



Intent:

The History curriculum at Studley High School is designed to expose students to a broad narrative, covering the history of a number of time periods, places and peoples. We are aiming to develop critical historical thinkers, able to handle evidence and interpretation in a skilful way, creating students who can discern for themselves the utility and reliability of information with which they are presented. Students will be able to assess causes of events, and gauge the extent of consequences. Our intent is to create knowledgeable citizens of the world who are familiar with different cultures, players and stories, able to be comfortable with the context of the world as they grow. Our choice of content begins in Year 7 with the foundations of British history. It is important for them to understand the meaning of “The British”, what it means to be British, and the roots of our shared island story. Therefore, our introductory unit to History at Studley is a thematic study of Migration over time. Students will look at key waves of migration from the Romans to the Windrush, looking at the positive and negatives associated with migration at different points, as well as the contributions made by migrants to Britain. There will be case studies to help students explore these stories, including Jewish migration in the city of York and black Tudors. The depth study in Topic 2 looks at the impacts of a very different invasion – the Norman Conquest of 1066. We have selected this to begin our chronological section of Year 7 because it is a watershed moment in Medieval history, and provides an entry point to the narrative that students can access, whilst also providing “big questions” to explore. In topic 3 & 4 we continue with our chronological study to juxtapose two very different geographical cultures, but at the same moment in time. Students will consider what historians know about life in Medieval England, and the ways in which historians work to develop this knowledge. This will include a case study of Medieval Studley, looking at some archaeological and geographical evidence to tie into wider events, such as the Black Death. Then they will shift focus to the Middle East, looking at the Islamic Empire under the Seljuk Turks and the causes, events and consequences of the Crusades. Finally in Year 7 students will analyse and evaluate the reasons for a decline in the power of the monarchy, looking particularly at key figures in British history from Henry II – Charles III. There is a depth series within the broader scope, looking at the causes of the English Civil War in 1642.

Year 8 takes a thematic approach, in contrast to the chronological study undertaken in Year 7. Students will look at the ways in which different groups have fought for rights and freedoms across history, in this year which we have named “Rights and Riots”. Students will look at 4 key groups – the working class, black people in the USA, countries part of the British Empire, and women in the UK. Across this period, we will come frequently to the main question of how rights have been acquired, and evaluating the success of different methods. The skill focus will change throughout this year depending on the content being taught to ensure development of main skills through Key Stage 3. In the last half term students will again zoom out to a thematic unit of study, considering the ways in which they have seen change achieved and applying their historical learning to modern contexts such as Black Lives Matter and Extinction Rebellion movements.

In Year 9 we will study conflict during the 20th Century. For this academic year we have added a bridging unit from Year 8 to Year 9 looking at conspiracy theories. The reason for this is two-fold; to help students better understand the purpose of studying history, and also to bring on their skills in key areas like source handling and forming coherent, logical and supported arguments. Students will then move on to the First World War, spending time looking at the complex, multicausal explanation for the beginning of the First World War. Their study of the trench system itself is brief here, as we will revisit this in Year 10 for GCSE students. Instead, we have chosen to look at the work of David Olusoga in *The World’s War – Forgotten Soldiers of Empire*. Students will use this to explore aspects of the First World War through the lens of



soldiers from different classes and backgrounds, such as Algerian troops suffering the first gas attacks to the racism faced by the Chinese Labour Corps. We continue chronologically through to the interwar years and Britain's role in appeasing the dictators of the day, specifically Hitler and Stalin. Lastly, we move to more modern history with a depth study on the Arab-Israeli conflict. This is chosen as a natural bringing together of themes – imperialism, militarism, nationalism that contributed to WWI as well as the role of Britain in the world studied in Year 8 but at a more complex level that allows us to bring in current affairs and engage students more widely.

At GCSE we will study the Edexcel GCSE History syllabus, with the following units:

Paper 1: Medicine through Time, with the British Sector of the Western Front as our historical environment study

Paper 2: Anglo-Saxon and Norman England (British Study) and Superpowers in the Cold War (Depth Period Study)

Paper 3: Weimar and Nazi Germany

Y10 will begin with the Medicine through Time unit, which is the broad, thematic unit. They will then move on to Superpowers in the Cold War. This is a difficult paper in terms of content and is taught in the middle of Year 10 with extra time given to firmly embed students' learning, as well as plenty of time to forget, revise and relearn. The Anglo-Saxon topic with which we end Year 10 is very different in terms of content but similar in terms of skills required and students' understanding of "depth" in History. In the following academic year, this cohort will begin Year 11 with a study of Weimar and Nazi Germany. This paper, carrying the most weight and delivering a brand-new assessment objective, is held for Y11 due to its difficulty. They will then revisit Paper 1 to complete the historic environment of the British Western Front. The trenches unit shares the same skill set as the Weimar and Nazi Germany paper, so students should be very familiar with approaching the sources required, before finally revising before their exam season begins.

