

Long Term Plan: Key Stage 3 History year over 2 Years: Year 7

	1 02/09	2 09/09	3 16/09	4 23/09	5 30/09	6 07/10	7 14/10	8 21/10	9 04/11	10 11/11	11 18/11	12 25/11	13 02/12	14 09/12	15 16/12
T e r m 1	What skills do historians use?				Kingship and Control: Why did Kings Hold So Much Power?										
	History Skills 1. What is history? 2. Historical skills - chronology	3. Feedforward 4. Significance	5. Anachronisms 6. Historical skills - causation Alphonse the camel	7. Historical skills - using sources The Norman Conquest 8. The Death of Edward the Confessor?	9. Who Should be King? 10. The Battle Stamford Bridge	11. Who won the Battle of Hastings? 12. How did William control the English? –Castles and the Harrying of the North	13. How did the Domesday Book Help William Keep Control? 14. How did William keep control of England? The Feudal System and The importance of Anglo-Saxon Women	15. How did Castles and The Harrying of the North Help William Keep Control of the North? 16. How did William Conquer England? (marking Point)	Medieval Life 17. What was Medieval Life like? 18. Medieval Monasteries Feedforward lesson	20. What was the role of the Medieval Church? 19. Challenging the Church: Thomas Becket	21. What was the impact of the Black death? -short term (Interleave Skill: change and continuity and significance) 22. What was the impact of the Black Death -long term (Interleave Skill: change and continuity and significance)	Assessment week 23. The Peasants' Revolt 24. Summative Assessment: How far had England changed since 1066? (marking point)	25. Change over time 1066-1473: Church 26. Exam Feed Forward lesson	27. Change over time: The King and Parliament (Interleave Skill: change and continuity) 28. Was King John really a bad king?	29. War of the Roses: Why did it begin? (Interleave Skill: change and continuity) 30. War of the Roses: How did it end? (Interleave Skill: significance)
T e r m 2	16 06/01	17 13/01	18 20/01	19 27/01	20 03/02	21 10/02	22 24/02	23 02/03	24 09/03	25 16/03	26 23/03	27 30/03			
	Who is in control of England, the king of the Church?						How powerful was Elizabeth I?								
Tudor England 31. What was England like in 1509? (Interleave Skill: change and continuity) 32. What were Henry VIII's problems? Foreign problems	33. What were Henry VIII's problems? Domestic (The Need for an heir) 34. Why did Henry break with Rome? (Interleave Skill: cause and consequence)	35. How did the Break with Rome affect English society? Dissolution of the Monasteries (Interleave Skill: change and continuity and significance)	37. What was the problem with religion in Tudor England? (Interleave Skill: change and continuity and significance) 38. Why were protestants and Catholics in conflict?: Edward VI	39. Does Mary I deserve her reputation as Bloody Mary? (Interleave Skill: Cause and Consequence)	40. Did Elizabeth's middle way work? (Interleave Skill: change and continuity and significance)	41. Revision Lesson 42. Why is the Tudor age described as a religious rollercoaster? (Marking Point)	Elizabethan England 43. Wealth, Prosperity in Elizabethan England 44. The problems of Religion (Interleave Skill: change and continuity and significance) Feedforward	45. Why did Elizabeth I face so many rebellions? 46. The Voyages of Discovery: Who discovered America?	47. Why was Elizabeth in conflict with Spain? 48. Why did the Spanish Armada fail?	Assessment Week 49. Revision Lesson 50. Summative Assessment: Was the Elizabethan age a 'Golden Age'? (marking point)	DCP: All 51. Recap: The success and failures of Elizabeth I 52. Exam Feedforward	The English Civil War 53. What was England like in 1600? Society: The King and his parliament (Interleave Skill: change and continuity) 54. What was England like in 1600? Religion (Interleave Skill: change and continuity)			

