

History Mastery Curriculum Plan

7 year programme of study



Year 1

Year 7

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	What is History? /Thematic Study		How did the Normans conquer England in 1066?			How did the Normans keep control of England after 1066?						
	- The language of History - Chronology understanding - Cause and consequence - Change and continuity - Significance - Using evidence Big Idea: MIGRATION - Why did/do people migrate? - Anglo-Saxons - Vikings - SE Asia/India - Exodus from the East - Windrush Mastery Assessment 1: Describe and explain....		Big Idea: CONQUEST - Edward the Confessor - Contenders to the throne in 1066 - Battles of Stamford Bridge/Gate Fulford - Battle of Hastings Assessment focus: Cause and consequence Mastery Assessment 2: Why William won at the Battle of Hastings?			Big Idea: CONQUEST - William's problems in 1066 - Revolts in the North - Local Study: The importance of castle building - Local study: Exeter rebellion - The Feudal system - Local study: The Domesday Book Assessment focus: Chronological understanding KA1 ✓ KO1/2 DIRT						
Spring	What were the key features of Medieval society like?		Why was the Black Death so terrible?			What were the challenges to power and authority in the Middle Ages?			Why was the medieval Islamic world important?			
	Big Idea: CONQUEST - Life of a peasant - Understanding of religious beliefs - Town life - Crime and punishment Assessment focus: Chronological understanding		Big Idea: SCIENCE AND MEDICINE - Understanding of medicine in Medieval period - Causes of Black Death - Symptoms - Prevention/treatment - Short term impact - Long term impact: Peasant's Revolt Assessment focus: Significance			Big idea: POWER - Thomas Becket - Richard/John - Magna Carta Assessment focus: Sources and interpretation KA2 ✓ KO1-5			Big Idea: SCIENCE AND MEDICINE - Medieval Islamic world – Baghdad - Importance to science and medicine Assessment focus: Significance DIRT			

		Mastery Assessment 2: Extended response: what was the significance of the Black Death in the 14th century? (EDMA)	✓ Extended response: how useful are sources A and B in understanding the relationship between Becket and Henry II? (8 marks)	
Summer	How did the monarch try to control the Church?	How were Tudor portraits used as propaganda?	What was Tudor society like? Thematic study	
	Big idea: POWER - Origins of Protestantism and Martin Luther - Who were the Tudors? - Henry VIII and the Reformation - Edward and the changes to religion “Bloody” Mary I - Elizabeth and her people (changes) Assessment focus: Change and continuity Mastery Assessment 3: Extended response: Write a narrative about how religion changed in England during the reign of the Tudors. (EDMA)	Big idea: POWER - Overview of Elizabeth/Mary Queen of Scots - Nature of portraits - Elizabeth and her portraits - Spanish Armada Assessment focus: Sources and interpretation KA3 ✓ KO1-8 Extended response: how useful are sources A and B in understanding why the English beat the Spanish Armada in 1588? (8 marks)	Big Idea: SCIENCE AND MEDICINE - Social structure - Entertainment (Shakespeare and theatre) - Crime and punishment - Thematic study Health and hygiene in the medieval and Tudor period Assessment focus: Change and continuity/significance DIRT	