Implementation:

At Studley we believe that students best develop as historians with a deep knowledge of the time period that they are studying. This firm grasp of the features and characteristics of the period allow students to confidently explore second order concepts such as change and continuity. Therefore, our curriculum has a focus on delivering knowledge, applying their learning and reviewing and retrieving their knowledge frequently. Students are taught using authentic materials and sources wherever possible, allowing students to become familiar with challenging, sometimes archaic language and using the visual materials, pictures, portraits and cartoons that were available to people of the day. We also expose students to a variety of sources, such as archaeological evidence and artefacts. Schemes of work and lessons are designed around enquiry questions, pushing students to ask big questions about the past and to not be satisfied with simple answers – it may often take a number of lessons to fully form an answer or opinion. Students are encouraged in this by regular paired, group and discussion work to develop their argument skills.



Impact: Assessment is done through tasks that allow students to demonstrate ability in a particular disciplinary skill. We have outlined 6 historical skills – cause and consequence, change and continuity, evidence, interpretations, organisation and knowledge. These latter two are evident in every single unit and will be assessed very frequently. The other 4 will rotate, as demonstrated below, to allow students to revisit and refine their skills in these areas. Student progress will be tracked in these areas throughout the year, with students taking ownership of their own progress and being aware of how they as individuals will become better historians. Aside from the academic impact, we endeavour to create students who can be active citizens at a local, national and global level. They should appreciate the values and contributions of people and cultures other than their own, be able to relate and empathise with people in a variety of situations in the past and present, and be evaluative in the face of a barrage of information that comes with the modern world. Studley students will be confident in navigating these challenges, armed with the skills that history has developed in them.

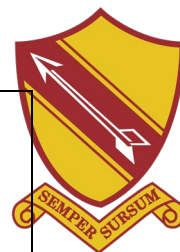
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p><u>Year 7</u></p> <p>“Forging our Foundations”</p> <p>3 Lessons per fortnight</p>	<p><i>Who are the British? Waves of Migration from the Romans to the Windrush</i></p> <p>Knowledge: The first Britons – Stone Age, Celtic and Iron Age people. </p> <p>Reasons for the Roman migration and some of the reactions – ie Boudicca’s rebellion </p> <p>Reasons for the Anglo-Saxon migration – push and pull factors</p> <p>13th Century Jewish migration – case study on Clifford’s Tower</p>	<p><i>‘Castles and the Conquered’ – What impact did the Norman Conquest have on the people of England?</i></p> <p>Knowledge: The crisis year of 1066 and claimants to the English throne The significance of the Battle of Stamford Bridge Case Study – Hastings. Armed forces, tactics used, reasons for outcome William’s control of England; Feudal System, Domesday Book, Castles Castle Case Study – Changing castle design, defensive features, methods of</p>	<p><i>How would people in Studley have experienced the Middle Ages?</i></p> <p>Knowledge: The importance of the Medieval Church, Monastic callings and the Benedictine rules. Religious </p> <p>disagreement between Becket and Henry II, including consequences. </p>	<p><i>How different was the Islamic Medieval World?</i></p> <p>Knowledge: How advanced was Medieval Baghdad? </p> <p>What was a Crusade, reasons for success during the First Crusade and failure during the Second Crusade. Saladin vs Lionheart and use of source skills. The Templars and other military orders, including their longevity in</p>	<p><i>Why has the power of the monarch changed over time? A study from William I to Charles III</i></p> <p>Knowledge: Review of monarchs studied so far </p> <p>William II and Henry II – how strong were these monarchs? </p> <p>Why did King John hand over power to the Barons? Magna Carta. The Wars of the Roses leading into the legitimacy of the Tudor Dynasty. The reasons for Henry’s break with Rome and the effect on power of the monarch. The comparison between Catholic England and Protestant England </p> <p>The religious changes of Mary I, Edward VI and Elizabeth I in resolving the crisis. </p> <p>Why did people believe in witchcraft under James I. The long and short term causes of the English Civil War, including</p>	



