

Toynbee Curriculum

KS4 Topic Summaries

HISTORY

Personal Best

Toynbee School



Scheme of Learning: Changes in Health and Medicine in Britain c500 to the present day

Topic Sequence:

1	2	3	4	5	6
Causes of Disease	Prevention of Disease	Treatment of disease	Medical Knowledge	Public Health	Patient care

Topic Overview:

This first topic on medicine will look at causes of, and beliefs about the causes of, disease across four key periods. Students will be learning how and why the causes of disease changed over time, exploring issues such as famine, rapid urbanisation and the growth in lifestyle diseases. Ultimately, students need to be able to explain what the key changes were in each period as the largest question in the exam will ask them to "outline" the developments over time. Students big enquiry for this topic is "Has poverty always been the root cause of illness and disease through time?"

Lesson Sequence:

This unit, like all the others, is taught chronologically. We will begin by reviewing the medieval causes of disease by looking at the conditions within medieval towns and villages. Students will learn about the lack of sanitation, poor food preservation and the close proximity of animals to living spaces. We will learn about the types of disease poorer peasants were exposed to as a result of the poor conditions and begin to understand that a lack of medical knowledge made many of these problems worse. Following this, we will go into depth into the contemporary beliefs about causes of disease.

After this, we move onto the Early Modern period. We will evaluate how the causes of disease largely continued into this period by examining the Great Plague of the 1600s. We will link this back to medical knowledge and how little it had advanced between the two periods by learning about plague doctors and how they tried to prevent illness.

Penultimately, we will review the causes of disease in the industrial period. During this period a rapid growth in industry and urbanisation led to dramatic problems in the health of the nation. For example, we will learn about the poor housing conditions in cities which resulted in the spread of diseases like cholera and typhoid. We will also explore the impact of factories on respiratory illnesses.

Finally, we will examine modern causes of disease. Students will learn about two main outbreaks- Spanish Flu and HIV/AIDS. We will learn about how improvements in travel mean diseases can spread more easily. Students also learn about how lifestyle can lead to diseases such as liver disease or diabetes.

Sequence of Lessons:

1	Medieval Causes
2	Contemporary medieval causes
3	Early modern causes
4	Industrial causes
5	20 th century causes
6	Revision/Assessment
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	

Topic Resources:

Knowledge Map:	Module Knowledge Map: Medicine	Any other Resources:	
-----------------------	--------------------------------	-----------------------------	--

Assessment:

Knowledge:	10 question knowledge test
Application of Knowledge:	Students will do a practice question 3 worth 5 marks and focusing on description

Supportive Reading:

Any supported reading listed here	BBC Bitesize

Scheme of Learning: Changes in Health and Medicine in Britain c500 to the present day

Topic Sequence:					
1	2	3	4	5	6
Causes of Disease	Prevention of Disease	Treatment of disease	Medical Knowledge	Public Health	Patient care

Topic Overview:

Topic two is looking at how and why people tried to prevent getting ill through time. Students need to learn how a lack of medical knowledge resulted in many ineffective methods of prevention. Students will learn about how, over time, the scientific method was introduced to study disease and the impacts this had on preventative measures.

Lesson Sequence:

Students begin by learning about medieval methods of prevention and how these were largely ineffective. We will learn about how a belief in Hippocrates idea in the body being made of "Four Humours" resulted in the use of blood letting (draining) and leaches. Students will also learnt about how bathing was actually discouraged out of fear that it may let evil spirits in causing diseases. We will even learn about how sweet smelling herbs would be carried to cover the miasma (bad smells that cause disease). Finally, students will explore the religious preventative measures in the period such as praying for forgiveness for sins.

Students will then learn about the Early Modern "Soothsayer" Mother Shipton, who allegedly saw into the future and could prevent illness using herbal remedies or water from her cave. We will explore how similar the medieval and early modern period were in terms of prevention before moving on to look at the introduction of the scientific method in later periods.

Students will learn about how Alexander Gordon tried to prevent child-bed fever through the promotion of hand washing but was shunned by the medical community. Students will also learn about Edward Jenner and the creation of vaccinations, examining the influence this had on the health of the people. Developing scientific methods also led to "Germ Theory," the belief that disease is caused by germs, which revolutionised prevention. Students will learn about how Louis Pasteur and Robert Koch used these ideas to develop vaccinations against specific strains of disease.

Finally, students will learn about modern methods of prevention. They will evaluate the effectiveness of vaccines, the growth in the anti-vax movement and the governments use of public health campaigns to try and improve people's health.

Sequence of Lessons:

1	Medieval preventions
2	Mother Shipton
3	Application of Science
4	Alexander Gordon
5	Edward Jenner
6	Cholera
7	Louis Pasteur and Robert Koch
8	MMR Vaccine

Topic Resources:

Knowledge Map:	Module Knowledge Map: Medicine	Any other Resources:	
-----------------------	--------------------------------	-----------------------------	--

Assessment:

Knowledge:	10 question knowledge test
Application of Knowledge:	Practice exam questions

Supportive Reading:

Any supported reading listed here	BBC Bitesize

Scheme of Learning: Changes in Health and Medicine in Britain c500 to the present day

Topic Sequence:

1	2	3	4	5	6
Causes of Disease	Prevention of Disease	Treatment of disease	Medical Knowledge	Public Health	Patient care

Topic Overview:

The third topic is all about treatment of disease, this links very closely to the other two topics. Students will again be learning how and why the treatment of disease changed over time, looking in depth at developments in surgery up to present day. The overall enquiry for this sub topic is "Was Joseph Lister responsible for improving methods of treatment?"

Lesson Sequence:

As with the other topics, we begin by looking at the medieval period. We will learn about the use of herbal remedies as treatments, blood letting, astrology, barber surgeons and even people known as "quacks" who sold remedies at local events. We will learn about how many treatments were ineffective because people did not understand the causes of disease so could not effectively treat them, linking back to units 1 and 2. Students then compare this to the early modern period, learning that some changes took place but many methods of prevention were very similar, despite the invention of the printing press.

We then move onto the main focus of this unit- surgery. Students will learn about how dangerous surgery originally was; it was carried out by people lacking qualifications, in unhygienic locations and without anaesthetics. They will learn about Robert Liston, a surgeon operating so quickly that in one surgery not only did the patient die but two others. Interestingly, they will learn about the invention of anaesthetics and how these allowed for more complex procedures to be carried out, however this was marred by the constant high risk of infection. Students will then learn about Joseph Lister's carbolic acid spray that was used as an antiseptic, helping to reduce the risk of infection massively.

Within the final section, students will be learning about 20th century developments in treatments such as the invention of antibiotics to cure infections, the introduction of radiotherapy, the advancements in transplant surgery and modern methods of treating cancers.

Sequence of Lessons:

1	Medieval treatment
2	Early Modern Treatment
3	19 th Century surgery
4	20 th century surgery
5	Revision/assessment

Topic Resources:

Knowledge Map:	Module Knowledge Map: Medicine	Any other Resources:	
-----------------------	--------------------------------	-----------------------------	--

Assessment:

Knowledge:	10 question knowledge test
Application of Knowledge:	Practice exam questions

Supportive Reading:

Any supported reading listed here	BBC Bitesize

Scheme of Learning: Changes in Health and Medicine in Britain c500 to the present day

Topic Sequence:

1	2	3	4	5	6
Causes of Disease	Prevention of Disease	Treatment of disease	Medical Knowledge	Public Health	Patient Care

Topic Overview:

Perhaps the most crucial topic of the entire unit focuses on medical knowledge. Essentially, if students can understand what people at different times believed and understood about medicine, they can explain how and why things changed. Students will learn about how, for many years, beliefs about medicine were based on the ideas of ancient ideas such as those thought up by Hippocrates and Galen. Students will trace how and why these ideas were challenged over time and the reactions to those challenges.