			36. Was Henry VIII a monster? (Mark Point)	(Interleave Skill: significance) Feedforward											
T e r m 3	28 20/04	29 27/04	30 04/05	31 11/05	32 18/05	33 01/06	34 08/06	35 15/06	36 22/06	37 29/06	38 06/07	39 13/07			
	Who holds power, the people or the king?														
	55. Were Catholics still the problem? (Catholics and Puritans during the Stuarts) (Interleave Skill: change and continuity and significance)	57. Causes of the ECW (Interleave Skill: cause and consequence)	59. What was warfare like in the civil war Roundheads vs Cavaliers? (mark point)	61. What happened at Charles' trial? Feed Forward Lesson	63. How did the army become more important than parliament? (Interleave Skill: significance and cause and consequence)	64. Oliver Cromwell and the Lord Protectorate (Mark Point)	65. How significant was the civil war? (Interleave Skill: change and continuity and significance)	66. The British Civil Wars: The Lord Protectorate vs Scotland and Ireland Feed forward Lesson	67. How did life change after the civil? (Interleave Skill: change and continuity and cause and consequence)	68. How did England benefit under Cromwell: The Expansion of the colonies under Oliver Cromwell? (Interleave Skill: change and continuity, cause and consequence and significance)	69. What was the restoration? 70. Why were Kings back in fashion? (Mark Point) (Interleave Skill: change and continuity, cause and consequence and significance)	71. What caused The Great Fire of London	72. How powerful was Parliament during King Charles II's reign? England during the Restoration Feedforward Lesson (Interleave Skill: change and continuity, cause and consequence and significance)	Assessment Week 73. Revision 74. Summative Assessment What were the causes and effects of the English Civil War? (Mark Point)	75. Was Charles II as powerful as Henry VIII? 76. Feedforward

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T e r m 1	How far had Britain Changed during the Industrial Revolution?						What was Britain's Role in the Transatlantic Slave Trade?						What was The British Empire?		
	<p>The Industrial Revolution</p> <p>1. How did Britain change between 1700 and 1900? (Interleave Skill: change and continuity)</p> <p>2. What caused the industrial revolution? (Interleave Skill: Cause and Consequence)</p>	<p>3. What was better factory or domestic system?</p> <p>4. What was it like for children?</p>	<p>5. Why is enquiry into mill life difficult?</p> <p>6. What was it like in the workhouse?</p>	<p>7. Who were the Luddites? (Interleave Skill: Cause and Consequence)</p> <p>8. What were the prisons of the poor?</p>	<p>9. Overview of the Industrial Revolution: factories (Skill PEEL paragraph)</p> <p>10. How did Bradford benefit from the Industrial Revolution? (Source based skills)</p>	<p>11. Recap lesson: How had life changed during the IR? Factories Living Conditions (Interleave Skill: change and continuity)</p> <p>12. Summative Assessment: - How did the IR change Britain? (marking Point)</p>	<p>The Slave Trade</p> <p>13. What made cities grow?</p> <p>14. Exam Feedforward</p>	<p>15. What was the triangular slave trade?</p> <p>16. What was the slave experience of the middle passage?</p>	<p>17. What was it like at a slave auction?</p> <p>18. What was life like on the plantation?</p>	<p>18. Interpretations -Slaves accounts - Owners accounts (bias) (Interleave Skill: Interpretation)</p> <p>20. Why was Olaudah Equiano important? (Interleave Skill: Interpretation) (Mark Point)</p>	<p>21. Who was Harriet Tubman? Should she be in our history books?</p> <p>22. How did slavery end in Britain? -rebellions Feedforward</p>	<p>Assessment week</p> <p>23. How did slavery end in Britain? -The moral reasons, social and economic (Interleave Skill: Significance)</p> <p>24. Summative Assessment: Is Britain Guilty? (marking point)</p>	<p>25. What was the impact of the slave trade?</p> <p>26. Exam Feed Forward lesson</p>	<p>27. The British Empire: Beginnings</p> <p>28. Britain as a naval power (Britannia rules the waves)</p>	<p>DCP 2: ALL</p> <p>29. The British Empire an overview (territories, trade and wealth) (Interleave Skill: change and continuity)</p> <p>30. Was the British Empire a good thing? (Interleave Skill: Interpretation)</p>
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	What was the Impact of WWI on Britain?														
	<p>WWI</p> <p>31. What was going on in Europe in 1900? (Interleave Skill: change and continuity)</p> <p>32. Why did the war start?- long term causes of WWI (Interleave Skill: Significance)</p>	<p>33. Why did the war start?- short term causes of WWI (Interleave Skill: Significance)</p> <p>34. What caused the war? Arch Duke Franz Ferdinand</p>	<p>35. Schlieffen plan</p> <p>36. Why did people join up?</p>	<p>37. What were the trenches?</p> <p>38. What was life like in a WWI trench? (Interleave Skill: Interpretation)</p>	<p>39. Warfare, weapons and trenches</p> <p>40. What were the weapons like?</p>	<p>41. What happened during the Battle of the Somme?</p> <p>42. Does Haig deserve the nickname butcher of the Somme? (Interleave Skill: Interpretation) (mark point)</p>	<p>43. What was medicine like on the front?</p> <p>44. What was the role of The British Empire in WWI? (feedforward)</p>	<p>45. What was the role of women in the war?</p> <p>46. The Homefront</p>	<p>47. War End The last 100 days, making a peace</p> <p>48. Revision</p>	<p>Assessment Week</p> <p>49. Summative Assessment (marking point)</p> <p>50. Why do we remember the First World War? (Interleave Skill: Interpretation and significance)</p>	<p>DCP: All</p> <p>51. Exam Feedforward</p> <p>WW2</p> <p>52. Why might there be a Second World War? (Interleave Skill: Cause and Consequence and Significance)</p>	<p>53. Why did WW2 start in 1939?</p> <p>54. Why did Britain have to evacuate at Dunkirk (Interleave Skill: Interpretation)</p>			