<p>Push factors involved in the Puritan emigration to America Diversity in Renaissance England What was the experience of the Windrush migrants?</p> <p>Skills: Chronology and words to describe time Types of sources used by historians Cause - why did people migrate? Change - How have migrants contributed to Britain's development?</p>	<p>attack (Local History link to Warwick). Was the Harrying of the North justified?</p> <p>Skills: Cause and consequence - throughout, but especially in explaining the reason for 1066 as a crisis year, the outcome of Hastings and consequences of William's win.</p> <p>Introduction to interpretations - Harrying of the North</p>	<p>Life in Medieval Studley and social groupings. Causes, handling and consequences of the Black Death in the local area</p> <p>Skills: Handling evidence and interpretations - evidence is source material from the Medieval Period, interpretations will be in understanding how Studley was affected during this time period.</p>	<p>media. The extent of changes in the Middle East as a result of the Crusade.</p> <p>Skills: Change -and Continuity. The actions of Crusaders in the Middle East (ie building castles) and the efficacy of those methods, including how long they lasted in the Middle East. Use of sources Throughout but especially contemporary accounts of Saladin and Richard the Lionheart.</p>	<p>challenges to the power of Charles I. The armies of the English Civil War and military reform under Cromwell. The decision to execute Charles I and the arguments behind this decision. Interpretations of Cromwell - lord protector or usurper? What was life like in Puritan England under Cromwell's rule? How did the monarchy return? SPE Link: How much power does Charles III have?</p> <p>Skills: Change and Continuity - thematic over time. Charting the rising and falling power of the monarchy and, linked to below, being able to explain why those changes have occurred over time. Cause and consequence - within the unit, ie outbreak of Civil War Also see point above.</p>
<p>Assessment Points: L5 diagnostic L11 formative</p>	<p>Assessment Points: L4 diagnostic L11 formative</p>	<p>Assessment Points: L5 knowledge check L7 topic assessment</p>	<p>Assessment Points: L5 knowledge check L7 topic assessment</p>	<p>Assessment Points: L6 diagnostic L13 diagnostic L17 formative</p>



