

OCL History Curriculum: Long Term Plan

Year 7

Brief overview

In Y7, the OCL History curriculum aims to establish a critical platform for subsequent learning. As such, the very first thing that students will encounter are the various worlds where our curricular narrative will play out; European Christendom, Eastern Byzantium, and the Medieval Islamic World centred in Baghdad. This world-building enterprise at the beginning of the year will pay dividends, with pupils returning to these centres of medieval power and authority time and again. The year as a whole has 3 broad themes that run across and between the various sub topics we will teach.

At a fundamental level, our Y7 curriculum is a story of migration. Not, however, a straightforward migration of people (though this will, of course, feature heavily), but the complicated movement of ideas, objects and beliefs. It is the relationship between this movement of ideas and the people who encounter and adopt them that will help guide students through their first year of studying history at secondary school.

This gives rise to our second curricular narrative; the agency of those who inhabit the past. History is the story of great forces; social, political, economic dynamics that dramatically alter the currents of the past. But it is also the story of people. Our Y7 curriculum will give agency to the figures we encounter. From Mansa Musa to Martin Luther, we will establish historical figures not as inanimate pawns who simply exist in the past, but as inhabitants of distinct and interrelated worlds, with the capacity to think, feel, and respond just as we do now.

Which brings us to the ultimate narrative of not just our Y7 curriculum, but perhaps History at large: power. The above movement of people, ideas, objects, beliefs and much more can also be told as the story of conquest, upheaval, rebellion and subversion. The story of power will lie at the heart of much of what students learn in Y7. Specifically, whose power? What power? And most critically the question of how power is forged, formed and, ultimately, lost. This may sound like the beginning of a tired, old curriculum in which the power of 'Great Men' feature heavily, but that would be wrong. Instead, by tackling these questions we see the contested power between institutions, the innate vulnerability of monarchy, the discrete power (and agency!) of women in the Medieval era, as well as myriad challenges to established authority.

These 3 curricular narratives will run throughout the course of Y7 and beyond, accompanied by the smaller narratives of trade, religion, authority and empire.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	(Optional) – Who was the man buried near Stonehenge? - What was Constantinople in the 10th Century? - What connected Baghdad and Cordoba in the 10th century? - What can we learn from what the monks left behind at Conques?	- What had survived of Anglo-Saxon England by the end of the 11th Century? - How on earth did the Crusaders make it all the way to Jerusalem?	- How can we explain the success of the Mongols? - What made Mansa Musa exceptional?	- Did the Black Death have as big an impact as we think? - When was the Renaissance?	How disruptive was the Reformation?	- Drawing together big narratives - Streets paved with Gold: how on earth did the Aztecs do it?
Core substantive knowledge (see core knowledge takeaways document for more detail)	<u>What was Constantinople in the 10th century?</u> Introducing the medieval world in Europe and around the Mediterranean, which was deeply connected by trade and migration. <u>What connected Baghdad and Cordoba in the 10th century?</u> The 10th century Islamic world and importance of religion; core connections across the Islamic world: migration, trade links and the sharing of knowledge. <u>What can we learn from what the monks left behind at Conques?</u> Pilgrimage as an expression of faith in medieval Latin Christendom; the central role of the Church in daily life in medieval Europe.	<u>What had survived of Anglo-Saxon England by the end of the 11th century?</u> Core changes in England which occurred as a result of the Norman Conquest, including to the structure of society, language, and the landscape. Continuity such as England's ongoing Christian faith as part of Latin Christendom. <u>How on earth did the Crusaders make it all the way to Jerusalem?</u> The Crusades – and invasion in general – as a form of migration; the power of religious forces in the medieval world; the factors behind the initial success of the crusaders.	<u>How can we explain the success of the Mongols?</u> Core reasons for the expansion of the Mongol empire, including: organisation, effective leadership and use of technology which had spread from the Middle East via the Silk Roads. <u>What made Mansa Musa exceptional?</u> Key reasons for the significance of Mansa Musa: one of the wealthiest people in history due to Mali's huge resources (gold, silver, salt). In 1324, he travelled to Mecca on Hajj, the Islamic pilgrimage. The importance of religion in the medieval world.	<u>Did the Black Death have as big an impact as we think?</u> Changes and continuity which followed the Black Death, including: changes to social structure and the power of peasants to exercise agency over their lives; continuity in work, religion and the overall power structure of medieval England. <u>When was the Renaissance?</u> The key aspects of the Renaissance: an emphasis on learning, science and technology. Although interest in these areas grew hugely during the Renaissance, there is evidence that learning and technology were important well before then in the medieval world.	<u>How disruptive was the Reformation?</u> The beliefs of Catholics and Protestants; the ongoing importance of religious forces in shaping events; the impact of the Reformation in Europe and in England.	<u>Streets paved with Gold: how on earth did the Aztecs do it?</u> The key features of the Aztec empire from the 1300s to 1500s; the reasons for and examples of success of the Aztecs; their defeat by Spanish 'Conquistadors' led by Hernan Cortez in 1521.