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	What was the Impact of WW2 on Britain?			Why Should we Remember the Holocaust?				What was the Significance of the Civil Rights Movement?					
	55. Why did Britain want to evacuate children?	57. The Home Front -Reserved occupations -Benn Boys	59. D-Day 60. Why was Germany losing on the Eastern Front? (Marking point)	61. Germany Surrenders: Tehran, Yalta and Potsdam The Holocaust	63. What was pre-war Jewish life like? 64. Escalation of discrimination	65. The stories of individuals 66. Ghettos and concentration /death camps?	67. Jewish resistance to the Holocaust 68. What can we learn from survivors? (marking point)	The Civil Rights Movement in the USA 69. What were civil rights? 70. Who was MLK? (Interleave Skill: Significance) Feedforward	71. Why was there a bus boycott? 42. How did life change? (Interleave Skill: change and continuity)	Assessment Week 73. Revision 74. Summative Assessment (Mark Point)	75. What was the most significant event of the civil rights movement? (Interleave Skill: Significance) 76. Feedforward	DCP: All Year Groups 75. How did life change for everyone during the 20th century? Political Changes (Interleave Skill: change and continuity) 78. How did life change for everyone during the 20th century? Political Social Changes (Interleave Skill: change and continuity and Interpretation)	

KS4 History curriculum

Interleaving and spacing

In the Ebacc subjects we aim to aid student retention of knowledge by spacing and interleaving content through the course. This involves re-capping or re-teaching content that has been covered in a topic previously when it links in with another topic within the subject. The content has been spaced in such a way that allows recurring knowledge or skills to be recapped throughout the three year KS4 curriculum to aid student retention of knowledge. All lessons include DO NOW quizzes to embed retrieval practice and promote knowledge retention, this also helps to space out the learning as students are required to revisit topics learned in previous terms and/or years. **Interleaved** skills are highlighted in yellow on the long term plan.

Pedagogical links

The approach History has been inspired by Yana Weinstein's work on interleaving and spacing in the classroom, also pedagogical literature produced by the Historical Association.

3 year GCSE

The selection of content included in the GCSE was designed to support pupils wider understanding of history and the modern world. Topics have been selected to enable students to develop and build on their knowledge to reach justifiable conclusions. Students can explore a broad and diverse history. The topics selected are designed to enable students to have increased cultural capital and the ability to advance to further study. The students will develop an enhanced understanding, including a sense of development over time, and an appreciation of the culture and attitudes of societies other than our own. Students will use their knowledge to develop key historical skills such as the ability to evaluate critically the significance and utility of a large body of material, including evidence from contemporary sources and interpretations of historians.

