



Topic name	Term	Skills developed	Prior learning	Next link in curriculum
Paper 2: Period study <i>P4: Superpower relations and the Cold War, 1941–91.</i> <i>Students answer four questions that assess their knowledge and understanding. The first three questions are compulsory. For the fourth question, students select two out of three parts.</i> <u>Key topic 1: The origins of the Cold War, 1941–58</u> Early tension between East and West Supernatural and religious explanations of the cause of disease: - The Grand Alliance. The outcomes of the Tehran, Yalta and Potsdam conferences. - The ideological differences between the superpowers and the attitudes of Stalin, Truman and Churchill. - The impact on US-Soviet relations of the development of the atomic bomb, the Long and Novikov telegrams and the creation of Soviet satellite states in Eastern Europe. The development of the Cold War: - The impact on US-Soviet relations of the Truman Doctrine and the Marshall Plan, 1947. - The significance of Cominform (1947), Comecon (1949) and the formation of NATO (1949). - Berlin: its division into zones. The Berlin Crisis (blockade and airlift) of 1948-49 and its impact. The formation of the Federal Republic of Germany and German Democratic Republic. The Cold War intensifies: - The significance of the arms race. The formation of the Warsaw Pact. - Events in 1956 leading to the Hungarian Uprising, and Khrushchev's response. - The international reaction to the Soviet invasion of Hungary.	Autumn	• Similarity and difference • Change and continuity • Turning points (significance) • Causes or consequences of change	KS3: Did the Atomic Bomb end WW2 or start a new kind of war?	Next topic: Weimar and Nazi Germany, 1918–39 For each depth study, there is some chronological overlap between key topics – this structure helps highlight the complexity and interplay of different aspects within society.



<u>Key topic 2: Cold War crises, 1958–70</u> Increased tension between East and West: - The refugee problem in Berlin, Khrushchev's Berlin ultimatum (1958), and the summit meetings of 1959–61. - The impact of the Cuban Revolution on relations with the USA and the Soviet Union, including the refusal of the USA to recognise Castro's government and the closer relations with the Soviet Union. The significance of the Bay of Pigs incident. - Opposition in Czechoslovakia to Soviet control: the Prague Spring. Cold War crises: - The construction of the Berlin Wall, 1961. - The events of the Cuban Missile Crisis. - The Brezhnev Doctrine and the re-establishment of Soviet control in Czechoslovakia. Reaction to crisis: - Impact of the construction of the Berlin Wall on US-Soviet relations. Kennedy's visit to West Berlin in 1963. - The consequences of the Cuban Missile Crisis, including the 'hotline'. Attempts at arms control: the Limited Test Ban Treaty (1963); the Outer Space Treaty (1967); and the Nuclear Non-Proliferation Treaty (1968). - International reaction to Soviet measures in Czechoslovakia.	Autumn	• Similarity and difference • Change and continuity • Turning points (significance) • Causes or consequences of change	KS3: Did the Atomic Bomb end WW2 or start a new kind of war?	Next topic: Weimar and Nazi Germany, 1918–39 For each depth study, there is some chronological overlap between key topics – this structure helps highlight the complexity and interplay of different aspects within society.
<u>Key topic 3: The end of the Cold War, 1970–91</u> Attempts to reduce superpower tensions in the 1970s: - Détente and attempts to reduce tensions in the 1970s. - The significance of SALT 1, the Helsinki Accords, and SALT 2. The end of détente and the 'Second Cold War': - The significance of the Soviet invasion of Afghanistan, the Carter Doctrine and the Olympic boycotts.	Autumn	• Similarity and difference • Change and continuity • Turning points (significance) • Causes or consequences of change	KS3: Did the 1980s radically change Britain?	Next topic: Weimar and Nazi Germany, 1918–39 For each depth study, there is some chronological overlap between key topics – this structure helps highlight the complexity and interplay of different aspects within society.