Core disciplinary knowledge	Similarity and difference: demonstrating that not all experiences of people in the early medieval world were the same. Evidence: making basic inferences from historical sources for studying Conques.	Change: explaining the changes which occurred as a result of the Norman Conquest. Causation: identifying the causes of the Crusades and the factors which enabled the Crusaders to reach Jerusalem.	Causation: identifying the causes of the success of the Mongols. Significance: using criteria to explain some of the ways in which Mansa Musa can be described as significant.	Similarity and difference / change: explaining the differing experiences of people during the Black Death and using these experiences to explain and exemplify changes which occurred in England as a result. Change: explaining changes which occurred as a result of the Renaissance while exploring when those changes began.	Change: explaining changes which occurred as a result of the Reformation.	Causation: identifying causes of the success of the Aztecs.
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Year 8

Brief overview

The Year 8 history curriculum builds upon the three big narratives established in Year 7, placing people and their actions at the heart of the shifting sands of Empire, technology, protest, revolution, and, ultimately, power. From the beginning of the Mughal Empire in India in the 15th century through to the Peterloo Massacre at the beginning of the 19th century, students will once again explore British history in its place as part of a global narrative, seeing the complex interplay of events across the world and Britain's place within that wider story.

Our three big narrative themes of migration, agency and power continue to form a central part of the curriculum, enabling students to track changes over time and build on their work in Year 7. We see how migration of people and ideas continued to play a huge role in shaping the world of 1500-1900, much as it had in the medieval world, as empires expanded and fell, the ideas of the enlightenment spread across Europe and America, and millions were forced into migration through the transatlantic slave trade. We explore agency through the role and actions of individuals from all levels of society, examining the impact of the Industrial Revolution on ordinary working lives in Britain, exploring how ordinary people fought for greater agency over their lives and seeing how the actions of rulers could inadvertently bring about the end of their rule and – in the case of Charles I of England and Louis XVI of France – their lives. As we examine these changes, we also see how power fluctuated and was gradually transferred from monarchs to new institutions such as parliament, exploring the beginnings of modern democracy.