Year 2

Year 8

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	What were the Stuarts?	Were the Catholics framed in 1605?			What caused the English Civil War?		Did Charles I deserve to be executed?		What was life like in England under Cromwell?			
	Big Idea: POWER - Recap of key figures from the Tudor/Stuart dynasty - Timeline of monarchs - Application of key knowledge and research task - Link Elizabeth to James I	Big Idea: POWER - Recap of Catholic and Protestant - James I and the Catholics - Gunpowder Plot 1605 Assessment focus: Sources and interpretation Mastery Assessment 1 Newspaper Report: Were the Catholics framed? (EDMA)			Big Idea: POWER - Charles I and relationship with Parliament - The short and long term causes of the English Civil War Assessment focus: Cause and consequence DIRT		Big Idea: RIGHTS AND FREEDOMS - The two sides: Parliamentarians vs. Royalists - Fighting in the English Civil War - The New Model Army - Trial and execution of Charles I Assessment focus: Cause and consequence		Big Idea: RIGHTS AND FREEDOMS - England under Cromwell – Levellers, Diggers, etc - Cromwell – hero or villain - Glorious Revolution Assessment: Sources and interpretation KA1 ✓ KO1-3 ✓ Extended response: “Oliver Cromwell was a villain.” How far do you agree? (16 marks) DIRT			
Spring	Why was 1665/66 significant year?		Why was the Renaissance important? Thematic study		What were some of the key changes of the period 1745-1901?		What was the impact of industrialisation?		How “great” was the British Empire?			
	Big Idea: SCIENCE AND MEDICINE - The Great Plague 1665 - The Great Fire of London 1666 - Comparison with the Black Death 1348 Assessment focus: Change and continuity		Big Idea: SCIENCE AND MEDICINE - The Renaissance (art, technology, medicine and science – e.g. Charles I/Royal Charter Isaac Newton, Da Vinci, William Harvey) - Thematic study – scientific development in the Renaissance and early modern period Assessment focus: Change and continuity/significance		Big Idea: INDUSTRIALISATION - Overview of period: themes, change and continuity - Population explosion - Causes of the Industrial Revolution Assessment focus: Cause and consequence/change and continuity DIRT		Big Idea: INDUSTRIALISATION, SCIENCE AND TECHNOLOGY - Changes to industry: domestic to factory system - Industrial towns: crime and punishment - Case study of Jack the Ripper - Industrial towns: public health Assessment focus: Significance KA2 ✓ KO1-4		Big Ideas: INDUSTRIALISATION, SCIENCE AND TECHNOLOGY - British empire – growth and impact - Case studies: colonies and their development (India, America) Assessment focus: Cause and consequence DIRT			

		Mastery Assessment 2: Project: students create their own enquiry question and present using their own research. (EDMA)		✓ Extended response: “Jack the Ripper was not caught because of poor police methods.” How far do you agree? (16 marks)	
Summer	What was West Africa like before slavery?	What was the experience of the transatlantic slave trade?	What were the main reasons for the end of slavery in the British Empire and the New World?	How did people gain rights and freedoms in the 19th century? Thematic study	
	Big Idea: RIGHTS AND FREEDOMS - Meaning of slavery and freedom - Life in West Africa before 1440 - Enquiry: how civilised were the Africans pre-1440? Assessment focus: Sources and interpretation	Big Idea: RIGHTS AND FREEDOMS - Capture and journey to New World - Trade Triangle - Experience of the Middle Passage - Life on a plantation Assessment: Sources and interpretation Mastery Assessment 3: Narrative response: explain the slave experience of the Middle Passage. (EDMA)	Big Idea: RIGHTS AND FREEDOMS - Resistance – passive and active - Abolition – British and US approaches - American Civil War - William Wilberforce and the abolition movement Assessment focus: Cause and consequence DIRT	Big Ideas: RIGHTS AND FREEDOMS/POWER - Rights and freedoms in the 19th century - Democracy in 1820 - Reform and challenge - Chartism and the Great Reform Act - Sexism and women's rights Assessment focus: Change and continuity KA3 ✓ KO1-7 ✓ Extended response: To what extent did the freedom and rights of people in Great Britain change over time? (16 marks)	

Year 3

Year 9

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Was the 20th century a time of conflict or progress?	Key events: what led to war in 1914?			Historical environment study part 1: What was it like to fight in the trenches in WW1? (GCSE focus)			How fair was the Treaty of Versailles in 1919?			How did women obtain the vote?	
Autumn	Review of Big Ideas: CONFLICT/ RIGHTS AND FREEDOMS/POWER/SCIENCE AND MEDICINE/INDUSTRIALISATION - Overview of the key events of the modern world - Identification of key events, individuals and factors/themes - Concepts - Conflict/progress Assessment focus: Change and continuity/Chronological understanding	Big Ideas: CONFLICT/INDUSTRIALISATION - Context of 1914 - Long term causes - Short term causes - The Schlieffen Plan Assessment focus: Cause and consequence/significance Mastery Assessment 1 Extended response: Write an account analysing the most important reasons as to why both sides ended up in stalemate in 1914. (EDMA) DIRT			Big Ideas: CONFLICT/INDUSTRIALISATION Terrain/layout of the trenches Kit/fighting/living in a trench Weapons and technology Key battles: Ypres, Somme, Passchendaele Explicit teaching of GCSE source skills – usefulness/inference (link to Spring Term) Assessment focus: Sources and interpretation			Big Ideas: CONFLICT/POWER - Impact of war - Aims of the Paris Peace Conference - Terms of the peace treaties - German reaction to the treaty Assessment: Cause and consequence KA1 ✓ KO1-2 ✓ Inference question on Versailles. (4 marks) ✓ Extended response: Explain why the Germans disliked the Treaty of Versailles. [12] (GCSE criteria linked to mastery descriptors)			Big Idea: RIGHTS AND FREEDOMS - Place of women in the 19th century - Reasons for challenge - Suffragette movement in the 20th century - Emancipation Assessment: Change and continuity DIRT	