Lesson Sequence:

Students begin by learning about medieval medical ideas. In particular, we will revisit the idea of the four humours and how and why many people believed this for so long. Students will learn about the role of the church in developing medical knowledge, alongside the influence of alchemy and astrology.

After this, students will learn about a critical period in challenging long held beliefs about medicine- The Renaissance. During this time, people would begin to challenge the works of Galen through scientific discovery. For example, students will learn about how Andreas Vesalius in the 16th century made many discoveries about anatomy through dissection, how Ambroise Pare in the same century made discoveries about treating wounds and how William Harvey discovered the circulation of blood. Students will then learn about the 19th century and how Pasteur and Koch challenged Miasma beliefs through the scientific discovery of Germ Theory.

Finally, students will explore how modern scanning techniques have revolutionised medical knowledge in the last 30 years or so of the 20th century, including learning about MRI and CT scans. This, combined with knowledge of DNA, make the 20th century a really interesting period for medical discovery.

Sequence of Lessons:

1	Medieval medical knowledge
2	Renaissance Medical Knowledge
3	John Snow
4	20 th Century medical knowledge
5	Question 5 practice

Topic Resources:

Knowledge Map:	Module Knowledge Map: Medicine	Any other Resources:	
-----------------------	--------------------------------	-----------------------------	--

Assessment:

Knowledge:	10 question knowledge test
Application of Knowledge:	Practice exam questions

Supportive Reading:

Any supported reading listed here	BBC Bitesize

Scheme of Learning: Changes in Health and Medicine in Britain c500 to the present day

Topic Sequence:					
1	2	3	4	5	6
Causes of Disease	Prevention of Disease	Treatment of disease	Medical Knowledge	Public Health	Patient Care

Topic Overview:

In this penultimate unit, students are answering the key question “When did the government fully take responsibility for Public Health?” We will learn about how the government’s attitude to public health was, mostly, laissez faire in the medieval and early modern periods. However, we will look at some local efforts to improve public health such as Coventry. We will then learn about how, over time, the government began to play an increasing role in attempting to improve the public’s health.

Lesson Sequence:

We begin this unit by demonstrating that some local areas in medieval times did make attempts to improve public health. We will learn about how, in Coventry, the local laws meant that you had to ensure the front of your house was clean and that everyone paid towards waste disposal too. Students will then learn that this was more of an outlier and how, due to a lack of government involvement, public health was often poor across the country.

We will then learn about how there were some government interventions to improve public health throughout the 16th and 17th century, but how these often lacked enforcement. For example we will learn about how Henry VIII passed acts to try and get sewers built and how the Act for the rebuilding of London was created after the Great Fire of 1666.

Students then explore the impacts of industrialisation on Public Health again, this time looking at the work of social reformers such as Edwin Chadwick and how their research into living conditions resulted in significant new laws that attempted to improve the health of the nation. This then leads nicely to students learning about government attempts to improve housing and pollution in the 20th century. Finally, students will learn about modern campaigns to improve public health by encouraging healthy lifestyle habits.

Sequence of Lessons:	
1	Medieval public health
2	16 th and 17 th century public health
3	19 th century public health
4	20 th and 21 st century public health
5	Revision

Topic Resources:

Knowledge Map:	Module Knowledge Map:	Any other Resources:
	Medicine	

Assessment:

Knowledge:	10 question knowledge test
Application of Knowledge:	Practice exam questions

Supportive Reading:

Any supported reading listed here	BBC Bitesize
-----------------------------------	--------------

Scheme of Learning: Changes in Health and Medicine in Britain c500 to the present day

Topic Sequence:

1	2	3	4	5	6
Causes of Disease	Prevention of Disease	Treatment of disease	Medical Knowledge	Public Health	Patient care

Topic Overview:

This unit focuses on the key question: How has the care of patients improved over time? We will learn about how we came to live in a society with an NHS service that includes doctors and hospitals. We will learn about how the medieval period was dominated by church provision of “hospitality,” and how, through the development of volunteers and charities, hospitals changed over time. We will also explore the changes that occurred to nursing as a result of individuals such as Florence Nightingale.

Lesson Sequence:

Students begin their study by learning about medieval hospitals. The key part of this lesson is that medieval hospitals provided “hospitality” in the form of rest and recovery, but very limited medical care was actually provided. Students will learn about how the church was a key institution in providing this care up to the dissolution of the monasteries during the reformation.

Students will then learn about how Henry VIII created The Church of England during The Reformation and subsequently closed down monasteries, this had a significant negative impact on patient care and resulted in the growth of voluntary charities in providing patient care. We will learn about the creation of Royal Hospitals in London, such as St Thomas’ Hospital, along with endowed hospitals paid for by rich philanthropists. Students will track the growth and changes in these hospitals through the industrial period and into the 19th century.

A key area of study here is Florence Nightingale. We will learn about how Nightingale came to influence modern nursing, and hospital cleanliness, through her efforts to save lives during The Crimean War. As a result of her work, hospitals were encouraged to have better ventilation, food and clean bedding. Furthermore, nursing became more of a profession with standards improving dramatically.

Students will then learn about the 20th century, focusing on two key areas- The Liberal Reforms and The NHS. We begin by learning about the changing attitude of the liberal government, who began to provide for people with reforms such as the Old-Age Pensions Act or National Insurance Acts. We consider the impacts, even when limited, of these reforms. Finally, we review the birth of The NHS after World War Two and the impact that this has had on patient care, helping to create The Welfare State.

Sequence of Lessons:

1	Medieval Hospitals
2	Early Modern Patient Care
3	19 th Century Nursing
4	Liberal reforms
5	The NHS

Topic Resources:

Knowledge Map:	Module Knowledge Map: Medicine	Any other Resources:	
-----------------------	--------------------------------	-----------------------------	--

Assessment:

Knowledge:	10 question knowledge test
Application of Knowledge:	Practice exam questions

Supportive Reading:

Any supported reading listed here	BBC Bitesize

Scheme of Learning: CONFLICT AND UPHEAVAL - ENGLAND 1337-1381

Topic Sequence:

1	2	3	4	5	6	7	8
Life in the 14 th Century	Causes of the Hundred Years War	Events of the Hundred Years War	The Black Death	The Peasant's Revolt	XX	XX	XX

Topic Overview:

The first topic, "Life in the 14th Century," provides students with a comprehensive understanding of the social, political, and religious context of England in the 14th century. By examining life in medieval England, students will gain an appreciation for the feudal system, the role of the Church, and the everyday life of the people. It will provide students with a strong foundation that they will be able to build upon as they study the causes and events of the Hundred Years War., the Black Death and the Peasants' Revolt, by ensuring they have a contextual understanding which frames these events.

Lesson Sequence:

Lesson 1: "Life in England in the 14th Century"

This lesson will provide students with a comprehensive understanding of the history of medieval England, leading up to the 14th century. It will also delve into the key themes of the medieval period, such as the feudal system, which was a political and social structure where lords and vassals held lands and provided military service to each other. The Church will also be introduced in this lesson, as it was a central aspect of medieval life and played a major role in shaping society.