The KS4 history curriculum begins with medicine through time, this is because this unit of work introduces students to a broad overview of time which helps chronology and historiography skills. This long view of time helps students place complex themes and consider factors that create change; which prepares them for the later depth studies. It also introduces a variety of complex vocabulary and concepts that students need to understand and explain, starting with this topic allows teachers to constantly review this topic over the 3 years of study through the use of DO NOW quizzes to incorporate retrieval practice and also through homework tasks. Furthermore, this enables us to interleave a lot of the skills covered within medicine such as source analysis that reoccur in the Weimar and Nazi Germany unit, this in turn supports student retention. The content variation enables the diverse history required for a deeper understanding of time, but students can revisit key social constructs for example, monarchy, parliament, religious institutions, and diplomacy. Students can build comparisons between the role of these factors within different historical circumstances and eras.

Long Term Plan: GCSE History year 1 - 3 year GCSE

Term 1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	02/09	09/09	16/09	23/09	30/09	07/10	14/10	21/10	04/11	11/11	18/11	25/11	02/12	09/12	16/12
	<p>Medicine Through time 1250-modern</p> <p>How had the life of a germ changed overtime?</p> <p>Medieval:</p> <p>Medicine: 1.1 Ideas about the cause of disease and illness</p>	<p>Supernatural and religious explanations of the cause of disease</p> <p>The Theory of the Four Humours and miasma, plus the continuing influence of Hippocrates and Galen</p>	<p>Approaches to prevention and treatment</p> <p>The Black death</p>	<p>Hospital care in the 13th century</p> <p>Caring for the sick</p> <p>-physicians</p> <p>-apolocatheris</p> <p>-barber surgeons</p> <p>-role of women</p> <p>Marking point</p>	<p>Exam question practice</p> <p>Dealing with the Black Death, 1348–49, including approaches to treatment and attempts to prevent its spread</p> <p>Revision lesson</p> <p>Feedforwards</p>	<p>KS4 Assessment week</p> <p>Dealing with the Black Death, 1348–49, including approaches to treatment and attempts to prevent its spread</p> <p>Recap of Medicine</p> <p>Marking point</p>	<p>Feedforwards</p> <p>Renaissance: Continuity and change in explanations of the cause of disease and illness</p> <p>The influence of the printing press and the work of the Royal Society on the transmission of ideas</p>	<p>DCP 1: KS4</p> <p>William Harvey and the discovery of the circulation of the blood</p> <p>Dealing with the Great Plague in London, 1665, including approaches to treatment and attempts to prevent its spread</p>	<p>Summary of the influence of key factors on change and continuity, c1500-c1700</p> <p>Continuity in approaches to prevention, treatment and hospital care</p> <p>Improvements in medical training and the influence in England of the work of Vesalius</p>	<p>Marking point</p> <p>17th- 19th Century:</p> <p>The influence of Germ Theory and microbes</p> <p>Koch's work on microbes</p>	<p>Feedforwards</p> <p>The extent of change in care and treatment, including the influence of Nightingale</p> <p>Revision lesson</p>	<p>Assessment week</p> <p>The extent of change in care and treatment, including the influence of Nightingale</p> <p>New approaches to prevention: the development and use of vaccinations</p> <p>Marking point</p>	<p>Feedforwards</p> <p>The Public Health Act 1875</p> <p>Fighting cholera in London, 1854, the significance of Snow</p>	<p>Summary of the influence of key factors on change and continuity c1700-c1900</p> <p>The influence of genetic and lifestyle factors on health</p> <p>Marking point</p>	<p>DCP 2: ALL</p> <p>Improvements in diagnosis: the impact of the availability of blood tests, scans and monitors</p>
Term 2	16	17	18	19	20	21	22	23	24	25	26	27			
	06/01	13/01	20/01	27/01	03/02	10/02	24/02	02/03	09/03	16/03	23/03	30/03			