Spring	How was democracy challenged in the interwar period? (GCSE focus)		Key events: Why is the Holocaust an important moment in history?	Key events: what led to war in 1939?	What were the key events of the Second World War?
	Big Idea: RIGHTS AND FREEDOMS - Context of 1920s - Wall Street Crash - Great Depression/Recovery- New Deal - Impact on Germany - Over view of the key features of democracy and dictatorship - Definition of communism/fascism - Case study: key features of Nazi Germany (2 examples) - Develop and assess GCSE source skills – usefulness/inference Assessment focus: Sources and interpretation Mastery Assessment 2 Extended response: How useful are source A and B for an enquiry into....? (EDMA) (GCSE criteria)		Big Idea: RIGHTS AND FREEDOMS - Context of Nazi persecution in 1930s - Steps to genocide - Responses to the Holocaust Assessment focus: Significance DIRT	Big Ideas: CONFLICT/POWER - Long term causes of WW2 – Hitler's foreign policy/appeasement - Short term causes of WW2 – invasion of Poland Analysis of Churchill and his actions Assessment focus: Cause and consequence KA2 ✓ KO1-4 ✓ Usefulness question on causes of WW2. (8 marks) ✓ Extended response: "Appeasement of Hitler was a mistake and was the main cause of WW2". How far do you agree? (16 marks) (GCSE criteria)	Big Ideas: CONFLICT/POWER - The two sides in WW2/Phoney War/Dunkirk - Battle of Britain Assessment focus: Significance DIRT
Summer	What were the key events of the Second World War? <i>What was the local experience of the Second World War?</i>	What caused the Cold War?	Thematic study: migration in Britain	What were the challenged to Civil Rights in the 1950 and 60s?	Historical environment study part 2: what was the experience of medicine in the trenches? (GCSE focus)
	Big Ideas: CONFLICT/POWER - D-Day - Atomic bomb - Role of BAME troops <i>Student enquiry (link to SS)</i> <i>Individual project work (personal and/or local)</i> Assessment focus: Significance	Big Ideas: CONFLICT/POWER - Yalta and Potsdam Conference - Truman Doctrine/Marshall Plan - Start of the Cold War/case study	Big Idea: RIGHTS AND FREEDOMS Early invaders/settlers to the Windrush Assessment focus: Change and continuity	Big Idea: RIGHTS AND FREEDOMS - Context: Jim Crow - Montgomery Bus Boycott - Emmett Till - Work of NAACP - Martin Luther King - Malcolm X	Big ideas: SCIENCE AND MEDICINE - Recap of trench warfare - Medicine knowledge on the 20th century - Injuries in the trenches - Chain of evacuation - New technology - New surgical methods

		Assessment focus: Cause and consequence Mastery Assessment 3 Extended response: Write an account analysing the most important reasons as to why there was a Cold War. (EDMA) DIRT		Assessment focus: Change and continuity	• Explicit teaching of GCSE source skills – key features, enquiry Assessment focus: Sources and interpretation KA3 ✓ KO1-6 ✓ Enquiry (4 marks) ✓ Usefulness question on WW1 medicine (8 marks) (GCSE criteria linked to mastery descriptors) DIRT
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Year 4