Lesson 2: "The Church in the 14th Century"

Building upon the knowledge gained in Lesson 1, this lesson will examine the importance of the Church in medieval England. Students will learn how the Church influenced every aspect of daily life. Additionally, they will learn about threats to the Church's authority, such as the Wycliffe and Lollardy movements, which aimed to challenge the power of the Church. This lesson will provide a deeper understanding of the Church's role in medieval England and its impact on the time period.

Lesson 3: "The Wool Trade"

In this lesson, students will explore the wool trade, which was a significant economic activity in England during the 14th century. They will learn about the production and export of wool, as well as the role of the merchants and guilds involved in the trade. They will also study the impact of the wool trade on England's economy, and its significance in the development of England's wealth and prosperity.

Lesson 4: "The Life of Women in the 14th Century"

This lesson will examine the role and status of women in 14th century England. Students will learn about the different social and economic classes of women, and the rights and limitations they faced in their daily lives. They will study the roles women played in the family and in society, as well as the cultural and religious beliefs surrounding women's roles in the 14th century.

Sequence of Lessons:

1	Life in England in the 14 th Century
2	The Church in the 14 th Century
3	The Wool Trade
4	Life for Women in the 14 th Century
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	

Topic Resources:

Knowledge Map:	Module Knowledge Map: Conflict and Upheaval	Any other Resources:	
-----------------------	---	-----------------------------	--

Assessment:

Knowledge:	10 question knowledge test
Application of Knowledge:	NO APPLICATION YET [CONSIDER MOVING ONE OF THE 3 EXAM QUESTIONS FROM TOPIC 2 TO TOPIC 1]

Supportive Reading:

Any supported reading listed here	

Scheme of Learning: CONFLICT AND UPHEAVAL - ENGLAND 1337-1381

Topic Sequence:

1	2	3	4	5	6	7	8
Life in the 14 th Century	Causes of the Hundred Years War	Events of the Hundred Years War	The Black Death	The Peasant's Revolt	XX	XX	XX

Topic Overview:

The second topic, "Causes of the Hundred Years War," delves into the root causes of one of the most significant conflicts in English history. Students will learn about the political and economic tensions between England and France, as well as the conflicts over territory and the English King's claim to the French throne. By examining these causes, students will gain a deeper understanding of the motivations behind the war and be able to see how the various factors came together to ignite the conflict. This knowledge will serve as a crucial foundation for understanding the events of the Hundred Years War and its eventual outcome.

Lesson Sequence:

Lesson One: Overview of the Hundred Years War

In this lesson, students will gain an understanding of the Hundred Years War, which lasted from 1337 to 1453. Students will learn about the background to the conflict, including the main players, the causes, and the main events. Students will be able to identify key themes such as the territorial disputes and claims of sovereignty.

Lesson Two: Overseas Territories

In this lesson, students will delve deeper into the specific regions that were at the heart of the conflict, including Gascony and Aquitaine. They will learn about the system of homage and the significance of these territories in the context of the war. Students will be able to understand the complex relationships between lords, vassals and the king and how this impacted the conflict.

Lesson Three: England's Relationship with Scotland

In this lesson, students will examine England's relationship with Scotland, including the conflict with Robert the Bruce and the Auld Alliance. Students will learn about the historical context of the war and the role of Scotland in the conflict. They will understand the complex relationships between England, Scotland and France and how this impacted the development of the Hundred Years War. This lesson will also explore the issues of national identity, sovereignty and the impact of alliances in the war.

Lesson Four: Edward III's Claim on the French Throne

In this lesson, students will focus on Edward III's claim on the French throne and the French succession crisis. Students will learn about the legal context of the war, including the impact of Salic Law and the role of Isabella of France. Students will understand the complex relationships between the French and English monarchs, and the impact of inheritance laws on the conflict.

Lesson Five: Confiscation of Aquitaine

This final lesson on the causes of the Hundred Years War will delve into the events leading up to the confiscation of the wealthy French province of Aquitaine by King Edward III. The lesson will focus on the role of Robert of Artois, who had a long-standing dispute with the French royal family and eventually sought refuge with King Edward III. Edward, who also had an interest in acquiring Aquitaine, used this opportunity to reassert his claim to the French Throne. This led to the confiscation of Aquitaine and was a major catalyst for the start of the Hundred Years War

Sequence of Lessons:

1	Overview of the Causes of the Hundred Years War
2	Overseas Territories
3	England's relationship with Scotland
4	Edward III's claim to the French throne
5	Confiscation of Aquitaine
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	

Topic Resources:

Knowledge Map:	Module Knowledge Map: Conflict and Upheaval	Any other Resources:	
-----------------------	---	-----------------------------	--

Assessment:

Knowledge:	9 question knowledge test
Application of Knowledge:	Exam Practice for Questions 1, 4 and 5

Supportive Reading:

Any supported reading listed here	

Scheme of Learning: CONFLICT AND UPHEAVAL - ENGLAND 1337-1381

Topic Sequence:

1	2	3	4	5	6	7	8
Life in the 14 th Century	Causes of the Hundred Years War	Events of the Hundred Years War	The Black Death	The Peasant's Revolt	XX	XX	XX

Topic Overview:

The "Events of the Hundred Years War" topic focuses on the major military confrontations that took place between 1337-1381. This topic builds upon the information learned in the "Causes of the Hundred Years War" topic, as the events that will be discussed were a direct result of the causes outlined in that topic. Students will gain an understanding of the major battles, sieges, and treaties that took place during this period, including the Battle of Crecy, the Siege of Calais, and the Treaty of Bretigny. By studying these events, students will gain a deeper appreciation for the broader historical context of the Hundred Years War and the impact it had on England, France, and Europe.

Lesson Sequence:

Lesson One: The Battle of Sluys

In this lesson, students will delve into the reasons behind England's victory at the Battle of Sluys. One of the key factors that will be discussed is the strong alliances that England had formed, which allowed them to gain the upper hand against the French. Additionally, students will learn about the chevauchee tactic, a scorched earth strategy that was used by the English army to weaken the enemy and disrupt their supply lines. Through this lesson, students will gain a deeper understanding of the importance of alliances and tactics in determining the outcome of a battle.

Lesson Two: Battle of Crecy

This lesson will focus on the Battle of Crecy and the role that the longbow played in England's victory. The effectiveness of the longbow as a weapon will be explored in detail, as students examine how it allowed England to defeat the French despite being outnumbered. By analysing the different aspects of the longbow, such as its range, accuracy, and rate of fire, students will gain a better understanding of why it was such a formidable weapon on the battlefield.

Lesson Three: Siege of Calais

In this lesson, students will explore the events surrounding the Siege of Calais. Students will examine why the English were able to successfully besiege Calais, including the role of King Edward III's tactics and the technological advancements in weaponry and siege engines of the time. They will also explore the political and strategic significance of Calais as a major port town and its impact on the war as a whole.

Lesson Four: Battle of Poitiers

The Battle of Poitiers was a significant moment in the Hundred Years War, and this lesson will examine why England was victorious. Students will explore the impact that the longbow had on the outcome of the battle, and will also learn about the role that Edward the Black Prince played in securing the victory for England. By analysing the events leading up to and during the battle, students will gain a deeper understanding of the strategic decisions that were made and the tactics that were used.

Lesson Five: Significance of Edward the Black Prince

The final lesson will focus on the impact of this legendary English military leader on the outcome of the war. Students will explore his contributions to the English war effort, his leadership style, and why he remains a key figure in the history of the Hundred Years War.

