

## Temperance Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	<b>HALF TERM</b>
Area of Study	<b>The Holocaust</b>							
<b>Key Objectives</b>	To understand how examining the history of the Holocaust can illustrate the roles of historical, social, religious, political, and economic factors in the erosion and disintegration of democratic values and human rights. To demonstrate the dangers of prejudice, discrimination and dehumanisation throughout history and society today.							
Core Learning	Anti-Semitism throughout history.	Pre-war Jewish life in Germany and Europe.	Where did Hitler's hatred of the Jews come from? How did anti-Semitism begin in Nazi Germany?	Kristallnacht. Causes, course and consequences	Who was to blame for Kristallnacht?	Life in the Ghettos and the Wannsee Conference.	Were Jews the only social group persecuted by the Nazis?	
Opportunities for Challenge	Exploration as to why certain groups may be targeted for prejudice.	Understanding how Jews could both assimilate and stand out in European society.	Analysis of the post WW1 social, political and economic climate.	Analysis and evaluation of historical sources surrounding Kristallnacht.	<b>Recall of prior learning.</b>	Exploration of what the Nazi German government put in place to deal with the 'Jewish problem'. Particular focus on the Warsaw Ghetto	Case studies of various social groups including the disabled, Roma gypsies and trade unionists	
Assessment					Review of learning so far			
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	<b>CHRISTMAS</b>	
Area of study	<b>The Holocaust</b>							
<b>Key Objectives</b>	To understand how examining the history of the Holocaust can illustrate the roles of historical, social, religious, political, and economic factors in the erosion and disintegration of democratic values and human rights. To demonstrate the dangers of prejudice, discrimination and dehumanisation throughout history and society today.							
Core Learning	Were all Germans Nazis?	What role did ordinary people play in the Holocaust? What did Britain do during the Holocaust?	Liberation of the camps; what was discovered in 1945?	Why was the Holocaust allowed to take place? Why is it important to study the Holocaust?	Is the use of comedy appropriate in 'Life is Beautiful'?	What do we mean by genocide?		
Opportunities for Challenge	Analysis of opposition towards the Nazis through the use of primary and secondary sources	Analysis of ordinary heroes of the Holocaust through primary sources. Focus on Nicholas Winton	Exploration of the liberating forces reaction to the camps.	Why is it important to study the Holocaust? Evaluation of the factors involved during the start of the Holocaust.	Deeper thinking in to why comedy is used to deal with sensitive topics.	Opportunity for independent research into other genocides i.e. Rwanda and Bosnia.		
Assessment				Review of learning so far				

## Justice Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	<b>HALF TERM</b>
<b>Area of study</b>	<b>World War Two</b>						
<b>Key objectives</b>	<b>To explore key events of WW2 and evaluate how these have shaped Britain today.</b>						
Core learning	Causes of World War Two	Blitzkrieg and the Phoney War	Dunkirk: Triumph or disaster?	Battle of Britain	The Homefront in World War Two	Evacuation: did all children have the same experience?	
Opportunities for challenge	How did the state of Europe post-1918 lead to the Second World War.	Debate surrounding should Britain have acted sooner?	Opportunity to evaluate the historical argument and form their own arguments based on historical knowledge and sources.	Analysis of propaganda in the media compared to statistics.	Did a 'Blitz spirit' really exist?	Opportunity to analyse various evacuation sources with a focus on varying experiences based on social classes	
Assessment	Mini assessment: 'The Treaty of Versailles was the main cause of World War Two.' How far do you agree?						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	<b>EASTER</b>
<b>Area of study</b>	<b>World War Two</b>						
<b>Core learning</b>	D-Day 1944: The turning point of the war?	Causes of Pearl Harbour and the war in the Pacific	Was Pearl Harbour enough to justify the dropping of the atomic bomb?	Why did President Truman drop the Atomic bomb?	How have events in WW2 shaped our history today?	WW2 and the Holocaust projects. Why is it important to study these events?	
Opportunities for Challenge	Extended writing task evaluating the success of D-Day being allied successes or Nazi ineffectiveness.	Chance to prioritise the causes of Pearl Harbour	Investigation into the reasoning behind the dropping of the atomic bombs	Was Truman right to drop the bomb?	Investigation into the legacy World War Two has had on Britain today	Opportunities for independent research and wider thinking	
Assessment				Review of learning so far			

## Courage Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	<b>HALF TERM</b>
Area of study	<b>AQA Paper 1: Section A America, 1920-73: Opportunity and Inequality</b> Students are to begin the GCSE history course						
Key objectives	<b>To enable students to understand the development of the USA during the 20th century, focusing on opportunity and inequality – when some Americans lived the ‘American Dream’ whilst others grappled with the nightmare of poverty, discrimination and prejudice.</b>						
Core learning	Part 1: America People and ‘the Boom’ Mass production, advertisements and the impact of Henry Ford and the assembly line	Part 1: America People and ‘the Boom’ Why was there an economic boom? Who benefited from the boom?	Part 1: America People and ‘the Boom’ ‘How far were the 1920s really roaring?’ (Impact of the boom of various social groups)	Part 1: America People and ‘the Boom’ Entertainment in the 1920s; including cinema, celebrities and jazz	Part 1: America People and ‘the Boom’ Position of women in the 1920s, including flappers	Part 1: America People and ‘the Boom’ Reasons for Prohibition being introduced, impact on society, including organised crime	
Opportunities for Challenge	GCSE skills with historical sources and exam focus and questions						
Assessment					Review of learning so far. First introduction to the GCSE paper.		
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	<b>SUMMER</b>
Area of study	<b>AQA Paper 1: Section A America, 1920-73: Opportunity and Inequality</b>						
Core learning	Revision techniques and tips	Revision for upcoming exams	Part 1: America People and ‘the Boom’ The immigrant experience in the 1920s.	Part 1: America People and ‘the Boom’ The first Red Scare, including Sacco and Vanzetti case	Part 1: America People and ‘the Boom’ Klu Klux Klan	Part 1: America People and ‘the Boom’ Review and Assessment of Part 1	
Opportunities for Challenge	GCSE skills with historical sources and exam focus and questions						
Assessment	KS3 Internal Exams					Review of learning so far	