By the end of the year students will have seen the Mughal and British Empires rise and fall, France, America and Britain will have experienced revolutions, though not all of the same kind, and 'ordinary' people will have challenged the status quo.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	1. <i>What really</i> mattered to the Mughals? 2. Did the Mayflower really land in a 'New World'?	1. When did the Monarchy lose its power? 2. Why did Charles I lose his head?	1. What can people, places and objects reveal about the Enlightenment? 2. What was the last straw for the people of France?	1. How was the Slave Trade abolished? 2. Why has the British Empire been seen so differently?	1. Was the Industrial Revolution 'disastrous and terrible'? 2. Local study of industrial revolution	1. Drawing together big narratives 2. Who protested in 19 th Century Britain?
Core substantive knowledge (see core knowledge takeaways document for more detail)	<u>What really mattered to the Mughals?</u> Empires as a means of exercising power over an area; key aspects which were important to the Mughal emperors, including religion, art, architecture and maintaining their power. <u>Did the Mayflower really land in a 'new world'?</u> The Puritan Mayflower pilgrims as an example of migration due to religious persecution; the ways in which contact between Europe and the indigenous peoples of the Americas had shaped both cultures in the years up to 1620.	<u>When did the Monarchy lose its power?</u> Core changes across the 17 th century in England, from the belief in the Divine Right of Kings to the development of constitutional monarchy by the 1689 Bill of Rights. <u>Why did Charles I lose his head?</u> Core reasons for the outbreak of the English Civil War in 1641, including: religion (Puritans against the more traditional ideas of Archbishop Laud and King Charles I), power and money.	<u>What can people, places and objects reveal about the Enlightenment?</u> The development of new ideas about power, science and the role of 'reason' spreading across Europe during the 1700s. <u>What was the last straw for the people of France?</u> Core causes of the French Revolution, including: inequality between the majority of the population and the wealthy; lack of representation for the 'Third Estate' compared to the First and Second Estates; the mismanagement of Louis XVI; events in Paris in 1789.	<u>How was the Slave Trade abolished?</u> The forced migration of millions of people from West Africa during the Transatlantic Slave Trade; the reasons for the eventual abolition of the slave trade in 1807, including the role of individual campaigners, parliament, and resistance by enslaved people. <u>Why has the British Empire been seen so differently?</u> The exercise of power by the British Empire from the 1700s onwards; key aspects of the debate between historians over the legacy of the British Empire.	<u>Was the Industrial Revolution 'disastrous and terrible'?</u> The impact of the Industrial Revolution on Britain, including migration to industrial cities; negative impacts of industrialisation, such as health impacts; positive aspects for some, including education opportunities, pay and the growing involvement of working-class people in politics.	Overview of core knowledge from across the Year 8 course. <u>Who protested in 19th Century Britain?</u> The actions of protest groups in Britain during the years 1800-1900; Peterloo, swing riots and the Chartists; campaigns for voting rights, including early campaigns for women's suffrage.
Core disciplinary knowledge	Similarity and difference: explaining some of the core similarities and differences in the experiences and priorities of the Mughal emperors. Change: evaluating how migration shaped life in America in the 1600s.	Change: explaining how the power of the monarchy changed during the 1600s, examining key turning points. Causation: identifying and categorising the causes of the English Civil War.	Significance: using criteria to explain the significance of the Enlightenment and show how significance has been assigned by historians. Causation: identifying and categorising causes of the French Revolution.	Causation: identifying and categorising causes of the abolition of slavery in 1807. Interpretations: explaining differences between interpretations of the British Empire and beginning to assess why they differ.	Change: explaining how the Industrial Revolution led to change in Britain from 1700-1900 and categorising those changes. Similarity and difference: examining the core similarities and differences between the experiences of different groups during the Industrial Revolution.	Similarity and difference: giving valid explanations of the core similarities and differences of experiences of people who protested in 19 th century Britain.

Year 9

Brief overview

Driving the Year 9 curriculum is the question of progress. Having reached this through exploring the key features of the 20th century, students will analyse attitudes and ‘achievements’ across the globe, allowing them to judge the ‘progress’ that has been made since the start of their studies in Year 7.

The three big narratives of agency, power and migration still underpin the themes that students will engage with throughout the year whilst the Great Depression serves as another piece of the framework that ties themes together, helping to establish a continuous timeline of events. The idea of power is further explored through the analysis of the increasing franchise in Britain, picking up where Year 8 left off, with idea of a ‘parliament for the people’ extending beyond just the number of people who could vote to the legal position of specific groups within society, both UK and abroad. The narrative of power also ties into the migration of ideas, with the expansion and collapse of numerous ideologies across the planet, from Imperial Japan to Fascist Italy, as well as explicitly linking movements such as Civil Rights across continents, rather than presenting events in isolation of each other. The power and agency of individuals is repeatedly analysed, from the impact of the Suffragettes to Civil Rights leaders and the marchers who took part in the Jarrow Crusade. Specific emphasis is placed on campaigning and protest as a vehicle for change, with a focus on the individuals who were not willing to abide by the status quo, drawing on themes from Year 8. Migration is repeatedly addressed, through the movement of people and ideas, picking up on themes established in Year 7 & 8.