	<p>The extent of change in care and treatment, including the impact of science and technology</p> <p>Modern era:</p> <p>The influence of genetic and lifestyle factors on health</p> <p>Marking point</p>	<p>Feedforwards</p> <p>Impact of the availability of blood tests, scans and monitors</p> <p>Impact of science and technology</p>	<p>The impact of the NHS</p> <p>Mass vaccinations and government lifestyle campaigns</p>	<p>KS4 Assessment week</p> <p>Fleming, Florey and Chain's development of penicillin</p> <p>The fight against lung cancer in the 21st century</p>	<p>Summary of the influence of key factors on change and continuity c1900-the present</p> <p>Western Front: Introduction to the importance of context, different sources</p>	<p>DCP3: KS4</p> <p>The historical context of medicine in the early 20th century</p> <p>The context of the British sector of Western Front and the theatre of war in Flanders and northern France</p> <p>Marking point</p>	<p>Exam Feedforwards</p> <p>The Ypres salient the Somme, Arras and Cambrai. The use of mines at Hill 60 near Ypres and Arras</p> <p>Significance of the nature of the terrain</p>	<p>Revision lesson</p> <p>Problems of the transport and communications infrastructure</p> <p>Conditions requiring medical treatment on the Western Front, the nature of wounds and the problem of shrapnel</p>	<p>Assessment week</p> <p>The effects of gas attacks</p> <p>Framing of questions relevant to the pursuit of a specific enquiry</p>	<p>The work of the RAMC and FANY, plus the system of transport</p> <p>The stages of treatment areas: aid post, field ambulance, dressing station, casualty clearing station, base hospital</p> <p>The underground hospital at Arras</p>	<p>DCP 4 ALL</p> <p>The significance of the Western Front for experiments in surgery and medicine</p> <p>The use of mobile x-ray units</p> <p>Feedforwards</p> <p>Marking point</p>	<p>The creation of a blood bank for the Battle of Cambrai</p> <p>Review of The British sector of the Western Front, 1914–18: surgery and treatment</p>	
<p>Term 3</p>	<p>28</p> <p>20/04</p>	<p>29</p> <p>27/04</p>	<p>30</p> <p>04/05</p>	<p>31</p> <p>11/05</p>	<p>32</p> <p>18/05</p>	<p>33</p> <p>01/06</p>	<p>34</p> <p>08/06</p>	<p>35</p> <p>15/06</p>	<p>36</p> <p>22/06</p>	<p>37</p> <p>29/06</p>	<p>38</p> <p>06/07</p>	<p>39</p> <p>13/07</p>	

	<p>Introduction and overview of Early Elizabethan England, 1558-88</p> <p>Early Elizabethan England: society and government</p> <p>The Virgin Queen problems of her legitimacy, gender, marriage plus her character and strengths</p> <p>Marking point</p> <p>Feedforwards</p>	<p>Challenges at home and from abroad: the French threat, financial weaknesses</p> <p>Religious divisions in England in 1558</p> <p>Revision lesson</p> <p>Feedforwards</p>	<p>KS4 Assessment Week</p> <p>Elizabeth's religious settlement (1559): its features and impact</p> <p>The role of the Church of England</p>	<p>The nature and extent of the Puritan Challenge</p> <p>The nature and extent of the Catholic challenge, including the role of the nobility, papacy and foreign powers</p> <p>Mary, Queen of Scots: her claim to the throne and her arrival in England</p> <p>Marking point</p> <p>Feedforwards</p>	<p>The relationship Mary had with Elizabeth, 1568-69</p> <p>The reasons for, and significance of, the Revolt of the Northern Earls, 1569-70</p> <p>The features and significance of the Ridolfi, Throckmorton and Babington Plots</p>	<p>DCP5 - KS4 only</p> <p>The reasons for, and significance of, Mary Queen of Scots' execution in 1587</p> <p>Walsingham and the use of spies</p> <p>Commercial rivalry: the New World, privateering and the significance of the activities of Drake</p>	<p>Political and religious rivalry between England and Spain</p> <p>England's involvement in the Netherlands and the role of Robert Dudley</p> <p>Drake and the raid on Cadiz</p> <p>Marking point</p> <p>Feedforwards</p>	<p>Spanish invasion plans and the reasons why Philip II used the Spanish Armada</p> <p>The defeat of the Armada-the reasons for and consequences of the English victory</p> <p>Education in the home, schools and universities</p>	<p>Sport, pastimes and the theatre</p> <p>The reasons for the increase in poverty and vagabondage</p> <p>Revision lesson</p>	<p>Assessment week all years</p> <p>The changing attitudes/policies towards the poor</p>	<p>Factors prompting exploration</p> <p>The reasons for and significance of Drake's circumnavigation of the globe</p> <p>The significance of Raleigh and the attempted colonisation of Virginia</p>	<p>DCP6 - All year</p> <p>Exam feedforwards</p> <p>Reasons for the failure of Virginia</p> <p>Recap of unit</p> <p>Intervention lesson based on assessment QLA</p>	
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Long Term Plan: GCSE History year 2 - 3 year GCSE

