

### Area of study

### Your child will ... (Knowledge)

### Your child will be able to... (Skills)

#### Autumn Term 1

#### Empire to war

- Students will need to know that WW1 started for many different reasons.
- They will consider positive and negative impacts of the Empire and the contribution of soldiers from the Empire during World War 1. This will include a case study of Walter Tull.
- They will understand the long and short term causes of World War one and explore the impact of imperialism on war.
- They will understand life in the trenches including medical care.
- They will understand the significance of two key conflicts - Gallipoli and the Somme.

- Describe features of the Empire and trench warfare..
- Explain causes of World War One.
- Evaluate the relative importance of causes.
- Evaluate Historiographical interpretations of Haig.
- Explain the significance of Walter Tull.
- Evaluate sources to look at causes of WW1.

#### Autumn Term 2

#### Inter war years

- Students need to know economic problems led to a rise in extremism. They are beginning to look at alternative political structures.
- They will assess the impact of Treaty of Versailles on Germany and responses to it.
- They will know 1923 as a year of crisis and subsequent economic recovery and social change under Stresemann.
- They will learn the connection between the Wall Street Crash and the German Economy.
- They will learn how depression and other factors led to the Nazi rise to power.
- They will then explore Hitler's foreign policy and the British response to it.

- Describe features of Treaty of Versailles
- Explain why it was not liked and how Germany changed from a democracy to a dictatorship.
- Evaluate sources for their utility into an investigation of Weimar Germany.
- Assess the significance of appeasement in WW2

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#### Spring Term 1

#### Key events of WW2

- Students will learn the concept of a turning point in history.
- Why the selected events are turning points and are significant in WW2.
- Dunkirk - involvement of Civilians and media coverage
- D Day - How and why it was organised and why it was a success and the impact on the south of England.
- Pearl Harbour - Why America got involved and the impact on the war.
- Operation Barbarossa - why Russia changed sides and impact on the war.
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- Students will be able to describe each event in depth.
- Explain why each is viewed as a turning point
- Select and judge which might be most important.

#### Spring Term 2

#### Shoah (Holocaust)

- Why the Nazis persecuted different groups?
- How groups were treated through different stages of persecution - for example - Homosexuals, Jews, Roma, Black people, Jehovah's witnesses and the disabled.
- How the Nazis used propaganda/ Laws/ Kristallnacht on their way to the Final solution.
- They will know how Jews resisted their oppressors and why emigration was difficult for some.
- They will know who the perpetrators of the Shoah were.
- Why the holocaust should be remembered?
- They will consider functionalist and Intentionalist views of the Holocaust.

- Construct a chronology of the events
- Explain the impacts of legal changes on individuals and groups
- Explain what persecution is
- Analyse different forms and methods of propaganda.
- Articulate why the legacy of the Holocaust is still deeply significant.
- Evaluate historiographical interpretations of the causes of the Holocaust.

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#### Summer Term 1

**The changing balance of power in the 20th century**

- The concept of a Cold War and differing ideologies capitalism/communism and the importance of key events of the Cold War.
- The decline of the British Empire, the changing nature of global power and the emergence of superpowers.
- The technological advances of the 20th century and rivalry in space between superpowers.
- How different historical interpretations of the Cold War have been reached.

- Describe differences in political systems.
- Assess key events and their significance.
- Explain the changing nature of power.
- Explain what factors influence historians when writing their interpretations.
- Evaluating the historiographical accounts of the causes of the Cold War.

#### Summer Term 2

**Ancient medicine as a bridge to KS4**

- Students need to know the basis of ancient medicine and its links to the Middle Ages.
- They will need to understand beliefs about causes of disease.
- They will need to know key individuals and compare their impact on medical knowledge - Galen & Hippocrates
- They will need to understand the impact and legacy of Roman Public health Systems.

- Describe features of beliefs and suggest why they lasted across time.
- Explain the significance of individuals.
- Compare and contrast importance of individuals
- Explain the advanced nature of Roman public Health and explore the decline of public health measures in Medieval England.