



Topic name	Term	Skills developed	Prior learning	Next link in curriculum
<b>Germany and the Depression</b> <ul style="list-style-type: none"><li>The impact of the Depression: growth in support for the Nazis and other extremist parties (1928–1932), including the role of the SA; Hitler's appeal.</li><li>The failure of Weimar democracy: election results; the role of Papen and Hindenburg and Hitler's appointment as Chancellor.</li><li>The establishment of Hitler's dictatorship: the Reichstag Fire; the Enabling Act; elimination of political opposition; trade unions; Rohm and the Night of the Long Knives; Hitler becomes Führer.</li></ul>	Autumn	<ul style="list-style-type: none"><li>Causation</li><li>Change</li><li>Significance</li><li>Evaluation</li><li>Judgement</li><li>Analysis</li><li>Extended writing</li><li>Chronology</li><li>Links/connections between events</li><li>Consequence</li></ul>	<ul style="list-style-type: none"><li>Y7: Peasant's Revolt</li><li>Y8: Radical ideas in the ECW</li><li>Y8: Changing interpretations of Cromwell</li><li>Y8: Peterloo and the extension of the franchise</li><li>Y9: Communist dictatorships and impact on SE Asia</li></ul>	<ul style="list-style-type: none"><li>GCSE Power and the People: threats to democracy in the UK</li><li>A Level Politics: Growth of democracy an extension of the franchise</li><li>A Level Russia: Impact of WW1 and Lenin's consolidation of power</li></ul>
<b>The experiences of Germans under the Nazis</b> <ul style="list-style-type: none"><li>Economic changes: benefits and drawbacks; employment; public works programmes; rearmament; self-sufficiency; the impact of war on the economy and the German people, including bombing, rationing, labour shortages, refugees.</li><li>Social policy and practice: reasons for policies, practices and their impact on women, young people and youth groups; education; control of churches and religion; Aryan ideas, racial policy and persecution; the Final Solution.</li></ul>	Autumn	<ul style="list-style-type: none"><li>Empathy</li><li>Chronology</li><li>Causation</li><li>Consequence</li><li>Evaluation</li><li>Analysis</li><li>Judgement</li><li>Categorisation</li><li>Significance</li></ul>	<ul style="list-style-type: none"><li>Y9: Who was responsible for the Holocaust?</li><li>Y9: How did people resist Nazi persecution?</li><li>Y9: Fight for Rights in the UK</li></ul>	<ul style="list-style-type: none"><li>A Level Britain: aftermath of WW2 and impact on the UK</li><li>A Level Russia: social policies under Lenin and Stalin, development of 'Red Tsar', use of terror and impact of WW2 and siege of Stalingrad. Link back to heavy censorship under Tsars, use of Okhrana, Cheka and NKVD.</li></ul>