Year 10

Paper 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Introduction and overview to Medicine in Britain, c1250-present	c1250–c1500: Medicine in medieval England		c1500–c1700: The Medical Renaissance in England			c1700–c1900: Medicine in eighteenth- and nineteenth-century Britain			c1900–present: Medicine in modern Britain		
Autumn	- How and why have ideas about the cause of disease and illness, and approaches to prevention and treatment, changed over time. - Overview of key features in the development of medicine and how these were linked with the key features of society in Britain in the periods studied.	- Supernatural and religious explanations of the cause of disease. - Rational explanations: the Theory of the Four Humours and the miasma theory; the continuing influence of Hippocrates and Galen. - Approaches to prevention, treatment, and their connection with ideas about disease and illness: religious actions, bloodletting and purging, purifying the air, and the use of remedies. - New and traditional approaches to hospital care in the 13th century. The role of the physician, apothecary and barber surgeon in treatment and care provided within the community and in hospitals, c1250–1500. - Case Study: Dealing with the Black Death, 1348–49; approaches to treatment and attempts to prevent its spread.		- Ideas about the cause of disease and illness - Continuity and change in explanations of the cause of disease and illness. - A scientific approach, including the work of Thomas Sydenham in improving diagnosis. The influence of the printing press and the work of the Royal Society on the transmission of ideas - Approaches to prevention and treatment - Continuity in approaches to prevention, treatment and care in the community and in hospitals. - Change in care and treatment: improvements in medical training and the influence in England of the work of Vesalius. - Case study: Key individual- William Harvey and the discovery of the circulation of the blood. - Dealing with the Great Plague in London, 1665: approaches to treatment and attempts to prevent its spread.			- Ideas about the cause of disease and illness - Continuity and change in explanations of the cause of disease and illness. - The influence in Britain of Pasteur's Germ Theory and Koch's work on microbes. - Approaches to prevention and treatment - The extent of change in care and treatment: improvements in hospital care and the influence of Nightingale - The impact of anaesthetics and antiseptics on surgery. - New approaches to prevention: the development and use of vaccinations and the Public Health Act 1875. - Case study: Key individual- Jenner and the development of vaccination. - Case study: Fighting Cholera in London, 1854; attempts to prevent it spread; the significance of Snow and the Broad Street pump. Key Assessment (partial paper)			- Ideas about the cause of disease and illness - Advances in understanding the causes of illness and disease: the influence of genetic and lifestyle factors on health. - Improvements in diagnosis: the impact of the availability of blood tests scans and monitors. - Approaches to prevention and treatment - The extent of change in care and treatment. - The impact of the NHS, science, and technology: improved access to care; advances in medicines, including magic bullets and antibiotics; high-tech medical and surgical treatment in hospitals. - New approaches to prevention: mass vaccinations and government lifestyle campaigns. - Case Study: Fleming, Florey and Chain's development of penicillin. - Case Study: The fight against lung cancer in the 21st century: the use of science and technology in diagnosis and treatment; government action.		

Paper 2

Spring	Paper 2				
	The British sector of the Western Front, 1914-18 (Week 1-6)	The last years of Edward the Confessor and the succession crisis (Week 7-8)	The rival claimants for the throne (Week 8-9)	The Norman invasion (Week 10)	Establishing control (Week 11-12)
	Recap from year 9 • The historical context of medicine in the early 20th century: the understanding of infection and moves towards aseptic surgery; the development of x-rays; blood transfusions and developments in the storage of blood. • The context of the British sector of Western Front and the theatre of war in Flanders and northern France: the trench system - its construction and organisation, including frontline and support trenches. • The Ypres salient, the Somme, Arras and Cambrai. The use of mines at Hill 60 near Ypres and the expansion of tunnels, caves and quarries at Arras. • Significance for medical treatment of the nature of the terrain and problems of the transport and communications infrastructure. • Conditions requiring medical treatment on the Western Front, including the problems of ill health arising from the trench environment. The nature of wounds from rifles and explosives. The problem of shrapnel wound infection and increased numbers of head injuries. • The effects of gas attacks. • Framing of questions relevant to the pursuit of a specific enquiry. • The work of the RAMC and FANY. The system of transport: stretcher-bearers, horse and motor ambulances. The stages of treatment areas: aid post and field ambulance, dressing station, casualty-clearing station, base hospital. • The underground hospital at Arras. • Selection of appropriate sources for specific investigations. • The significance of the Western Front for experiments in surgery and medicine: new techniques in the treatment of wounds and infection, the Thomas splint. • The use of mobile x-ray units, the creation of a blood bank for the Battle of Cambrai. Full paper 1 assessment	• The house of Godwin. Harold Godwinson's succession as Earl of Wessex. The power of the Godwin Family. • Harold Godwinson's embassy to Normandy. • The rising against Tostig and his exile. • The death of Edward the Confessor.	• The motives and claims of William of Normandy, Harald Hardrada and Edgar. • The Witan and the coronation and reign of Harold Godwinson. • Reasons for, and significance of, the outcome of the battles of Gate Fulford and Stamford Bridge.	• The Battle of Hastings • Reasons for William's victory, including the leadership skills of Harold and William, Norman and English troops and tactics	• The submission of the earls, 1066. • Rewarding followers and establishing control on the borderlands through the use of earls. • The Marcher earldoms. • Reasons for the building of castles; their key features and importance.

