ○ Heritage Management <p>Careers</p> <ul style="list-style-type: none"> ○ Education ○ Academia ○ Journalism ○ Marketing ○ Recruitment ○ Civil Service ○ Law ○ Scientific Research ○ Political Researcher ○ Anthropologist ○ Communications Officer ○ Policy Officer
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Public Health and the People, 1200 to the present day – Nineteenth Century

Autumn
2

This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short and long term developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place.

Although the focus of this study is the development of medicine and public health in Britain, it will draw on wider world developments that impacted on the core themes. Students will have the opportunity to see how some ideas and events in the wider world affected Britain and will promote the idea that key themes did not develop in isolation, but these ideas and events

should be referenced in terms of their effects on the core theme for Britain and British people. For example the creation of the NHS or the development of government interference in the public health of the nation.

	<ul style="list-style-type: none"> ○ Koch and Pasteur ○ Pasteur and vaccination ○ Magic bullets ○ Everyday medical treatments ○ Anaesthetics ○ Joseph Lister and antiseptics ○ Aseptic surgery ○ Public Health ○ Cholera ○ Public Health Reformers ○ Local and national government 	<ul style="list-style-type: none"> ○ Knowledge Quizzes with closed questions. ○ 1 'How useful is source A to ...' (8 marks) ○ 1 'Explain the significance of ...' (8 marks) ○ 1 Compare ... and In what was were they similar?' (8 marks) ○ 1 'Quote' How far do you agree?' (16 marks) 	<ul style="list-style-type: none"> ○SMSC 1a, 1b, 1c, 3c, 4a, 4c, 4e, BVb ○HE 3c,5e, 6a, 6b, 6d <p>Year 8</p> <ul style="list-style-type: none"> ○Condition in the towns ○Workhouses 	<p>Future Learning</p> <ul style="list-style-type: none"> ○ A Level History ○ A Level Politics <ul style="list-style-type: none"> ○ History ○ Law ○ Education ○ English Literature ○ Politics ○ Theatre ○ Conservation ○ Architecture ○ Heritage Management <p>Careers</p> <ul style="list-style-type: none"> ○ Education ○ Academia ○ Journalism ○ Marketing ○ Recruitment ○ Civil Service ○ Law ○ Scientific Research ○ Political Researcher ○ Anthropologist ○ Communications Officer ○ Policy Officer
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<p>Spring 1</p>	<p>Public Health and the People, 1200 to the present day – Twentieth Century</p> <p>This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short and long term developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took</p>
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place. Although the focus of this study is the development of medicine and public health in Britain, it will draw on wider world developments that impacted on the core themes. Students will have the opportunity to see how some ideas and events in the wider world affected Britain and will promote the idea that key themes did not develop in isolation, but these ideas and events should be referenced in terms of their effects on the core theme for Britain and British people. For example the creation of the NHS or the development of government interference in the public health of the nation.

- Penicillin
- New diseases
- Alternative treatments
- War and technology
- Impact of war
- Modern surgical methods
- Modern public health
- Poverty
- The Beveridge report and the NHS

- Knowledge Quizzes with closed questions.
- 1 'How useful is source A to ...' (8 marks)
- 1 'Explain the significance of ...' (8 marks)
- 1 Compare ... and In what was were they similar?' (8 marks)
- 1 'Quote' How far do you agree?' (16 marks)
- Summative exam paper – 60 minutes

- SMSC 1a, 1b, 1c, 3c, 4a, 4c, 4e, BVb
- HE 3c,5e, 6a, 6b, 6d

Year 9

- Trench Warfare

Future Learning

- A Level History
- A Level Politics

- History
- Law
- Education
- English Literature
- Politics
- Theatre
- Conservation
- Architecture
- Heritage Management

Careers

- Education
- Academia
- Journalism
- Marketing
- Recruitment
- Civil Service
- Law
- Scientific Research
- Political Researcher
- Anthropologist
- Communications Officer
- Policy Officer

Spring
2

Conflict and Tension 1918-1939 - Peace Treaties

This wider world depth study enables students to understand the complex and diverse interests of different individuals and states including the Great Powers. It looks at concepts such as national self-determination, ideas of internationalism and the challenges of revising the peace settlement. It focuses on the causes of the Second World War and seeks to show how and why conflict occurred and why it proved difficult to resolve the issues which caused it. This study also considers the role of key individuals and groups in shaping change, as well as how they were affected by and influenced international relations. This is relevant today due to the impact these events had on continuing politics within Europe, through for example the EU, the relationship between European countries and the USA.