The year will challenge students to characterise the nature of the 20th century itself while drawing together the strands sown throughout Year 7 & 8. Students choosing not to study history at GCSE will leave year 9 with a chronological grasp of global history from the early Middle Ages through to the end of the 20th century, whilst those choosing to continue their historical education will have built a solid grounding on which the GCSE course develops, without simply repeating content.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	1. When did democracy arrive in the UK? 2. How did World War I begin?	1. What was the true cost of World War I? 2. ‘A waste of time’, a valid assessment of the Jarrow Crusade? (Great Depression)	1. How could an even worse war break out so soon? 2. What was the experience of war in the 20 th century? (reflecting local context)	1. How could the Holocaust happen? 2. How far did the Chinese Revolution resonate across the world?	1. To what extent did activism improve civil rights for Black Britons? 2. <i>Local study</i>	1. Drawing together big narratives“ 2. “1967 was the most important year in the 20 th century”, how far do you agree?
Core substantive knowledge (see core knowledge takeaways document for more detail)	<u>When did democracy arrive in the UK?</u> The gradual development of a democratic system in Britain, including the extension of the franchise. The changing balance of power and agency in Britain which resulted from these changes. The role of protest in achieving change. <u>How did World War I begin?</u> Core reasons for the First World War, including: imperialism; nationalism, particularly in the Baltic states; militarism; alliances.	<u>What was the true cost of World War I?</u> Negative impacts of the First World War in Russia, Germany, the Middle East and on all countries which participated in the fighting. <u>‘A waste of time?’, a valid assessment of the Jarrow Crusade?</u> The causes and events of the Great Depression; the impact of the Great Depression on local communities such as Jarrow; the events and significance of the Jarrow Crusade.	<u>How could an even worse war break out so soon?</u> Key reasons for the outbreak of the Second World War, including: ideological tensions between Communism and Fascism, the rise of Hitler and the Nazis to power in Germany in 1933, Nazi foreign policy during the 1930s, appeasement by Britain and France, the failure of the League of Nations. The reasons the Second World War was such a devastating conflict, including the global nature of the fighting and the use of new and devastating weapons.	<u>How could the Holocaust happen?</u> The context of European antisemitism; the escalation of persecution of Jewish people in Germany during 1933-39; the development of the ‘final solution’ and systematic mass murder of six million Jewish people by the Nazis and their collaborators during the Second World War. <u>How far did the Chinese Revolution resonate across the world?</u> The role of Mao; Communism in China; changes to life in China which occurred as a consequence of the revolution; the significance of the events of the Chinese Revolution.	<u>To what extent did activism improve civil rights for Black Britons?</u> The historical context of the Black presence in Britain since Roman times; migration from the Caribbean from 1948; campaigns for equality by Black British people such as the Bristol bus boycott.	Examining and comparing core substantive knowledge from across the Year 9 course, exploring the significance of key moments in the 20 th century.
Core disciplinary knowledge	Change and continuity: assessing the pace of change when examining how Britain became a democracy. Causation: weighing up a range of different causes of the First World War, including categorising and prioritising them.	Consequence: evaluating the differing consequences of the First World War in a range of places and contexts. Significance: evaluating the Jarrow Crusade against a range of criteria for judging significance.	Causation: evaluating, categorising and prioritising the different causes of the Second World War. Evaluating the reasons the Second World War was an ‘even worse war’ than the First World War.	Interpretations: explaining the differences between core interpretations of the Holocaust, understanding that History is constructed from competing interpretations. Significance: evaluating the Chinese Revolution against a range of criteria for judging significance and beginning to form independent judgements.	Similarity and difference: explaining a range of similarities and differences in the experiences of Black Britons since 1945 and making valid generalisations about those experiences.	Significance: independently forming criteria to judge the significance of past events from across the 20 th century.