Sequence of Lessons:

1	Battle of Sluys
2	Battle of Crecy
3	Siege of Calais
4	Battle of Poitiers
5	Significance of Edward the Black Prince
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	

Topic Resources:

Knowledge Map:	Module Knowledge Map: Conflict and Upheaval	Any other Resources:	
-----------------------	---	-----------------------------	--

Assessment:

Knowledge:	NO KNOWLEDGE TEST YET
Application of Knowledge:	Question 3 practice on the significance of Edward the Black Prince

Supportive Reading:

Any supported reading listed here	

Scheme of Learning: CONFLICT AND UPHEAVAL - ENGLAND 1337-1381

Topic Sequence:

1	2	3	4	5	6	7	8
Life in the 14 th Century	Causes of the Hundred Years War	Events of the Hundred Years War	The Black Death	The Peasant's Revolt	XX	XX	XX

Topic Overview:

The fourth topic in the module, "The Black Death," explores the devastating impact of the bubonic plague on medieval England. This topic is crucial in understanding the broader context of the events of the time, including the Hundred Years War and the Peasants' Revolt. The lessons in this topic will provide students with an in-depth understanding of the spread of the disease, its symptoms, and the social and economic consequences of the epidemic.

Lesson Sequence:

Lesson One: What was the Black Death?

In this lesson, students will gain an in-depth understanding of the Black Death, a pandemic that swept through England in the 14th century. They will learn about the causes and symptoms of the disease, as well as the three types of plague: Bubonic Plague, Pneumonic Plague, and Septicaemic Plague. Students will also learn about the start of the pandemic in England, including which regions were affected first.

Lesson Two: Why did the Black Death spread so quickly?

In this lesson, students will delve into the reasons why the Black Death spread so quickly. They will learn about the trade routes that facilitated the spread of the disease, as well as the social and environmental conditions that contributed to its rapid spread. Students will also examine the role of fleas and rats in transmitting the disease. This lesson will provide students with a deeper understanding of how the pandemic was able to reach such a large area in a short period of time.

Lesson Three: The Impact of the Black Death

Having understood why the Black Death was so widespread, students can evaluate the huge impact the disease had on English society. They will learn about the short-term effects, such as the loss of life and the chaos it caused, as well as the long-term effects, including the impact on the economy, social structures, and religion. Students will gain a comprehensive understanding of the impact of the Black Death, both at the time and in the years that followed.

Sequence of Lessons:

1	What was the Black Death?
2	Why did the Black Death spread so Quickly?
3	The impact of the Black Death
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	

Topic Resources:

Knowledge Map:	Module Knowledge Map: Conflict and Upheaval	Any other Resources:	
-----------------------	---	-----------------------------	--

Assessment:

Knowledge:	NO KNOWLEDGE TEST YET
Application of Knowledge:	NO APPLICATION TET YET

Supportive Reading:

Any supported reading listed here	

Scheme of Learning: CONFLICT AND UPHEAVAL - ENGLAND 1337-1381

Topic Sequence:

1	2	3	4	5	6	7	8
Life in the 14 th Century	Causes of the Hundred Years War	Events of the Hundred Years War	The Black Death	The Peasant's Revolt	XX	XX	XX

Topic Overview:

The final topic in the module is focused on the causes and events of the Peasants' Revolt of 1381. This is a culmination of all that the students will have learned so far, as the revolt is a direct challenge to the Feudal System covered in the first topic, the Hundred Years War led to the need for the taxes which peasants objected to and the Black Death upended society and the economy in a way that empowered the peasants and pitted them against the monarchy, who were doing all they could to maintain their power over the peasants. The final analysis of the Peasants' Revolt provides students an opportunity to assess the social, economic and political upheaval of this period, as well as its place in the history of England

Lesson Sequence:

Lesson One -Overview of the Causes of the Peasants Revolt

The first lesson will be focused around tying students' knowledge they have gained throughout the module together. They will be placing the Peasants' Revolt into its historical context and understanding both the timeline of events leading up to the revolt as well as the major players and events of the revolt itself.

Lesson Two - Serfdom, Religion and Poll Tax

Building off the students' timeline of the revolt, they will be analysing three key themes in the causes of the revolt. Firstly, they will explore the role of serfdom as an institution of the feudal system and the ways in which the Black Death helped to challenge this. Secondly, they will understand the role of the church in the conflict, including influential preachers such as John Ball. Thirdly, they will look at the role of tax, specifically the harsh and universal Poll Tax, as well as methods the crown used to enforce the tax.

Lesson Three – Outbreak of the Peasants Revolt

In this lesson, students will delve into the events of the revolt itself. They will focus on the key locations, as well as the key figures such as the revolt's leader Tyler Wat. Students will gain a chronological understanding of these events and understand the reasons why the revolt ultimately failed

Lesson Four – Significance of the Peasants Revolt

The final lesson in the sequence will analyse the impact of the revolt as well as its historical significance. Students will assess the short and long term consequences of the revolt, such as the impact on peasants in the immediate aftermath, the response of King Richard II, the impact on the Hundred Years War and what could be seen as the beginning of the end of serfdom in England.

Sequence of Lessons:

1	Overview of the Causes of the Peasants Revolt
2	Serfdom, Religion, Poll Tax
3	Outbreak of the Peasants Revolt
4	Significance of the Peasants Revolt
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	

Topic Resources:

Knowledge Map:	Module Knowledge Map: Conflict and Upheaval	Any other Resources:	
-----------------------	---	-----------------------------	--

Assessment:

Knowledge:	NO KNOWLEDGE TEST (Apart from the "mini-mock" for the entire module)
Application of Knowledge:	NO APPLICATION TEST (Apart from the "mini-mock" for the entire module)

Supportive Reading:

Any supported reading listed here	

Scheme of Learning: The USA 1910-29

Topic Sequence:

1	2	3	4	5	6	7
The Economic Boom	Immigration	Race and Religion	Crime and Corruption	Lives of Women	Popular Entertainment	End of the Economic Boom

Topic Overview:

The USA in the 1920s was shaped by the Economic Boom that propelled it to be the world's wealthiest country. An influx of money following World War One allowed America to start the 1920s financially very strong. Revolutionary changes in the economy, including mass production, credit and record-low taxes, allowed America to prosper. America's vast array of natural resources only increased this economic progress.

Lesson Sequence:

1. What were the causes of the Economic Boom? Without a firm understanding of the Economic Boom, it is impossible to understand America in the 1920s as a whole. In this lesson we establish *why* America had an Economic Boom, including the advent of mass production, credit, the impact of WWI and government policies that fuelled growth.
2. How did Republican Presidents contribute to the Economic Boom? We focus in on the political background to the Economic Boom in this lesson: "laissez-faire" ("hands-off") government policies that encouraged prosperity: low taxes and tariffs on foreign goods.
3. How significant was Henry Ford in the Economic Boom? When examining the USA 1910-29, there is no greater success story than Henry Ford. The revolutionary techniques he pioneered, including mass production and the assembly line, caused workers' wages and profits to rise, and the car to become an item available to a broader range of Americans.
4. What were the features of the Economic Boom? In this lesson we look at what the Economic Boom actually looked like: high employment, high wages, a growing middle-class, electrification and a bigger consumer economy.
5. Who didn't benefit from the Boom? To have a nuanced understanding of the USA 1910-29, we must also examine who didn't benefit from the Boom and how these groups fit into the American story in the 1920s. We look at those who didn't see the improvement that others did, such as African Americans, farmers and traditional workers.
6. How to answer Q5: Here we look at how to successfully answer Q5 on the USA 1910-29 paper.
7. Assessment: Knowledge test and a Q1 from the USA 1910-29 paper.