Term	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	02/09	09/09	16/09	23/09	30/09	07/10	14/10	21/10	04/11	11/11	18/11	25/11	02/12	09/12	16/12

	<p>Germany: Introduction to and overview of Weimar and Nazi Germany.</p> <p>The abdication of the Kaiser, the armistice and revolution, 1918–19</p> <p>The setting up of the Weimar Republic</p>	<p>Reasons for the unpopularity of the Republic, including the 'stab in the back' theory and the Treaty of Versailles</p> <p>Challenges to the Republic Left and Right: the Spartacists</p> <p>Challenges to the Republic Left and Right: the Kapp Putsch</p>	<p>The challenges of 1923 including hyperinflation and the reasons for, and effects of, the French occupation of the Ruhr</p> <p>Reasons for economic recovery</p> <p>The impact on domestic policies of Stresemann's achievements abroad</p>	<p>Changes in the standard of living</p> <p>Changes in the position of women in work, politics and leisure</p> <p>Cultural changes, including developments in architecture, art, literature and the cinema</p> <p>Marking point</p>	<p>Revision lesson</p> <p>Feedforwards</p> <p>Hitler's early career: joining the German Workers' Party and setting up the Nazi Party, 1919–20</p> <p>The early growth and features of the Party, the Twenty-Five Point Programme and the role of the SA</p>	<p>KS4 Assessment week</p> <p>The reasons for, events and consequences of the Munich Putsch</p> <p>Reasons for limited support for the Nazi Party, 1924–28: party reorganisation and Mein Kampf</p> <p>Marking point</p>	<p>Feedforwards</p> <p>Reasons for limited support for the Nazi Party, 1924–28: The Bamberg Conference of 1926</p> <p>The growth of unemployment, the failure of successive Weimar governments to deal with unemployment and the growth of support for the Communist Party</p> <p>The reasons for growth of Nazi Party support: the appeal of Hitler</p>	<p>DCP 1: KS4</p> <p>The reasons for growth of Nazi Party support: propoganda</p> <p>Political developments in 1932</p> <p>The roles of Hindenburg, Brüning, von Papen and von Schleicher</p>	<p>The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933</p> <p>Recap</p> <p>The Reichstag Fire</p>	<p>The Enabling Act and the banning of other parties and trade unions</p> <p>The threat from Röhm and the SA, the Night of the Long Knives, the death of von Hindenburg and Hitler becomes Führer</p> <p>Hitler becomes Führer</p> <p>Marking point</p>	<p>Feedforwards</p> <p>Revision lesson</p> <p>The role of the Gestapo, SS, SD and concentration camps</p> <p>Nazi control of the legal system, judge and law courts</p> <p>Nazi policies towards the Catholic and Protestant Churches, including the Reich Church and the Concordat</p>	<p>Assessment week</p> <p>Goebbels and the Ministry of Propaganda, and Nazi use of media and rallies</p> <p>Nazi use of sport including the Berlin Olympics of 1936</p> <p>Marking point</p>	<p>Feedforwards</p> <p>Nazi control of culture and the arts, including art, architecture, literature and film</p> <p>The extent of support for the Nazi regime</p> <p>Opposition from the Churches, including the role of Pastor Niemöller</p>	<p>Marking point</p> <p>Opposition from the young, including the Swing Youth and the Edelweiss Pirates</p> <p>Nazi views on women and the family</p> <p>Nazi policies towards women, including marriage, family, employment and appearance</p>	<p>DCP 2: ALL</p> <p>Nazi aims and policies towards the young: the Hitler Youth</p> <p>Nazi aims and policies towards the young: the League of Maidens</p> <p>Nazi control of the young through education, including the curriculum and teachers</p>
Term 2	16 06/01	17 13/01	18 20/01	19 27/01	20 03/02	21 10/02	22 24/02	23 02/03	24 09/03	25 16/03	26 23/03	27 30/03			