Year 10

Brief overview

Our Year 10 curriculum continues to build on the big narratives, second order and substantive concepts which are established in the Key Stage 3 curriculum. We begin Year 10 with Paper 1, our thematic study of Migrants in Britain, c800-present, which establishes a broad picture of Britain's changing history from c800-present. We use the histories of ordinary people and groups who have migrated to Britain since 800 to examine the reasons for migration, experiences and impact of a wide range of different groups of people. We move between big picture overviews of each time period into detailed case studies of migrants and their lives in Britain. This unit builds on our Key Stage 3 course by enabling students to continue to examine our big themes of migration, agency and power, for example by examining how the exercise of power by governments and rulers affected the lives of ordinary people who had migrated to Britain. The unit also establishes a broader framework of understanding of British and world history from 800-present, supporting our work on Paper 2 and Paper 3 later in Year 10 and into Year 11.

In our Early Elizabethan England, 1558-88, unit, we again encounter government and the exercise of power, examining how Elizabeth I addressed the problems of the beginning of her reign, survived the challenges of 1568-88 and laid the foundations for what some have called a 'golden age'. In our modern depth study, we investigate two very different forms of government in Germany: the democracy of the Weimar Republic from 1918-33, and the Nazi dictatorship between 1933-39. Across all three units, students build strong disciplinary knowledge, examining issues of causation, similarity and difference, and change, while also building the ability to use historical source material and to evaluate interpretations of the past.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	Paper 1, thematic study: Migrants in Britain, c.800-present <u>Modern Migration, 1900-present</u> <u>Medieval Migration, c.800-1500</u> <u>Early Modern Migration, 1500-1700</u>	Paper 1, thematic study: Migrants in Britain, c.800-present <u>Industrial Migration, 1700-1900</u> <u>Notting Hill: Environment study</u>	Paper 2, British depth study: Early Elizabethan England, 1558-88 <u>Key topic 1:</u> How did Elizabeth overcome her problems in 1558-68? <u>Key topic 2:</u> When was Elizabeth most seriously under threat in the years 1568-88?	Paper 2, British depth study: Early Elizabethan England, 1558-88 <u>Key topic 2:</u> When was Elizabeth most seriously under threat in the years 1568-88? <u>Key topic 3:</u> Was Elizabethan England really a 'golden age'?	Paper 3, modern depth study: Weimar and Nazi Germany, 1918-39 <u>Key topic 1:</u> "A democracy without democrats"? Was the Weimar Republic doomed from the very beginning?	Paper 3, modern depth study: Weimar and Nazi Germany, 1918-39 <u>Key topic 2:</u> "Helped into power"? How can we explain the rise of Hitler and the Nazis?
Core substantive knowledge	<u>Modern migration:</u> context of migration, including the World Wars, end of the British Empire, EU membership and legislation. Reasons for migration from Europe, the British Empire and the Commonwealth, along with the experiences and impact of those groups on Britain. Migration in Bristol and Leicester. <u>Medieval migration:</u> context of migration, including the monarchy, Christianity and the medieval economy. Reasons for migration from Vikings, Normans, Jewish people and other settlers, along with the impact and experiences of those groups on the country (Danelaw, culture, trade). York under the Vikings. <u>Early modern migration:</u> context of migration, including the Reformation, economic changes and England's increasing connections with the wider world through exploration and trade. Reasons for migration from Huguenots, Flemish and Walloon migrants in Kent and Jewish people; experiences and impact of those groups, along with migrants from	<u>Industrial migration:</u> context of migration, including the Industrial Revolution, Transatlantic slave trade, British Empire and urbanisation. Reasons for migration from Ireland, Europe and the British Empire, as well as Jewish migration. Experiences and impact of migrants, including Irish migrants in Liverpool and Jewish migrants in the East End of London. <u>Notting Hill:</u> the context of Britain after the Second World War, reasons for Caribbean migration to Notting Hill, problems of housing and racism. The influence of Caribbean cultures on the area, Black activism: Claudia Jones, Frank Crichlow, the British Black Panthers and the 'Mangrove Nine'.	<u>Key topic 1:</u> Social and government structure in Elizabethan England; Elizabeth's character and strengths; the threats faced by Elizabeth in 1559; the religious settlement – key details and responses (from Puritans and Catholics); Mary Queen of Scots as a threat to Elizabeth. <u>Key topic 2:</u> domestic challenges: the Revolt of the Northern Earls and the Ridolfi, Throckmorton and Babington plots, along with the role of Mary Queen of Scots and reasons for her execution; causes of the war with Spain, including English involvement in the Netherlands; the Spanish Armada and reasons for the English victory.	<u>Key topic 2:</u> (see Spring 1) <u>Key topic 3:</u> education in Elizabethan England; leisure activities including the theatre; reasons for increasing poverty, changing attitudes towards the poor; reasons for increased exploration; Drake's circumnavigation of the globe; Raleigh's colonisation of Virginia.	<u>Key topic 1:</u> the creation of the Weimar Republic; challenges such as the Spartacist uprising; government structure and the Weimar Constitution; hyperinflation and the Ruhr in 1923; the 'golden years' of 1924-29; living standards, life for women, cultural changes.	<u>Key topic 2:</u> the beginnings of the Nazi Party, including the <i>Twenty-Five Point Programme</i> of 1923; the Munich Putsch; <i>Mein Kampf</i> ; reasons for limited support for the Nazis in 1924-29 and reorganisation in those years; the Great Depression and unemployment; reasons for increasing Nazi support from 1929; reasons for Hitler becoming Chancellor in 1933.