Sequence of Lessons:

1	What were the causes of the Economic Boom?
2	How did Republican Presidents contribute to the Economic Boom?
3	How significant was Henry Ford in the Economic Boom?
4	What were the features of the Economic Boom?
5	Who didn't benefit from the Boom?
6	How to answer Question 5 on the USA 1910-29 paper.
7	Assessment: Knowledge test and Q1

Topic Resources:

Knowledge Map:	USA 1910-29	Any other Resources:	EDUQAS USA 1910-29 Textbook
-----------------------	-------------	-----------------------------	-----------------------------

Assessment:

Knowledge:	10
Application of Knowledge:	Q1 from the USA 1910-29 exam paper

Supportive Reading:

Any supported reading listed here	EDUQAS USA 1910-29 Textbook
	BBC Bitesize: WJEC: Causes of the Economic Boom

Scheme of Learning: The USA 1910-29

Topic Sequence:

1	2	3	4	5	6	7
The Economic Boom	Immigration	Race and Religion	Crime and Corruption	Lives of Women	Popular Entertainment	End of the Economic Boom

Topic Overview:

America was seen as the land of ‘freedom and opportunity’ during the 1910s and 1920s. As such, millions of immigrants flocked to America in order to achieve the American Dream. However, as the levels of immigration continued to rise, many Americans became hostile to immigration, seeking to limit the types and numbers of immigrants entering America. Furthermore, the Russian Revolution of 1917 caused Americans to become fearful of communism and anarchism, causing the government to target immigrants suspected of being radical.

Lesson Sequence:

- Why did America experience rising immigration in the 1910s and 1920s? Before we can look at the impact of immigration on the USA, we need to understand why immigrants flocked to the USA in the first place. These can be broadly divided into “push” factors (reasons why immigrants want to leave their home country, for example war) and “pull” factors (reasons why the USA was attractive to immigrants, for example higher wages).
- Why were Americans so fearful of communism? Students must have a firm grasp on the differences between communist dictatorship (Soviet Union) and capitalist democracy (USA) before they can understand why Americans became so fearful of communism during the ‘Red Scare’. This lesson looks at what made the two systems so different.
- How did the US government restrict immigration 1910-29? As anti-immigrant feelings rose across the USA, the government sought to bring immigration under control, targeting both the numbers of immigrants but also specific immigrant groups they associated with social and political issues (namely Italian, Russian and Irish immigrants). These laws ranged from quotas to literacy tests.
- How to answer Q2 on the USA 1910-29 paper: Here we look at how to answer Q2 on the 1910-29 paper successfully.
- How significant was the threat posed by communists and anarchists in the 1910s and 1920s? Many Americans were hysterically afraid of communism and anarchism, but how worried did they really need to be? Here we look at events such as the Seattle Strikes and Palmer Raids that illustrate how serious (and at times exaggerated) the threat from radicals was in the USA.
- How to answer Q3 on the USA 1910-29 paper: Here we look at how to answer Q3 on the 1910-29 paper successfully.
- What does the case of Sacco and Vanzetti tell us about attitudes to immigration? To understand the impact of anti-immigrant hysteria on the USA, one must look at the case of Sacco and Vanzetti where, despite little real evidence, two Italian anarchists were executed on suspicion of murder and robbery. Many believe this verdict was a result of prejudice in the USA.
- Assessment: Knowledge test and Q2/Q3.

Sequence of Lessons:

1	Why did America experience rising immigration in the 1910s and 1920s?
2	Why were Americans so fearful of communism?
3	How did the US government restrict immigration 1910-29?
4	How to answer Q2 on the USA 1910-29 paper.
5	How significant was the threat posed by communists and anarchists in the 1910s and 1920s?
6	How to answer Question 5 on the USA 1910-29 paper.
7	How to answer Q3 on the USA 1910-29 paper,
8	What does the case of Sacco and Vanzetti tell us about attitudes to immigration?
9	Assessment: Knowledge test and Q2/Q3.

Topic Resources:

Knowledge Map:	USA 1910-29	Any other Resources:	EDUQAS USA 1910-29 Textbook
-----------------------	-------------	-----------------------------	-----------------------------

Assessment:

Knowledge:	10
Application of Knowledge:	Q2 and Q3 from the USA 1910-29 exam paper

Supportive Reading:

Any supported reading listed here	EDUQAS USA 1910-29 Textbook
	Library of Congress: Immigration and Relocation in US History

Scheme of Learning: The USA 1910-29

Topic Sequence:

1	2	3	4	5	6	7
The Economic Boom	Immigration	Race and Religion	Crime and Corruption	Lives of Women	Popular Entertainment	End of the Economic Boom

Topic Overview:

The USA was a sharply divided country during the 1910s and 1920s; this was along religious and racial lines. Firstly, we need to examine the religious divisions that existed in America, namely between Christian fundamentalists and more moderate Americans. We secondly analyse the ways in which African Americans were discriminated against, why they were persecuted and how African Americans resisted or escape discrimination. Finally, we look at the lives of Native Americans during the time period.

Lesson Sequence:

1. Why was a Tennessee teacher put on trial for teaching evolution? We begin by looking at the Monkey Trial of 1925, where America's religious divisions were highlighted by a 1925 law that banned teaching evolution in Tennessee. The trial demonstrated how strictly Christianity was interpreted by some in the Bible Belt, and how many other Americans looked in disbelief at their views and laws.
2. How to answer Q4 on the USA 1910-29 paper: Here we look at how to answer Q4 on the 1910-29 paper successfully.
3. What discrimination did African Americans face in the USA? To understand the obstacles faced by African Americans, we must first look at the legal mechanisms, most prevalent in the Deep South, that kept African Americans as second-class citizens, including voter tests, Jim Crow segregation laws and employment discrimination.
4. What impact did the KKK have on the lives of African Americans? As well as legal and political discrimination, African Americans faced racial terror by the Ku Klux Klan. If African Americans were seen to 'step out of line', they faced terror from this racist organisation, ranging from assault, murder and lynching. African Americans in the Deep South were most impacted by the KKK. The KKK were a core reason why many African Americans didn't resist or protest discrimination.
5. How far was racial terror confined to the Deep South? Here we look at an important case study known as the Tulsa Race Massacre where, in 1919, a prosperous African American suburb of Tulsa was besieged by a white mob who burnt, looted and murdered. It demonstrates how racial terror didn't solely occur in the Deep South.
6. Did African Americans truly find a better life in the North? This lesson focuses on the Great Migration (where millions of African Americans left the Deep South). We look at why they left as well as how positive their lives became in northern cities like Chicago.
7. How did African Americans resist and protest racism? It is important to emphasise that African Americans didn't passively experience racism; many protested the discrimination they faced. We look at two groups who did this: the UNIA and the NAACP.
8. How were Native Americans' lives changed by the Indian Citizenship Act? We finish off the Race and Religion topic by looking at Native Americans who had historically suffered during the history of the USA. We examine the impact (or lack of) that the Indian Citizenship Act had on their lives.
9. Assessment: Knowledge test and Q1/Q2.

Sequence of Lessons:

1	Why was a Tennessee teacher put on trial for teaching evolution?
2	How to answer Q4 on the USA 1910-29 paper.
3	What discrimination did African Americans face in the USA?
4	What discrimination did African Americans face in the USA?
5	How far was racial terror confined to the Deep South?
6	Did African Americans truly find a better life in the North?
7	How did African Americans resist and protest racism?
8	How were Native Americans' lives changed by the Indian Citizenship Act?
9	Assessment: Knowledge test and Q1/Q2.