- Reagan and the 'Second Cold War', the Strategic Defence Initiative (SDI). - The significance of Reagan and Gorbachev in reducing tensions. The collapse of Soviet control of Eastern Europe, 1985-91: - The impact of Gorbachev's 'new thinking' on Eastern Europe: the loosening Soviet grip on Eastern Europe. - The significance of the fall of the Berlin Wall. - The collapse of the Soviet Union and its significance in bringing about the end of the Warsaw Pact.				
Paper 3: Modern depth study Option 31: Weimar and Nazi Germany, 1918–39 <u>Key topic 1: The Weimar Republic 1918–29</u> The origins of the Republic, 1918–19: - The situation in Germany at the end of the War: political unrest, abdication of the Kaiser, armistice and new republic. - The strengths and weaknesses of the new Weimar Constitution. The early challenges to the Weimar Republic, 1919–23: - Reasons for the early unpopularity of the Republic, including the 'stab in the back' theory and the key terms of the Treaty of Versailles. - Challenges to the Republic from Left and Right: Spartacists, Freikorps, the Kapp Putsch. - The challenges of 1923: hyperinflation; the reasons for, and effects of, the French occupation of the Ruhr. The 'Golden Years': recovery of the Republic, 1924–29: - Reasons for economic recovery, including the work of Stresemann, the Rentenmark, the Dawes and Young Plans and American loans and investment. - Stresemann's achievements in gaining international acceptance of Germany abroad through the Locarno Pact and joining the League of Nations.	Spring	• Interpretation • Source analysis • Causation • Chronology • Consequence • Similarity • Difference • Significance	The depth studies focus on a substantial and coherent short time span and require students to understand the complexity of a society or historical situation and the interplay of different aspects within it. Depending on the depth study chosen, these may include social, economic, political, cultural and military aspects. The main content is divided into four key topics. These provide a framework for teaching and understanding the option, but should not be taken in isolation from each other. For each depth study, there is some chronological overlap between key topics – this structure helps highlight the complexity and interplay of different aspects within society.	Next topic: Revision



Changes in society, 1924–29: - Changes in the standard of living. - Changes in the position of women in work, politics and leisure. - Cultural changes: developments in architecture, art and the cinema.			Links with KS3 topics including 'In what ways did the Jewish community resist the Nazis 1933-45?'	
<u>Key topic 2: Hitler's rise to power, 1919–33</u> Early development of the Nazi Party, 1920–22: - Hitler's early career: joining the German Workers' Party and setting up the Nazi Party, 1919–20. - The Twenty-Five Point Programme. The role of the SA. The Munich Putsch and the Nazi Party, 1923–28: - The reasons for, events and consequences of the Munich Putsch; Mein Kampf. - Reasons for limited support for the Nazi Party, 1924–28. Party reorganisation, including the Bamberg Conference of 1926. The growth in support for the Nazis, 1929–32: - The growth of unemployment – its causes and impact. The growth of support for the Communist Party. - Reasons for the growth in support for the Nazi Party, including the appeal of Hitler and the Nazis, the effects of propaganda and the work of the SA. How Hitler became Chancellor, 1932–33: - The Presidential and Reichstag elections of 1932; reasons for Hitler becoming Chancellor in 1933, including the roles of Hindenburg and von Papen.	Spring	• Interpretation • Source analysis • Causation • Chronology • Consequence • Similarity • Difference • Significance	Links with KS3 topics including 'In what ways did the Jewish community resist the Nazis 1933-45?'	Next topic: Revision



<u>Key topic 3: Nazi control and dictatorship, 1933–39</u> The creation of a dictatorship, 1933–34: - The Reichstag Fire. The Enabling Act and the banning of other parties and trade unions. - The threat from Röhm and the SA, the Night of the Long Knives. The death of Hindenburg. Hitler becomes Führer, the army oath of allegiance. The police state: - The role of the Gestapo, the SS and concentration camps. - Nazi control of the legal system. Controlling and influencing attitudes: - Goebbels and the Ministry of Propaganda: censorship, Nazi use of media, rallies and sport, including the Berlin Olympics (1936). - Nazi control of culture and the arts, including art, architecture, literature and film. - Nazi attempts to control the Catholic and Protestant Churches: the Concordat and the Reich Church. Opposition, resistance and conformity: - The extent of support for the Nazi regime. - Opposition from the Churches, including the role of Pastor Niemöller. - Opposition from the young, including the Swing Youth and the Edelweiss Pirates.	Spring	• Interpretation • Source analysis • Causation • Chronology • Consequence • Similarity • Difference • Significance	Links with KS3 topics including Y8: Transatlantic Slave Trade - resistance on plantations and Y9: 'In what ways did the Jewish community resist the Nazis 1933-45?	Next topic: Revision
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<u>Key topic 4: Life in Nazi Germany, 1933–39</u> Nazi policies towards women: - Nazi views on women and the family. - Nazi policies towards women, including marriage and family, employment and appearance. Nazi policies towards the young: - Nazi aims and policies towards the young. The Hitler Youth and the League of German Maidens. - Nazi control of the young through education, including the curriculum and teachers. Employment and living standards: - Nazi policies to reduce unemployment: labour service, autobahns, rearmament and invisible unemployment. - Changes in the standard of living, especially of German workers. The Labour Front, Strength Through Joy, Beauty of Labour. The persecution of minorities: - Nazi racial beliefs and policies and the treatment of minority groups: Slavs, Roma and Sinti, homosexuals, and people with disabilities. - The persecution of Jewish people, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws and 'Kristallnacht'.	Spring	• Interpretation • Source analysis • Causation • Chronology • Consequence • Similarity • Difference • Significance	Links with KS3 topics including Y9: 'In what ways did the Jewish community resist the Nazis 1933-45?'	Next topic: Revision
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