	<p>Nazi policies to reduce unemployment, including labour service, autobahns, rearmament and invisible unemployment</p> <p>Changes in the standard of living: The Labour Front, Strength Through Joy, Beauty of Labour</p> <p>Nazi racial beliefs and policies</p> <p>Marking point</p>	<p>Feedforwards</p> <p>The treatment of minorities</p> <p>The persecution of the Jews, including the boycott of Jewish businesses, the Nuremberg Laws and Kristallnacht</p> <p>Recap lesson</p>	<p>Introduction to the Cold War</p> <p>The ideological differences between the superpowers and the attitudes of Stalin, Truman and Churchill</p> <p>The Grand Alliance and the outcomes of the Tehran, Yalta and Potsdam conferences</p>	<p>KS4 Assessment week</p> <p>The impact of the development of the atomic bomb, the Long and Novikov telegrams</p> <p>The creation of Soviet satellite states in Eastern Europe</p>	<p>The impact of the Truman Doctrine and the Marshall Plan</p> <p>The significance of Cominform and Comecon</p> <p>Berlin: its division into zones. The Berlin Crisis (blockade and airlift) and its impact</p>	<p>DCP3: KS4</p> <p>The formation of the Federal Republic of Germany and German Democratic Republic, and NATO (1949)</p> <p>The significance of the arms race and the formation of the Warsaw Pact</p> <p>Events leading to the Hungarian Uprising and Khrushchev's response</p> <p>Marking point</p>	<p>Exam Feedforwards</p> <p>The international reaction to the Soviet invasion of Hungary</p> <p>Recap</p> <p>The refugee problem in Berlin</p>	<p>Khrushchev's Berlin Ultimatum (1958), and the summit meetings of 1959-61</p> <p>The construction of the Berlin Wall, the impact of this on US-Soviet relations and Kennedy's visit to Berlin</p> <p>Revision lesson</p>	<p>Assessment week</p> <p>Soviet relations with Cuba, the Cuban Revolution, and US refusal to recognise Castro's government</p> <p>The significance of the Bay of Pigs incident</p>	<p>The events of the Cuban Missile Crisis</p> <p>Consequences of the Cuban Missile Crisis</p> <p>Opposition in Czechoslovakia to Soviet control: the Prague Spring</p>	<p>DCP 4 ALL</p> <p>Brezhnev Doctrine and the re-establishment of Soviet control in Czechoslovakia</p> <p>International reaction to Soviet measures</p> <p>Recap</p> <p>Marking point</p> <p>Feedforwards</p>	<p>Détente in the 1970s, SALT 1</p> <p>Helsinki, and SALT 2</p> <p>The significance of the Soviet invasion of Afghanistan and the Carter Doctrine</p>	
Term 3	28 20/04	29 27/04	30 04/05	31 11/05	32 18/05	33 01/06	34 08/06	35 15/06	36 22/06	37 29/06	38 06/07	39 13/07	

	<p>The impact of the invasion on USA–Soviet relations; the Olympic boycotts</p> <p>Reagan and the 'Second Cold War', the Strategic Defence Initiative</p> <p>The significance of Reagan and Gorbachev's changing attitudes</p> <p>Marking point</p> <p>Feedforwards</p>	<p>Revision lesson</p> <p>Feedforwards</p> <p>Gorbachev's 'new thinking' and the Intermediate-Range Nuclear Force (INF) Treaty 1987</p> <p>The impact of Gorbachev's 'new thinking' on Eastern Europe: the loosening Soviet grip on Eastern Europe</p>	<p>KS4 Assessment Week</p> <p>The significance of the fall of the Berlin Wall and the collapse of the Soviet Union and the end of the Warsaw Pact</p> <p>Recap lesson</p>	<p>Marking point</p> <p>Feedforwards</p>		<p>DCP5 - KS4 only</p>	<p>Marking point</p> <p>Feedforwards</p>	<p>Exam Feedforwards</p>	<p>Revision lesson</p> <p>Revision lesson</p>	<p>Assessment week all years</p>		<p>DCP6 - All year</p> <p>Exam feedforwards</p> <p>Intervention lesson based on assessment QLA</p> <p>Intervention lesson based on assessment QLA</p>	
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