Topic Resources:

Knowledge Map:	USA 1910-29	Any other Resources:	EDUQAS USA 1910-29 Textbook
-----------------------	-------------	-----------------------------	-----------------------------

Assessment:

Knowledge:	10
Application of Knowledge:	Q1 and Q2 from the USA 1910-29 exam paper

Supportive Reading:

Any supported reading listed here	EDUQAS USA 1910-29 Textbook

Scheme of Learning: The USA 1910-29

Topic Sequence:

1	2	3	4	5	6	7
The Economic Boom	Immigration	Race and Religion	Crime and Corruption	Lives of Women	Popular Entertainment	End of the Economic Boom

Topic Overview:

America saw a spike in crime and corruption during the 1920s, much of this focused around the lucrative business of alcohol. Despite being banned in America (Prohibition), alcohol production, sales and consumption skyrocketed in America. This led to many Americans, ranging from ordinary citizens to gang bosses like Al Capone, ignoring and breaking the law. Corruption was also evident in the highest office of government, such as the Teapot Dome Scandal which rocked the presidency in the 1920s.

Lesson Sequence:

1. Why did the USA ban alcohol in 1919? Prohibition was enacted in the USA for a variety of social, economic and religious reasons. We need to understand the reasons for the passing of the Volstead Act in 1919 and the various groups who campaigned for it.
2. How far did the USA observe the Volstead Act? Although the Volstead Act banned the production, sale and consumption of alcohol, this didn't mean that alcohol disappeared from the USA. In fact, Americans ranging from the workers to gangsters, bar-tenders to politicians, continued to enjoy alcohol (some might argue even more than before). We look at how much America actually followed the Volstead Act and refrained from alcohol in this lesson.
3. What impact did organised crime have on 1920s America? Although many groups profited from Prohibition, it was organised crime groups in major cities that benefited the most. The growth in illegal alcohol production and bootlegging resulted in a spike in crime in cities such as Chicago and New York, including terrorism and murder. We look at how organised crime impacted the USA, focusing on Al Capone and the Chicago Outfit.
4. How corrupt was the US government in the 1910s and 1920s? Here we examine governmental corruption, namely a scandal involving members of the government who took bribes for leasing land to oil companies, further reinforcing earlier lessons' ideas that crime and corruption were endemic to 1920s America.
5. Assessment: Knowledge test and Q3.

Sequence of Lessons:

1	Why did the USA ban alcohol in 1919?
2	How far did the USA observe the Volstead Act?
3	What impact did organised crime have on 1920s America?
4	How corrupt was the US government in the 1910s and 1920s?
5	Assessment: Knowledge test and Q3.

Topic Resources:

Knowledge Map:	USA 1910-29	Any other Resources:	EDUQAS USA 1910-29 Textbook
-----------------------	-------------	-----------------------------	-----------------------------

Assessment:

Knowledge:	10
Application of Knowledge:	Q3 from the USA 1910-29 paper.

Supportive Reading:

Any supported reading listed here	EDUQAS USA 1910-29 Textbook

Scheme of Learning: The USA 1910-29

Topic Sequence:

1	2	3	4	5	6	7
The Economic Boom	Immigration	Race and Religion	Crime and Corruption	Lives of Women	Popular Entertainment	End of the Economic Boom

Topic Overview:

The 1910s and 1920s was a time of intense change for American women, including social, economic and political advances. Whilst women in major cities like New York embraced the new (and controversial) 'flapper' lifestyle, other groups of women hit back by reviving traditional religious values.

Lesson Sequence:

1. What was life like for women in America in the 1900s? Before we can understand the change that took place in the 1910s and 1920s, we have to examine what life was like for most American women at the turn of the 20th century. Women were without the vote, restricted by social norms and were often underpaid and undereducated compared to their male counterparts.
2. What was the impact of WWI and the vote on American women? The two major events that spurred on change for American women were that of the First World War and the 19th amendment. We look at the impact these two events had.
3. What was the extent of change for American women in the 1910s and 1920s? Although many women did enjoy greater freedom and rights as a result of the 1910s/1920s, many women's lives remained stagnant or, in some cases, social attitudes regressed in anger against the 'urban vices' of the 'flapper' movement.
4. Assessment: Knowledge Test and Q5.

Sequence of Lessons:

1	What was life like for women in America in the 1900s?
2	What was the impact of WWI and the vote on American women?
3	What was the extent of change for American women in the 1910s and 1920s?
4	Assessment: Knowledge Test and Q5.

Topic Resources:

Knowledge Map:	USA 1910-29	Any other Resources:	EDUQAS USA 1910-29 Textbook
-----------------------	-------------	-----------------------------	-----------------------------

Assessment:

Knowledge:	10
Application of Knowledge:	Q5 from the USA 1910-29 paper.

Supportive Reading:

Any supported reading listed here	EDUQAS USA 1910-29 Textbook

Scheme of Learning: The USA 1910-29

Topic Sequence:

1	2	3	4	5	6	7
The Economic Boom	Immigration	Race and Religion	Crime and Corruption	Lives of Women	Popular Entertainment	End of the Economic Boom

Topic Overview:

The 1910s and 1920s was a time of intense change for arts and entertainment: the advent of cinema, the growth in popularity of jazz and widespread ownership of the radio contributed to a significant cultural shift in the USA.

Lesson Sequence:

1. Why had cinema become so popular by 1929? Here we look at the 'Golden Age of Hollywood' and its impact on America, including the birth of celebrity culture and the dawn of cinema as an American pastime.
2. How did jazz impact American culture in the 1920s? America in the 1920s has been coined as the 'party decade' and it was jazz music that was the soundtrack to this partying. Here we look at what jazz was, where and who was playing it, and how it impacted American culture.
3. Assessment: Knowledge Test and Q1/Q2.

Sequence of Lessons:

1	Why had cinema become so popular by 1929?
2	How did jazz impact American culture in the 1920s?
3	Assessment: Knowledge Test and Q1/Q2.

Topic Resources:

Knowledge Map:	USA 1910-29	Any other Resources:	EDUQAS USA 1910-29 Textbook
-----------------------	-------------	-----------------------------	-----------------------------

Assessment:

Knowledge:	10
Application of Knowledge:	Q1 and Q2 from the USA 1910-29 paper.

Supportive Reading:

Any supported reading listed here	EDUQAS USA 1910-29 Textbook

Scheme of Learning: The USA 1910-29

Topic Sequence:

1	2	3	4	5	6	7
The Economic Boom	Immigration	Race and Religion	Crime and Corruption	Lives of Women	Popular Entertainment	End of the Economic Boom

Topic Overview:

The 1920s was defined by the Economic Boom that had spurred on record business growth, significant changes in lifestyle and the creation of 'American might' internationally. However, due to long-term and short-term causes, in 1929 Wall Street crashed and consequently America entered the Great Depression: why did this happen?

Lesson Sequence:

1. What problems emerged in the American economy in the 1920s? Though the 1920s was certainly a story of economic success, there were issues lingering in the background that many Americans wanted to ignore. Eventually, these long-term issues would come to the fore and contribute to the Wall Street Crash in October 1929.
2. What were the short-term causes of the Wall Street Crash? Here we look at the days leading up to the Wall Street Crash: what triggered such a fundamental collapse in the American economy in those final days in October 1929?
3. Assessment: Knowledge Test and Q4.

Sequence of Lessons:

1	What problems emerged in the American economy in the 1920s?
2	How did jazz shape American culture in the 1920s?
3	Assessment: Knowledge Test and Q4.