Summer	The legacy of resistance to 1087 (Week 1-2)	Revolt of the Earls, 1075 The feudal system and the Church (Week 2-3)	The feudal system and the Church (Week 4)	Norman government (Week 5-6)
	- The reasons for and features of Harrying of the North, 1069–70. Its immediate and long-term impact, 1069–87. - Changes in landownership from Anglo-Saxon to Norman, 1066–87. - How William I maintained royal power.	- Reasons for and features of the revolt. - The defeat of the revolt and its effects. - The feudal hierarchy. The role and importance of tenants-in-chief and knights. The nature of feudalism (landholding, homage, knight service, labour service); forfeiture.	- The Church in England: its role in society and relationship to government, including the roles of Stigand and Lanfranc - The Normanisation and reform of the Church in the reign of William I. - The extent of change to Anglo-Saxon society and economy.	- Changes to government after the Conquest. Centralised power and the limited use of earls under William I. The role of regents. - The office of sheriff and the demesne. Introduction and significance of the 'forest'. - Domesday Book and its significance for Norman government and finance. Key Assessment (partial paper)

The Plains Indians: their beliefs and way of life (Week 7-8)	Migration and early settlement (Week 9-10)	Conflict and tension (Week 11)	The development of settlement in the West (Week 12)
- Social and tribal structures, ways of life and means of survival on the Plains. - Beliefs about land and nature and attitudes to war and property. - US government policy: support for US westward expansion and the significance of the Permanent Indian Frontier. - The Indian Appropriations Act 1851.	- The factors encouraging migration, including economic conditions, the Oregon Trail from 1836, the concept of Manifest Destiny, and the Gold Rush of 1849. - The process and problems of migration, including the experiences of the Donner Party and the Mormon migration, 1846–47. - The development and problems of white settlement farming.	- Reasons for tension between settlers and Plains Indians. The significance of the Fort Laramie Treaty 1851. - The problems of lawlessness in early towns and settlements. Attempts by government and local communities to tackle lawlessness.	The significance of the Civil War and post war reconstruction, including the impact of the Homestead Act 1862, the Pacific Railroad Act 1862, and the completion of the First Transcontinental Railroad, 1869.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8-9	Week 11 - 12
	The development of settlement in the West	Ranching and the cattle industry	Changes in the way of life of the Plains Indians	Changes in farming, the cattle industry and settlement	Conflict and tension	The Plains Indians: the destruction of their way of life	The origins of the Republic, 1918–19	The early challenges to the Weimar Republic, 1919–23	The recovery of the Republic, 1924–29 Changes in society, 1924–29
Autumn	- Attempts at solutions to problems faced by homesteaders: the use of new methods and new technology; the impact of the Timber Culture Act 1873 and of the spread of the railroad network. - Continued problems of law and order in settlements, and attempted solutions, including the roles of law officers and increases in federal government influence.	- The cattle industry and factors in its growth, including the roles of Iliff, McCoy and Goodnight and the use of the railroad network. - The impact of changes in ranching on the work of the cowboy. - Rivalry between ranchers and homesteaders.	- The impact of railroads, the cattle industry and gold prospecting on the Plains Indians. - The impact of US government policy towards the Plains Indians, including the continued use of reservations. President Grant's 'Peace Policy', 1868. - Conflict with the Plains Indians: Little Crow's War (1862) and the Sand Creek Massacre (1864), the significance of Red Cloud's War (1866–68) and the Fort Laramie Treaty (1868).	- Changes in farming: the impact of new technology and new farming methods. - Changes in the cattle industry, including the impact of the winter of 1886–87. The significance of changes in the nature of ranching: the end of the open range. - Continued growth of settlement: the Exoduster movement and Kansas (1879), the Oklahoma Land Rush of 1893	- Extent of solutions to problems of law and order: sheriffs and marshals. The significance of Billy the Kid, OK Corral (1881), Wyatt Earp. - The range wars, including the Johnson County War of 1892. Conflict with the Plains Indians: the Battle of the Little Big Horn, 1876 and its impact; the Wounded Knee Massacre, 1890.	- The hunting and extermination of the buffalo. - The Plains Indians' life on the reservations. - The significance of changing government attitudes to the Plains Indians, including the Dawes Act 1887 and the closure of the Indian Frontier. PPE	- The legacy of the First World War. The abdication of the Kaiser, the armistice and revolution, 1918–19 - The setting up of the Weimar Republic. The strengths and weaknesses of the new Constitution.	- 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 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.	- Reasons for economic recovery, including the work of Stresemann, the Rentenmark, the Dawes and Young Plans and American loans and investment. - The impact on domestic policies of Stresemann's achievements abroad: the Locarno Pact, joining the League of Nations and the Kellogg-Briand Pact. - Changes in the standard of living, including wages, housing, unemployment insurance. - Changes in the position of women in work, politics and leisure.

