

Week Commencing	7 th September	14 th September	21 st September	28 th September	5 th October	12 th October	19 th October
Topic	Introduction to History GCSE	Review prior knowledge – Weimar Republic / Wall Street crash and impact on Germany	Hitler and the Nazi party in January 1933 – how did Hitler come to power? Was it through his actions or the events of the wall street crash	Establishing the dictatorship, January to July 1933: the Reichstag fire	Establishing the dictatorship, January to July 1933:the enabling act / night of the long knives	Achieving total power, July 1933 – august 1934: overview – night of long knives / death of Hindenburg	The machinery of terror – the SS, concentration camps and the gestapo
Extended Learning	Expectations of what we expect from all students participating in GCSE	The Weimar Republic was doomed from the start. How far do you agree with this interpretation?	Source analysis – i.e. Temporary triangle source – why was this source published	Why was this source published – red peril source	Explain the importance of the enabling act – link to abolition of trade unions / banning of political parties	Which event was more important the Reichstag fire or the enabling act?	Explain why terror was effective – provide specific examples – i.e. concentration camps.
Assessment	Lots of HOTS	The wall street crash and propoganda was the main reason Hitler came to power in 1933.	Lots of HOTS / source analysis response	Explain why the Reichstag fire was important in helping Hitler establish dictatorship	The Reichstag fire was the most important event in allowing Hitler to consolidate his power.	Lots of HOTS	Source analysis terror was the main way in controlling Germany. How far do you agree with this interpretation?

Week Commencing	2 nd November	9 th November	16 th November	23 rd November	30 th November	7 th December	14 th December
Topic	The range and effectiveness of propoganda	Opposition – left, church leaders and the youth	Work and home: the impact of Nazi policies on men and women	The lives of young people in Nazi Germany: education	The lives of young people in Nazi Germany youth movements	Intro to networking	Nazi racial policy: the growing persecution of the Jews 1938 – 1945 – changes in treatment of Jews. Why did the treatment become more violent? What was the turning point?
Extended Learning	Lots of HOTS	Explain the difference between Catholics and Protestants	Evaluate how effective the Nazi policy to women was.	How did education change as a result of Hitler coming to power? Students expected to make explicit links to Hitler's ideology	Evaluate the effectiveness of youth movements – i.e. Refer to the Edelweiss pirates	Why did Nazi policy change after the events of 1938	The holocaust including Einsatzgruppen, ghettos and the death camps
Assessment	New source question: how useful are extracts b, c, and d for historians studying the impact of propoganda in Germany 1933 – 1939?	Lots of HOTS	Source analysis – what can extract tell us about Nazi ideology towards women?	Lots of HOTS	How effective was opposition to youth movements?	Lots of HOTS	How useful is this source to historians studying the treatment of Jews 1933 - 1945? (holocaust source)

Week Commencing	4 th January	11 th January	18 th January	25 th January	1 st February	8 th February	
Topic	The move to a war economy and its impact on the German people, 1939 - 1945 – German success 1939 – 1942	The impact of total war on Germany 1943 – 1945	Growing opposition from German people including elements of the army	The contrasting nature of Nazi rule in eastern and western Europe	Responses to Nazi rule: resisters, collaborators and bystanders	Nazi review / end of unit assessment	
Extended Learning	Why did Germany enjoy successes between 1939 – 1942?	What impact did total war have upon German civilians?	Why was opposition not unified?	Why was there a difference in the treatment of east / west – link to communism	How effective were resisters? i.e. July bomb plot		
Assessment	Source analysis task – in line with new specification	Source question: what can extract a tell us about total war between 1943 – 1945?	Lots of HOTS	Source analysis task – comparison question on the difference in the treatment of eastern / western Europe	How successful was opposition between 1933 - 1945	End of unit assessment	

Week Commencing	22 nd February	29 th February	7 th March	14 th March	21 st March		
Topic	Crime and punishment introduction	Medieval Britain 1250 – 1500 characteristics and features of Britain – an overview	Crimes and criminals in medieval Britain	Enforcing law and order / punishing offenders	Review medieval Britain 1250 – 1500		
Extended Learning	What do we mean by change and continuity? How is this aspect of the course different to Nazi Germany	Explain role of the church in punishment sanctuary / church courts	Identify ways to avoid death penalty – why were they introduced?	Explain methods of law and order why was there not a paid police force?	Complete revision mind maps		
Assessment	Lots of HOTS	Law and order during the middle ages was harsh. How far do you agree with this statement?	Lots of HOTS	Explain ways to avoid the death penalty	Identify and explain the importance of laws, trials, policing and punishments during the later middle ages.		

		Week Commencing	11th April	18th April	25th April	2 nd May	9 th May	16 th May	23rd May
Summer 1	Topic		Early modern period: major social, political and religious changes	Early modern period: changing nature of crime – i.e. vagrants witchcraft and moral crime i.e. smuggling, poaching and highway robbery	Early modern period: changing nature of crime – i.e. vagrants witchcraft and moral crime i.e. smuggling, poaching and highway robbery	Early modern period: changing nature of crime – i.e. vagrants witchcraft and moral crime i.e. smuggling, poaching and highway robbery	Early modern period: enforcing law and order in towns	Early modern period: changes in punishment – link to bloody code	Early modern period: final
	Extended Learning		Why did not going to church become a crime? / Identify and explain the major social changes and the four factors effecting crime	Explain why vagrants became a crime in 16th century	Explain why witchcraft became a crime in the early modern period	Why did highway robbery emerge during the 18th century?	Evaluate the effectiveness of thief takers	Explain the introduction of new punishments – i.e. whipping, gaols.	Preparatory learning for next unit of study – industrial period. What were the key social changes? Why were they crucial? What was enlightenment?
	Assessment		Briefly describe the bloody code	Poaching was more of a problem than smuggling. How far do you agree with this statement	Lots of HOTS	Explain how highway robbery declined	Lots of HOTS	Did the bloody code stamp out crime?	Write a clear and organised summary on the changes during the emp.
Summer 2	Topic		Britain since 1900: major technological, social and political changes	Britain since 1900: major technological, social and political changes	Britain since 1900: identify new types of crime	Britain since 1900: changes in policing and courts	Britain since 1900: changes in prisons	Britain since 1900: abolition of capital punishment	End of year assessment
	Extended Learning		Identify the major social changes including the importance of enlightenment	Write a clear and organised summary of the changes that took place in the industrial period	Explain the emergence of new crimes – impact of technology, i.e. fraud / computer crime	Explain key changes in policing between the 19th and 20th centuries	Explain the difference between the silent and the separate systems	Why did Britain abolish capital punishment – link to changes in 19th century – i.e. people saw executions as entertainment	In the period between 1750 – 1900 there were big changes in policing. How far do you agree with this statements?
	Assessment		Lots of HOTS	What caused the increase in crime in the first half of the 19th century	Explain causes of juvenile crime	Policing developed more in 20th century then the 19th century. How far do you agree with this interpretation?	Explain the importance of prison reformers – i.e. Elizabeth fry and Newgate prison	Lots of HOTS	Lots of HOTS