Topic Resources:

Knowledge Map:	USA 1910-29	Any other Resources:	EDUQAS USA 1910-29 Textbook
-----------------------	-------------	-----------------------------	-----------------------------

Assessment:

Knowledge:	10
Application of Knowledge:	Q4 from the USA 1910-29 paper.

Supportive Reading:

Any supported reading listed here	EDUQAS USA 1910-29 Textbook
	https://www.history.com/topics/great-depression/1929-stock-market-crash

Scheme of Learning: The Development of Germany 1919-1991

Topic Sequence:

1	2	3	4	5	6
Weimar Germany	The Rise of Hitler	Nazi Germany	Life in World War Two	East and West Germany	Cooperation and reconciliation

Topic Overview:

This is the first topic of a unit looking at the development of Germany from 1919-1991. Overall, the unit will chart how Germany was impacted by the First World War, the Weimar Republic and its successes and failings and ultimately how Hitler came to power. It will explore how Hitler consolidated his position as a dictator and, ultimately, created a totalitarian state that would bring about World War Two. Students will explore the impacts of War, the aftermath and the different experiences of East and West Germany. Finally, students will explore the reasons for German unification.

This first Unit begins in 1919, assessing the impact of World War One and The Treaty of Versailles on a newly created democracy. Students will look at years of political and economic instability leading to a "Year of Crisis" in 1923. Students then understand how Germany recovered before finally looking at the impacts of The Wall Street Crash.

Lesson Sequence:

In this series of lessons, students will be attempting to answer the question "How successful was The Weimar Republic." In order to answer this question, we begin by looking at Germany as a nation to place the narrative within its context. Students explore the different regions of Germany and the political and economic differences between them. After this, we analyse the impacts of World War One on Germany, which would ultimately lead to a power vacuum as the Kaiser abdicates.

In order to understand how successful the Weimar Republic is, students first need to understand what it was. As a result, we will look at the Weimar Constitution and explore how politicians tried to create an ideal democracy. We examine the merits of concepts such as proportional representation and Article 48 (Emergency Powers). We will also explore other concepts, such as the idea that Germans were "stabbed in the back" by their politicians for agreeing the armistice and the long lasting impacts this had. Finally, we look at how the Weimar Republic might be considered "doomed from the start" due to the Treaty of Versailles heavy reparations and restrictions.

We then introduce the political spectrum, and evaluate how and why different groups attempted to seize power in Germany in the years 1919 to 1923, eventually culminating in Hitler trying to gain power during The Munich Putsch.

Students are then introduced to Gustav Stresemann, Chancellor and later Foreign Minister of Germany, who is an integral part in helping Weimar achieve "The Golden Years" up to 1929. We explore how foreign agreements helped to boost Germany's economy and global standing, whilst examining the possible repercussions of relying on foreign loans.

Finally, we will learn about a dramatic October in 1929. During this month, Stresemann dies of a heart attack and The Wall Street Crash causes The Great Depression. Students will be ready to examine how Hitler is able to exploit the situation in order to go from a minority party with very few seats in the German parliament, to the most supported party in Germany.

Sequence of Lessons:

1	Context
2	End of World War One
3	Weimar Constitution
4	Dolchstoss
5	Treaty of Versailles
6	Revolts from the left and right
7	1923- The year of crisis
8	Stresemann and The Golden Years
9	Weimar Overview
10	Assessment

Topic Resources:

Knowledge Map:	Germany knowledge maps	Any other Resources:	N/A
-----------------------	------------------------	-----------------------------	-----

Assessment:

Knowledge:	Knowledge test- multiple choice and short answer factual recall questions
Application of Knowledge:	Students will answer a 5 mark describe question and a 6 mark "how far" question

Supportive Reading:

Any supported reading listed here	

Scheme of Learning: The Development of Germany 1919-1991

Topic Sequence:

1	2	3	4	5	6
Weimar Germany	The Rise of Hitler	Nazi Germany	Life in World War Two	East and West Germany	Cooperation and reconciliation

Topic Overview:

This topic is centred around the Nazi party going from a minority party in Germany to establishing a totalitarian dictatorship. Students will explore the rise of The Nazi Party from its inception through to them creating a totalitarian police state. The topic follows on chronologically from the previous unit, with students picking up after the 1929 Wall Street Crash.

Lesson Sequence:

Students begin this unit by going back in time to the creation of The Nazi Party, learning about how Hitler joined the German Workers Party before rebranding it the Nationalist Socialist German Worker's Party (Nazis) with him as leader. We will look at the various factors, such as The Great Depression and Hitler's speaking skills, which resulted in Hitler becoming the chancellor of Germany. What is especially interesting about this unit is that students examine how Hitler was in a weak position when he was first made chancellor. The Nazis had no majority, there were very few Nazi Ministers in the government and Hitler could be removed from his position at any time.

After this, students will learn about how Hitler exploited the situation in order to consolidate his power between 1933 and 1934. For example, we will look at how Hitler exploited The Reichstag Fire to convince the President (Hindenburg) to grant emergency powers to the government. These powers helped Hitler to have leading communists arrested with Hitler claiming he was saving Germany from a communist revolution.

Students will then look at how Hitler, through a mixture of negotiations and fear, is able to get The Enabling Act passed in the German Parliament (The Reichstag). This Act granted Hitler dictatorial powers with which he could pass laws without going through the democratic process.

Students will then analyse how Hitler still had a few barriers to complete power; he could still be removed from power and he also had a huge force of men (The SA) who were potentially becoming disgruntled. We will learn how Hitler brutally suppresses the SA by murdering key leaders in order to establish authority. We will further learn about the death of President Hindenburg. After his death, students learn that Hitler made himself both president and chancellor, calling himself the "Führer." Hitler was now in complete control.

Students then examine the use of terror to control the German people- particularly learning about the establishment of Germany's "Police State." We will learn how the secret police spread fear amongst Germans, how concentration camps were used for political opponents and how there was control at every level of German society.

Sequence of Lessons:

1	The Early Nazi Party
2	Why was Hitler made chancellor?
3	How did Hitler establish a dictatorship? (likely 2 lessons)
4	How did the Nazis create a police state?
5	Assessment

Topic Resources:

Knowledge Map:	Germany knowledge maps	Any other Resources:	N/A
-----------------------	------------------------	-----------------------------	-----

Assessment:

Knowledge:	Knowledge test- multiple choice and short answer factual recall questions
Application of Knowledge:	Students will answer a 12 mark question on importance

Supportive Reading:

Any supported reading listed here	

Scheme of Learning: The Development of Germany 1919-1991

Topic Sequence:

1	2	3	4	5	6
Weimar Germany	The Rise of Hitler	Nazi Germany	Life in World War Two	East and West Germany	Cooperation and reconciliation

Topic Overview:

Following on from Hitler's establishment of The Police State by 1934, students will then begin to evaluate what life was like in Nazi Germany, looking at how the Nazis changed the lives of multiple groups such as women, young people and Jews.

Lesson Sequence:

Within this unit, students are trying to consider how far the lives of people within Germany changed between 1933 and 1939. We begin by reviewing the changes the Nazis made to the economy. Students will learn about how the economy was organised towards full employment (of men) with huge public work schemes and programmes of employment for young men. We will also examine how the Nazis geared the economy towards rearmament in order to both strengthen Germany militarily but also financially. Further, we will look at the treatment of workers and explore how Trade Unions were banned and workers rights were restricted whilst evaluating the rewards and incentives workers received.