	Africa and India.					
Core disciplinary knowledge	Causation: examining the reasons for migration in each time period. Similarity and difference: evaluating the differing experiences of migrant groups in the same time period. Change: analysing how migration (reasons, experiences, impact) has changed over time, and assessing the impact of migration on Britain.	Causation: examining the reasons for migration in each time period. Similarity and difference: evaluating the differing experiences of migrant groups in the same time period. Change: analysing how migration (reasons, experiences, impact) has changed over time, and assessing the impact of migration on Britain. Evidence: making reasoned inferences from sources about the experiences of migrants in Notting Hill. Evaluating sources based on content, creator and context.	Causation: causal reasoning throughout Key Topics 1 and 2, including the reasons Elizabeth faced problems in 1558 and the causes of war with Spain.	Causation: evaluating the causes of increased poverty, changing attitudes towards the poor and increased exploration. Significance: examining the significance of Drake and Raleigh.	Evidence: forming reasoned inferences from sources about the Weimar Republic. Evaluating sources based on content, creator and context. Causation: examining the reasons the Weimar Republic faced challenges and how it overcame those challenges.	Interpretations: evaluating the arguments advanced by historical interpretations. Causation: examining the reasons Hitler was appointed Chancellor in 1933. Change: tracking the changing levels of support for and attitudes towards the Nazi Party in Germany from 1919-33.