									Cultural changes, including developments in architecture, art, literature and the cinema.
Paper 3									
	Week 1	Week 2-3	Week 4	Week 5	Week 6	Week 7	Week 8-9	Week 10-12	
Spring	Early development of the Nazi Party, 1920–22	The Munich Putsch and the lean years, 1923–29	The growth in support for the Nazis, 1929–32	How Hitler became Chancellor, 1932–33	The creation of a dictatorship, 1933–34 The police state	The police state	Controlling and influencing attitudes Opposition, resistance and conformity	Nazi policies towards women, young and minorities Employment and living standards	
	- Hitler's early career: joining the German Workers' Party and setting up the Nazi Party, 1919–20. - The early growth and features of the Party. The Twenty-Five Point Programme. The role of the SA.	- The reasons for, events and consequences of the Munich Putsch. - Reasons for limited support for the Nazi Party, 1924–28. Party reorganisation and <i>Mein Kampf</i>. The Bamberg Conference of 1926.	- The growth of unemployment – its causes and impact. The failure of successive Weimar governments to deal with unemployment from 1929 to January 1933. The growth of support for the Communist Party. - The reasons for growth of support for the Nazi Party, including the appeal of Hitler and the Nazis, the effects of propaganda and the work of the SA.	- Political developments in 1932. The roles of Hindenburg, Brüning, von Papen and von Schleicher. - The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933	- 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 and the death of von Hindenburg. Hitler becomes Führer, the army and oath of allegiance. - The role of the Gestapo, the SS, the SD and concentration camps.	- Nazi control of the legal system, judges and law courts. - Nazi policies towards the Catholic and Protestant Churches, including the Reich Church and the Concordat.	- Goebbels and the Ministry of Propaganda: censorship. Nazi use of media, rallies and sport, including the Berlin Olympics of 1936. - Nazi control of culture and the arts, including art, architecture, literature and film. - 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. PPE	- Nazi views on women and the family. - Nazi policies towards women, including marriage and family, employment and appearance - Nazi aims and policies towards the young. The Hitler Youth and the League of Maidens. - Nazi control of the young through education, including the curriculum and teachers. - Nazi racial beliefs and policies and the treatment of minorities: Slavs, 'gypsies', homosexuals and those with disabilities. - The persecution of the Jews, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws and Kristallnacht. - Nazi policies to reduce unemployment, including 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.
Summer	Revision							