<ul style="list-style-type: none"> <li>Control: Goebbels, the use of propaganda and censorship; Nazi culture; repression and the police state and the roles of Himmler, the SS and Gestapo; opposition and resistance, including White Rose group, Swing Youth, Edelweiss Pirates and July 1944 bomb plot.</li> </ul>				
<p><b>Power &amp; the People: Reform and reformers</b></p> <ul style="list-style-type: none"> <li>The extension of the franchise: radical protest; the Great Reform Act, causes and impact, including further reform; Chartism, causes, actions and impact.</li> <li>Protest and change: campaigning groups and their methods and impact, including the Anti-Slavery movement; the Anti-Corn Law League; factory reformers; social reformers.</li> <li>Workers movements: the development of trade unionism and its impact, including Grand National Consolidation Trades Union (GNCTU), Tolpuddle Martyrs, New Model Unions and new unionism, including the match girls' and dockers' strikes.</li> </ul>	<p><b>Autumn</b></p>	<ul style="list-style-type: none"> <li>Chronology</li> <li>Utility</li> <li>Causation</li> <li>Consequence</li> <li>Change and continuity</li> <li>Significance</li> <li>Extended writing</li> <li>Judgement</li> <li>Categorisation</li> </ul>	<ul style="list-style-type: none"> <li>Y7: Medieval Monarchs – King John and the Magna Carta</li> <li>Y7: Peasant's Revolt</li> <li>Y8: Radical ideas in ECW</li> <li>Y8: Peterloo Massacre and the extension of the franchise after 1832</li> <li>Y9: Lives of Victorian Women – were the Suffragettes terrorists?</li> <li>Y9: Oral history project: the voices of Toxteth in 1981</li> <li>Y9: Fight for rights in the UK</li> <li>Y10: Germany: Spartacist Uprising, Red Rising in the Ruhr, Opposition in Nazi Germany</li> <li>Y10: Conflict &amp; tension: Conscientious Objectors</li> </ul>	<ul style="list-style-type: none"> <li>Y12: British History 2S; Miner's Strike, social and political change in Britain up to 2001</li> <li>Y12: Russian History 1H: growth of opposition to Tsardom, 1905 Revolution, 1917 Revolutions, power of the Soviet and establishment of the Communist State</li> <li>Y12 NEA: Revolutionary and constitutional nationalism in Ireland 1801-1918/22</li> <li>Y12 Pol: Pressure groups and extension of the franchise – democracy</li> <li>Y13 Pol: US pressure groups and state of democracy in the USA.</li> </ul>
<p><b>Equality and rights</b></p> <ul style="list-style-type: none"> <li>Women's rights: the campaign for women's suffrage, reasons, methods and responses; role of individuals, including the Pankhursts; the reasons for the extension of the franchise and its impact; progress towards equality in the second half of the 20<sup>th</sup> century.</li> </ul>	<p><b>Spring</b></p>	<ul style="list-style-type: none"> <li>Chronology</li> <li>Utility</li> <li>Causation</li> <li>Consequence</li> <li>Change and continuity</li> <li>Significance</li> <li>Extended writing</li> </ul>	<ul style="list-style-type: none"> <li>Y7: Medieval Monarchs –Eleanor of Aquitaine</li> <li>Y7: Peasant's Revolt</li> <li>Y8: Radical ideas in the ECW</li> <li>Y8: Peterloo Massacre and the extension of the franchise after 1832, women at Peterloo</li> <li>Y8: 19<sup>th</sup> Century Colonialism</li> <li>Y9: Experiences of Commonwealth Troops in WW1</li> <li>Y9: Lives of Victorian Women – were the Suffragettes terrorists?</li> </ul>	<ul style="list-style-type: none"> <li>Y12: British History 2S; Miner's Strike, social and political change in Britain up to 2001</li> <li>Y12: Russian History 1H: women and young people in Tsarist and Communist Russia, treatment of minorities – Jews, Poles, Finns, Baltic Germans</li> </ul>



<ul style="list-style-type: none"> <li>Workers' rights: the General Strike (1926), actions, reactions and impact; trade union reform in the late 20<sup>th</sup> century.</li> <li>Minority rights: the development of multi-racial society since the Second World War; discrimination, protest and reform; the Brixton Riots, their impact, including the Scarman Report.</li> </ul>		<ul style="list-style-type: none"> <li>Judgement</li> <li>Categorisation</li> </ul>	<ul style="list-style-type: none"> <li>Y9: Oral history project: the voices of Toxteth in 1981</li> <li>Y9: Fight for rights in the UK</li> <li>General themes of diversity and representation in KS3 curriculum fit well with last part of the specification and focus on minority rights</li> <li>Y10: Treatment of minority groups in Nazi Germany</li> </ul>	<ul style="list-style-type: none"> <li>Y12 NEA: Revolutionary and constitutional nationalism in Ireland 1801-1918/22</li> <li>Y12 Pol: Feminism, extension of the franchise – democracy</li> <li>Y13 Pol: State of democracy in the USA, voting patterns of minority groups.</li> </ul>
<p><b>The historic environment of Elizabethan England</b></p>	<p><b>Spring/ Summer</b></p>	<ul style="list-style-type: none"> <li>Change</li> <li>Causation</li> <li>Consequence</li> <li>Continuity</li> <li>Extended writing</li> <li>Judgement</li> </ul>	<p>Hardwick Hall, Derbyshire (draws together aspects of whole of Elizabethan paper)</p> <p>Students to attend revision conference in Manchester to support this.</p>	
<p><b>Revision (April-May)</b></p>		<ul style="list-style-type: none"> <li>Examination skills</li> <li>Knowledge</li> <li>Confidence</li> <li>Chronology</li> </ul>	<ul style="list-style-type: none"> <li>Retrieval</li> <li>Past Paper Questions</li> <li>Focus on evidence-based revision</li> </ul>	<p>Skills continue to be revisited throughout A Level specification</p>