Year 11

Brief overview

Our Year 11 course picks up where we left off at the end of Year 10, continuing with the Weimar and Nazi Germany unit for Paper 3. In Key topics 1 and 2, we saw how democracy in Weimar Germany faced serious challenges, appeared to overcome those challenges, but then collapsed in the face of the terrible challenges of the Great Depression. In Key topics 3 and 4, we examine how the Nazis created a dictatorship, consider how far the German people supported that dictatorship and debate whether the years 1933-39 saw significant changes in the lives of ordinary Germans. We return to our Key Stage 3 themes of agency and power, examining how the Nazis attempted to establish a totalitarian dictatorship with power over all aspects of daily life – one which severely limited the agency of ordinary people. We continue to develop students' ability to interrogate and evaluate historical interpretations, focusing in Key topics 3-4 on actively engaging in debate with the arguments put forward by historians. Our final unit, Superpower relations and the Cold War, brings us back almost to the present day, where we begin Year 10 in our Migrants in Britain unit. We see how big ideas such as Communism, capitalism, democracy and dictatorship led to the Cold War, casting a shadow across the world and almost bringing it to the brink of nuclear war. Students are enabled to, once again, question how power has been exercised through history, while also making connections across the course.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	Paper 3, modern depth study: Weimar and Nazi Germany, 1918-39 <u>Key topic 3:</u> "A popular dictatorship"? Did the German people really support the Nazis? <u>Key topic 4:</u> "Hitler's social revolution"? How completely was life in Germany transformed by 1939?	Paper 3, modern depth study: Weimar and Nazi Germany, 1918-39 <u>Key topic 4:</u> "Hitler's social revolution"? How completely was life in Germany transformed by 1939? Paper 2, period study: Superpower relations and the Cold War, 1941-91 <u>Key topic 1:</u> the origins of the Cold War, 1941-58	Paper 2, period study: Superpower relations and the Cold War, 1941-91 <u>Key topic 1:</u> the origins of the Cold War, 1941-58 <u>Key topic 2:</u> Cold War crises, 1958-70	Paper 2, period study: Superpower relations and the Cold War, 1941-91 <u>Key topic 3:</u> the end of the Cold War, 1970-91 Revision for the final exams	Revision and final exams	Revision and final exams
Core substantive knowledge	<u>Key topic 3:</u> how the Nazis established a dictatorship in 1933-34; the machinery of the police state (SS, Gestapo, concentration camps); use of propaganda and censorship to control and influence attitudes; opposition, resistance and conformity. <u>Key topic 4:</u> living standards and life for workers; Nazi policies towards women; life for young people in Nazi Germany; the persecution of minorities including Jewish people, Roma and Sinti, Slavs, homosexuals and people with disabilities.	<u>Key topic 4:</u> living standards and life for workers; Nazi policies towards women; life for young people in Nazi Germany; the persecution of minorities including Jewish people, Roma and Sinti, Slavs, homosexuals and people with disabilities. <u>Key topic 1:</u> the beginnings of tension between East and West in 1941-47; the development of the Cold War in 1947-49 including the Berlin crisis in 1948-49; the Hungarian Uprising of 1956.	<u>Key topic 1:</u> (see Autumn 2) <u>Key topic 2:</u> the causes, consequences and impact of three core Cold War crises during 1958-70: the building of the Berlin Wall in 1961, the Cuban Missile Crisis in 1962 and the Prague Spring in Czechoslovakia in 1968.	<u>Key topic 3:</u> the attempts by the USA and USSR to reduce tension in the 1970s, including Détente and arms control agreements; the 'Second Cold War' from 1979; the causes and significance of the collapse of Soviet control in Eastern Europe.		
Core disciplinary knowledge	Interpretations: evaluating the arguments advanced by historical interpretations. Causation: examining the reasons the Nazis were able to gain and maintain control over Germany. Similarity and difference: assessing the differing experiences of ordinary people in Nazi Germany.	Interpretations: evaluating the arguments advanced by historical interpretations. Similarity and difference: assessing the differing experiences of ordinary people in Nazi Germany. Causation: analysing the reasons for the development of the Cold War. Change: assessing the changing relationship between the USA and USSR.	Causation: analysing the causes of the three Cold War crises. Change: assessing the changing relationship between the USA and USSR. Significance: evaluating the significance of events in Berlin, Cuba and Prague.	Causation: analysing the reasons for the end of the Cold War. Change: assessing the changing relationship between the USA and USSR. Significance: evaluating the significance of key events such as the fall of the Berlin Wall.		