We will examine how far the lives of women changed with the Nazis introducing multiple policies to try and encourage an increase in birth rate. We will evaluate how women's roles changed from the rising employment of the 1920s to being forced out of many occupations, with an emphasis on women having traditional domestic duties.

Students will link back to their previous units learning about Nazi control as they explore how the Nazis tried to indoctrinate young people both in education and in their free time. We will examine the changes to the curriculum that were introduced which emphasised racial studies and the importance of physical fitness. We will also look at The Hitler Youth and how they controlled young people during their free time.

Finally, we will look at the anti-Semitic policies of the Nazis from 1933 to 1939. We will look at how Jews rights were taken away, they were dehumanised and, ultimately, discriminated against. We will learn the story of The Jewish Shop Boycott of 1933, the introduction of The Nuremberg Laws of 1935 and the wave of violence that was inflicted upon Jewish people during The Night of the Broken glass in 1938.

Sequence of Lessons:

1	The Nazi Economy
2	Nazi policies towards women
3	Nazi policies towards young people
4	Treatment of Jews 1933-1935
5	Treatment of Jews 1935-1939
6	Assessment

Topic Resources:

Knowledge Map:	Germany knowledge maps	Any other Resources:	N/A
-----------------------	------------------------	-----------------------------	-----

Assessment:

Knowledge:	Knowledge test- multiple choice and short answer factual recall questions
Application of Knowledge:	Students will answer a 12 mark "How Important" question

Supportive Reading:

Any supported reading listed here	

Scheme of Learning: The Development of Germany 1919-1991

Topic Sequence:

1	2	3	4	5	6
Weimar Germany	The Rise of Hitler	Nazi Germany	Life in World War Two	East and West Germany	Cooperation and reconciliation

Topic Overview:

In this part of the Germany students, students will learn about the impacts of World War Two on Germany. They will examine what Germany gained from their initial victories in the war, through to the devastation that the home front experienced following the failed invasion of The Soviet Union.

Lesson Sequence:

Students begin by looking at a big picture overview. Within this lesson, students will learn a brief historical narrative of the events of World War Two. We begin by looking at how The Nazis used Blitzkrieg to take over much of Western Europe; students analyse the benefits that some Germans experienced as a result of this including an influx of luxury items from occupied territories. Students will then learn about Operation Barbarossa, the failed invasion of The Soviet Union. We look at this as a “turning point” from which the war begins to go badly wrong for Germany. Students learn about the home front experience as the allied powers close in and eventually defeat Germany, including the use of the young and old in the “Vulksturm.”

We then review the impact The Second World War had on opposition within Germany. We begin by recapping how people in Germany were controlled in The Police State before World War Two. We then explore how the war resulted in opposition growing, for example from the church with Martin Niemoller, or from young people such as The White Rose Group.

We then review the impact on Jewish people, exploring how the war increased the number of Jews under German control, ultimately leading to The Holocaust.

Finally, students learn about the impact of defeat on Germany; we review this by exploring the social, political and economic impacts.

Sequence of Lessons:

1	Life on the Home Front
2	Opposition
3	Antisemitic policy
4	Defeat
5	Assessment
6	
7	
8	
9	
10	

Topic Resources:

Knowledge Map:	Germany knowledge maps	Any other Resources:	N/A
-----------------------	------------------------	-----------------------------	-----

Assessment:

Knowledge:	Knowledge test- multiple choice and short answer factual recall questions
Application of Knowledge:	9 mark question on significance

Supportive Reading:

Any supported reading listed here	

Scheme of Learning: The Development of Germany 1919-1991

Topic Sequence:

1	2	3	4	5	6
Weimar Germany	The Rise of Hitler	Nazi Germany	Life in World War Two	East and West Germany	Cooperation and reconciliation

Topic Overview:

Following on from the end of World War Two in 1945, students will learn about the division of Germany into the Federal Republic of Germany (West Germany) and the Democratic Republic of Germany (East Germany). Students are comparing and contrasting the two; trying to understand why the FRG experienced an “economic miracle” whilst the East had a struggling economy.

Lesson Sequence:

To set the scene, we begin by exploring how Germany was divided up between the allies of World War Two. We look at the impacts of denazification, democratization and division. We investigate the different approaches between the Western Allies to West Germany and Stalin with East Germany.

We will then look at how quickly the relationship between East and West deteriorated; we will focus largely on 1948 and issues taking place in Berlin. We learn about how Stalin blockaded West Berlin, stopping all vital supplies from reaching it. Students evaluate how and why this happened as well as exploring the Western Allied response of the Berlin Airlift, flying vital supplies into West Berlin. We will look at how this event was an international crisis and could have resulted in another war, but that neither side wanted this to happen.

We then spend some time comparing the experiences of West and East Germans in the 1950s, 60s and 70s. We will evaluate how and why the West experienced an economic miracle due to the work of Konrad Adenauer, loans from America and excellent union/government relations.

We finish by exploring Willy Brandt’s policy of Ostpolitik, which helped to improve relations between East and West Germany.

Sequence of Lessons:

1	Division of Germany
2	Blockade/Airlift
3	Recovery of West Germany
4	Berlin as a point of tension
5	Ostpolitik
6	
7	
8	
9	
10	

Topic Resources:

Knowledge Map:	Germany knowledge maps	Any other Resources:	N/A
-----------------------	------------------------	-----------------------------	-----

Assessment:

Knowledge:	Knowledge test- multiple choice and short answer factual recall questions
Application of Knowledge:	5 marker (describe) and 8 marker (explain)

Supportive Reading:

Any supported reading listed here	

Scheme of Learning: The Development of Germany 1919-1991

Topic Sequence:

1	2	3	4	5	6
Weimar Germany	The Rise of Hitler	Nazi Germany	Life in World War Two	East and West Germany	Cooperation and reconciliation

Topic Overview:

This unit will explore how East and West Germany eventually became reunified. We will examine how the USSR was struggling economically and how, through a series of reforms, the Soviet Union was dissolved. We explore the impact on Germany and how the withdrawal of soviet support led to a growth of protest movements who would eventually tear down the Berlin Wall.

Lesson Sequence:

Students begin by looking at the problems with The Soviet Union; we will examine how a string of old leaders and a struggling economy resulted in multiple high profile catastrophes such as Chernobyl. We explore how The Soviet Union was reformed under Gorbachev to try to create openness and allow private ownership. We evaluate how these changes by Gorbachev resulted in the breakdown of the Soviet Union and withdrawal of troops from Germany.

As a result of a lack of soviet support, we then review how East Germans felt empowered to protest. We look at how these developments would eventually result in the breakdown of the Berlin Wall. We review the causes of German reunification so that students are able to explain how and why Germany became one country again.

As the penultimate part of their course, students will examine how The Cold War came to an end, in particular examining the breakdown of the Soviet Union. We compare and contrast how the different countries began to become independent from Russia and the impact that this had.

Finally, we explore how important the politician Helmut Kohl was in the reunification of Germany.

Sequence of Lessons:

1	Why did the GDR collapse?
2	Reunification
3	How did The Cold War End?
4	The role of Helmut Kohl in reunification
5	
6	
7	
8	
9	
10	

Topic Resources:

Knowledge Map:	Germany knowledge maps	Any other Resources:	N/A
-----------------------	------------------------	-----------------------------	-----

Assessment:

Knowledge:	Knowledge test- multiple choice and short answer factual recall questions
Application of Knowledge:	45 Minute GCSE Mock

Supportive Reading:

Any supported reading listed here	