<ul style="list-style-type: none"> ○ Terms of the Treaty of Versailles ○ Aims & Successes of the Treaty of Versailles ○ German reaction to the Treaty of Versailles ○ Other Peace Treaties 	<ul style="list-style-type: none"> ○ Knowledge Quizzes with closed questions. ○ 1 'Source A supports ... How do you know?' (4 marks) ○ 1 'How useful are source B and C in ...' (12 marks) ○ 1 'Quote' How far do you agree? (16 marks) 	<ul style="list-style-type: none"> ○ SMSC 1a, 1b, 4a <p>Year 9</p> <ul style="list-style-type: none"> ○ Treaty of Versailles <p>KS4 – Germany 1890-1945</p> <ul style="list-style-type: none"> ○ Treaty of Versailles 	<p>Future Learning</p> <ul style="list-style-type: none"> ○ A Level History ○ A Level Politics <ul style="list-style-type: none"> ○ History ○ Law ○ Education ○ English Literature ○ Politics ○ Theatre ○ Conservation ○ Architecture ○ Heritage Management <p>Careers</p> <ul style="list-style-type: none"> ○ Education ○ Academia ○ Journalism ○ Marketing ○ Recruitment ○ Civil Service ○ Law ○ Scientific Research ○ Political Researcher ○ Anthropologist ○ Communications Officer
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Conflict and Tension 1918-1939 - Failure of the League of Nations

This wider world depth study enables students to understand the complex and diverse interests of different individuals and states including the Great Powers. It looks at concepts such as national self-determination, ideas of internationalism and the challenges of revising the peace settlement. It focuses on the causes of the Second World War and seeks to show how and why conflict occurred and why it proved difficult to resolve the issues which caused it. This study also considers the role of key individuals and groups in shaping change, as well as how they were affected by and influenced international relations. This is relevant today due to the impact these events had on continuing politics within Europe, through for example the EU, the relationship between European countries and the USA.

Spring
2

- League of Nations
- Structure of the League of Nations
- League of Nations border disputes
- International League of Nation Treaties
- Successes of the League of Nations in the 1920s
- Manchurian Crisis
- Invasion of Abyssinia
- Failure of the League of Nations

- Knowledge Quizzes with closed questions.
- 1 'Source A supports ... How do you know? (4 marks)
- 1 'Write an account of... ' (8 marks)
- 1 'Quote' How far do you agree? (16 marks)

- SMSC 1a, 4a, 4b
- Year 9
- League of Nations
 - Pearl Harbour
- KS5 – American 1945-1980
- United Nations

- Future Learning
- A Level History
 - A Level Politics
-
- History
 - Law
 - Education
 - English Literature
 - Politics
 - Theatre
 - Conservation
 - Architecture
 - Heritage Management
-
- Careers
- Education
 - Academia
 - Journalism
 - Marketing
 - Recruitment
 - Civil Service
 - Law
 - Scientific Research
 - Political Researcher

				<ul style="list-style-type: none">○ Anthropologist○ Communications Officer○ Policy Officer
Summer 1	Conflict and Tension 1918-1939 - Steps to War			
	<p>This wider world depth study enables students to understand the complex and diverse interests of different individuals and states including the Great Powers. It looks at concepts such as national self-determination, ideas of internationalism and the challenges of revising the peace settlement. It focuses on the causes of the Second World War and seeks to show how and why conflict occurred and why it proved difficult to resolve the issues which caused it. This study also considers the role of key individuals and groups in shaping change, as well as how they were affected by and influenced international relations. This is relevant today due to the impact these events had on continuing politics within Europe, through for example the EU, the relationship between European countries and the USA.</p>			

<ul style="list-style-type: none"> ○ German Foreign Policy 1933-1935 ○ Remilitarisation of the Rhine ○ AnschlussSudetenland ○ ○ Appeasement ○ Nazi Soviet Pact ○ Invasion of Poland & Declaration of War 	<ul style="list-style-type: none"> ○ Knowledge Quizzes with closed questions. ○ 1 'How useful are source B and C in ...' (12 marks) ○ 1 'Write an account of... ' (8 marks) ○ 1 'Quote' How far do you agree? (16 marks) ○ Summative exam paper – 60 minutes 	<ul style="list-style-type: none"> ○ SMSC 1a, 4a, 4b <p>Year 9</p> <ul style="list-style-type: none"> ○ Appeasement <p>KS4 – Germany 1890-1945</p> <ul style="list-style-type: none"> ○ Growth of the Nazi Party 	<p>Future Learning</p> <ul style="list-style-type: none"> ○ A Level History ○ A Level Politics ○ History ○ Law ○ Education ○ English Literature ○ Politics ○ Theatre ○ Conservation ○ Architecture ○ Heritage Management <p>Careers</p> <ul style="list-style-type: none"> ○ Education ○ Academia ○ Journalism ○ Marketing ○ Recruitment ○ Civil Service ○ Law
			<ul style="list-style-type: none"> ○ Scientific Research ○ Political Researcher ○ Anthropologist ○ Communications Officer ○ Policy Officer