Route F: Searching for rights and freedoms in the twentieth century

Paper 2 2F.1 India, c1914–48: the road to independence - **depth study with sources** (3 lessons)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	1 The changing political environment, 1917–80							2 The quest for civil rights, 1917–80				
	A changing presidency: the rise and decline of Republicanism to 1933;		influence of Roosevelt; changing styles of presidential leadership, 1945–72; a decline in confidence, 1968–80		The impact of war on domestic politics: the reasons for a return to 'normalcy' and a commitment to isolationism, 1917–41;		US emergence as a Cold War superpower from 1941; the impact of involvement in Korea and Vietnam.	Black American civil rights, c1917–55: life in the South and the impact of northern migration, 1917–32;		the impact of the New Deal, the Second World War and the Truman presidency; from legal challenge to direct action, 1917–55.		Black American civil rights, c1955–80: changing patterns and approaches, 1955–68, including southern-based campaigning, the emergence of Black Power and King's northern strategy
	1 The First World War and its impact on British India, 1914–20							2 Changing political relationships, 1920–30				
	- India in 1914: political geography; the British Raj; Indian society and religion; importance of India to Britain; British and Indian attitudes towards each other; Indian nationalism. - India and the First World War: response to the outbreak of war; Indian military and economic contribution; economic impact in India and consequences for British rule.				- Effects of war on British rule: the impact on the Raj; the Montagu Declaration; the Rowlatt Acts. The Amritsar massacre and political aftermath; the Montagu-Chelmsford Report and the Government of India Act; significance of 1919 for British rule. - The growth of nationalism: impact of war; the Indian National Congress and emergence of Gandhi; the Lucknow Pact and role of Jinnah; Home Rule Leagues; response to British legislation and the significance of Amritsar, 1919–20			- Gandhi and civil disobedience, 1920–22: Gandhi's aims and beliefs; his becoming leader of Congress 1920; the non-cooperation campaign; significance of his imprisonment. - Congress reorganised, 1922–30: membership and organisation; political participation and 'back to basics'; the 'young hooligans'; the Nehru Report; the Lahore Congress and purna swaraj; the salt satyagraha and consequences of civil disobedience.			- The Muslim League: the Khilafat movement; re-emergence of Muslim values; the concept of separateness; breakdown of relations with Congress; Jinnah's beliefs and aims; the significance of failed attempts to reunite with Congress. - British response: control and concession; reasons for and reception of the Simon Commission; the Labour government and the significance of the Irwin Declaration.	
	ASSESSMENT (Paper 1 and 2)											

Week 1		Week 2		Week 3		Week 4		Week 5		Week 6		Week 7		Week 8		Week 9		Week 10		Week 11		Week 12						
Spring	2 The quest for civil rights, 1917–80 3 Society and culture in change, 1917–80												4 The changing quality of life, 1917–80															
	The search for minority rights, 1960–80: the reasons for, and nature of, Native American and Hispanic American campaigns; the emergence of the gay rights movement; achievements, and limits to success, of minority campaigns				The changing position of women, 1917–80: impact of the Roaring Twenties, Great Depression and New Deal on women; impact of the Second World War and suburban life, 1941–60; emergence of the women’s liberation movement and its achievements; extent of women’s advancement, 1961–80.				The impact of immigration, 1917–80: the nature of, and response to, immigration in the 1920s; the impact on urban life, 1919–41; the impact of the Second World War, government policy and its consequences, 1941–80.				The influence of popular culture and news media: the social impact of cinema, popular music and radio, 1917–50; the social impact of television from the 1950s; the influence of broadcast news, 1920–80.				Economic influences: impact of boom, bust and recovery, 1917–41; the impact of the Second World War, post-war affluence and growth, 1941–69; the challenges of the 1970s.				Changing living standards: fluctuations in the standard of living, 1917–41; the impact of the Second World War and the growth of a consumer society, 1941–60; living standards, 1961–80, including the impact of anti-poverty policies and economic divisions.				Leisure and travel: the reasons for, and the impact of, increased leisure time, 1917–80; the growth of spectator sports; the development, and influence, of a car-owning culture and improved air travel.			
	3 Consultation and confrontation, 1930–42												4 The road to independence, 1942–48															
	Failure of the Round Table Conferences, 1930–32: the First, Second and Third Conferences; reasons for failure, including the role of Congress, the situation in Britain and divisions over separate elections.				Political developments, 1932–35: Indian reaction to the failure of consultation; the Communal Award and Gandhi’s response; the Yeravda Pact; support and opposition in Britain for constitutional change.				- Government of India Act and its impact, 1935–39: partial implementation; nationalist response. Outcome of the 1937 elections; rejuvenation of the Muslim League; divisions within Congress; attitudes towards the British Raj. - Reaction to outbreak of the Second World War: Congress and Muslim League responses to the declaration of war; the Lahore Resolution; nationalist reaction to the August Offer; Bose and the Axis Powers.				Impact of the Second World War on Indian politics: threat of invasion; the Cripps Mission; the ‘Quit India Campaign’ and its repercussions; Wavell’s appointment as Viceroy; the Bengal Famine; the failure of the Simla Conference 1945.				- The changing relationship between Britain and India, 1942–45: impact of war on British rule and Indian nationalism; the influence of the USA; the Labour government’s Indian policy. - Attempts at political settlement, 1945–46, including the impact of Indian elections; failure of the Cabinet Mission; Direct Action; interim government under Nehru.				Withdrawal, partition and independence, 1947–48: Mountbatten and the decision to withdraw; reasons for partition and the nationalist response; the partition plan; the Boundary Commission; independence for India and Pakistan. British withdrawal and communal violence.							

Year 7
Year 13
Route F: Searching for rights and freedoms in the twentieth century

Route F: Searching for rights and freedoms in the twentieth century

Paper 3 35.2: The British experience of warfare, c1790–1918

Coursework

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Breadth 1 Changes in organising the military			2 Changes in weaponry and the role of the people			Depth 1 Britain and the French Wars, 1793–1815				2 The Crimean War, 1854–56	
	The recruitment of the fighting forces 1790-1918: impressment, volunteers and conscripts (key development: conscription 1916).			- Changing weaponry 1790-1918: the role of science and technology in improving weaponry (key developments: carronades and the navy in the 1790s, Congreve's rockets 1806, William Armstrong's new artillery 1859-60, the Vickers machine gun 1914-18, development of the tank 1915-18). - The populace and the war effort 1790-1918: providing finance – taxation, bonds, consols and war loans; changing civilian roles, from camp followers to an organised home front.			- Facing the French threat on land: the role of Wellington in the defeat of the French. - Facing the French threat at sea: the role of Nelson in the defeat of the French. - The impact on the British economy, industry, commerce and agriculture of the length of the conflict				- Facing the Russian threat in the Crimea: the impact of the battles of Alma and Balaclava and the siege of Sebastopol; the role of Lord Raglan. - The problems of medical care; the work of Florence Nightingale and Mary Seacole in the Crimea. - Changing attitudes of the public in Britain to the conduct of the war, including the impact of the photography of Roger Fenton and the reportage of William Russell. ASSESSMENT (Paper 3)	
	Coursework The work of historians in creating interpretations and approaches to the analysis and evaluation of historical interpretations, for example to develop understanding of: - the range of methods used by historians in their work - the diverse range of focuses and purposes that historians have - the different perspectives of historians. The course should also help students to develop enquiry skills, for example: - effective record keeping and referencing - planning skills											

	effective use of a library and the internet. Planning and writing draft											
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Spring	3 The second Boer War, 1899–1902					4 Trench warfare on the Western Front, 1914–18				5 The war in the air, 1914–18		
	Facing the Russian threat in the Crimea: the impact of the battles of Alma and Balaclava and the siege of Sebastopol; the role of Lord Raglan.		The importance of the roles of Field Marshalls Roberts and Kitchener, and General Sir Redvers Buller in achieving victory.		Changing attitudes of the public in Britain to the conflict, including the impact of the reportage of Winston Churchill and the work of Emily Hobhouse.	Reasons for change from a war of movement to attrition; entrenchment and the building of defensive systems; the need for military adjustment; the use of new fighting techniques and new technology – machine guns, chlorine gas, tanks, fuse 106 and the creeping barrage.	British public perception of, and changing attitudes to, war on the Western Front; government attempts to restrict, direct reportage by journalists from the Western Front. ASSESSMENT (Paper 2 and 3)	The significance of Haig’s major offensives for the conduct of the war and attitudes to it: the Somme in 1916, Passchendaele in 1917, the Hundred Days’ Offensive in 1918.		- The impact of aerial reconnaissance: photographic, observation and communication. - The development of the Royal Flying Corps as a fighting force; the importance of technology in the development of air combat; the importance of air power in achieving victory in 1918.		The impact on public opinion, propaganda and defence systems of Zeppelin and Gotha bombing of undefended British towns.
	Coursework											
	- Research – choosing works, supplementary reading, collaboration, keeping resource record, feedback - Writing – authentication, collaboration, feedback Final first draft deadline set + full piece deadline for end of term.								Paper 2 revision			

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Summer						
	Revision for papers 1-3					