<p>Year 8 "Rights and Riots"</p> <p>3 Lessons per fortnight</p>	<p><i>How did different nations experience Empire?</i></p> <p><u>Knowledge:</u> What an Empire is and which countries formed the British empire at its height. How the empire expanded over time and who is credited – the role of Robert Clive, James Cook and John Smith. The benefits of empire for Britain. Experience of Empire for India – India under the Mughal rulers, the role of the East India Company, the Sepoy Rebellion 1857 and the Amritsar Massacre of 1919. Experiences of Ireland under Empire – Ireland land ownership and religious</p>	<p><i>Industrial Britain: How did the working class fight for their rights?</i></p> <p><u>Knowledge:</u> The impact of the Agricultural Revolution. The effect of new technologies such as the Spinning Jenny and Flying Shuttle, as well as iron, steam and coal. Mining and experience of miners, as well as conditions underground, in factories and in domestic work such as chimney sweeping. The improvements made in safety during this period, and the action of working class people and others in bringing that change about. The life of children at this time, including child labour. Homes and public health in Redditch – local link. The reasons and methods of public health improvements</p>	<p><i>How have Black people fought for their civil rights?</i></p> <p><u>Knowledge:</u> Mansa Musa and Africa before the Transatlantic Slave Trade. Roots of the slave trade. Organisation of the slave trade and movement of people across the Atlantic; capture, middle passage. Case Study on the <i>Zong</i>. Slave sales and auctions in America, conditions on plantations and methods of resistance amongst enslaved people. Individuals such as Harriet Tubman and Olaudah Equiano. The reasons for and extent of abolition in Britain. The method of abolition in the USA and the immediate days after slavery. The Jim Crow laws and segregation, use of law to enforce semi-slavery in the South, including a case study on the Tulsa Massacre. The people involved in the fight for Civil Rights in the 1960s – Rosa Parks, the Little Rock 9, Martin Luther King Jr and Malcolm X. To what extent Civil Rights have been achieved by 2023.</p> <p><u>Skills:</u> Slave trade section will focus on the use of sources – aiming to centre authentic narratives.</p>	<p><i>Why did women win the vote in 1918?</i></p> <p><u>Knowledge:</u> Stereotypical images of Victorian women and societal constrictions placed on them. The work and efficacy of Millicent Fawcett and the Suffragists, the militant shift under Pankhurst and the WSPU including responses from society, the Cat and Mouse Act. Emily Davidson's role and whether it helped or hindered progress. The work of women during the First World War.</p> <p><u>Skills:</u> Cause and consequence – to be able to explain a</p>	<p><i>History in action: What actions are effective in bringing change?</i></p> <p><u>Knowledge:</u> Thematic unit – a review of knowledge gained, applied to a different angle. The work of Ghandi the Black Lives Matter movement and recap of civil rights campaigners of the 1960s the use of propaganda, using legal pressure to bring change with a case study on the repeal of the death penalty.</p> <p><u>Skills:</u> Organising knowledge, historical vocabulary</p>
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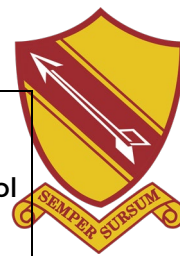
	<p>rights before 1850, the causes of the Irish Famine and the British role in handling the crisis.</p> <p><u>Skills:</u> Interpretations (of empire particularly, Sanghera and Ferguson) Change and Continuity – How far did Britain change the countries within their empire, such as India?</p>	<p>in the 19th Century. Power and democracy in 1832, the revolts of working people including the reasons for their failure, the Great Reform Act. <u>Skills:</u> Change and continuity – across the period, how have the lives of working people changed? What was the cause of this change – working people or government action?</p>	<p>Post slavery will switch to emphasise interpretations, using the work of historians.</p>	<p>multicausal argument about why women gained the vote in 1918, reaching a substantiated conclusion.</p>		
	<p>Assessment Points: L4 diagnostic L11 formative</p>	<p>Assessment Points: L6 diagnostic L11 - formative</p>	<p>Assessment Points: L9 – diagnostic L18 - formative</p>	<p>Assessment Points: L7 - formative</p>	<p>Assessment Points: L6-7 project completion</p>	
<p><u>Year 9</u> “The World at War”</p>	<p>For this academic year only: <i>How do historians challenge conspiracy theories?</i> <u>Knowledge:</u> Surface knowledge of a</p>	<p><i>Why did war break out in 1914? How did different people experience the First World War?</i> <u>Knowledge:</u> The causes of the First World War including imperialism, the alliance system in</p>	<p><i>Was appeasement the right choice in 1939?</i> <u>Knowledge:</u> The end of the First World War, including the reasons for German surrender</p>	<p><i>How and why did the Holocaust happen?</i> <u>Knowledge:</u> Hitler’s methods of control in Nazi Germany – How was society set up to</p>	<p><i>What has caused conflict in the Middle East?</i> <u>Knowledge:</u> The strengths and weaknesses of the Ottoman Empire at the beginning of the 20th Century. Britain’s role in</p>	<p>GCSE preparation: <i>Medicine in the Ancient World</i> <u>Knowledge:</u> Understanding how disease was explained and accounted for the Prehistoric, Egyptian, Greek,</p>



	<p>variety of conspiracy theories, enough to understand the context in which to place source materials. How to analyse sources for information and question source origins for utility purposes – author, time, purpose. <i>COOK</i> framework for questioning sources. How to structure argument paragraphs to be convincing – claim, evidence, counter claims, rebuttals and conclusions.</p> <p><u>Skills:</u> Handling evidence Organising knowledge</p>	<p>Europe and trigger events. The purpose, construction and conditions of the trenches. The make up of the British Army in WWI, the use of new weapons such as gas, case study on the failures of the Battle of the Somme. Experiences of soldiers from Britain, India, Algeria and China.</p> <p><u>Skills:</u> Interpretations: Students use the work of David Olusoga as our anchor historian and others to question the lasting image of WWI</p>	<p>The terms of the Treaty of Versailles and differing interpretations of it – was it a fair treaty? An overview of the Nazi Party, with a brief understanding of domestic beliefs – not a focus here however. Analysis of the League of Nations’ strength and weaknesses. Case Study – Appeasement. Was it the right choice at the following flashpoints? Rearmament, Rhineland, Anschluss, Sudetenland, Czechoslovakia, Poland</p> <p><u>Skills:</u></p>	<p>allow the Holocaust? Prewar Jewish life, anti-Jewish legislation and the slow growth of oppression. Kristallnacht as a turning point for violence. Movement to and conditions within the ghettos. Understanding the “Final Solution” and how it was carried out. To review and question who was responsible for the Holocaust.</p> <p><u>Skills:</u> Handling Evidence Change over time – comparison with Y7 Medieval persecution, through to 20th</p>	<p>destabilising the region through diplomatic channels such as the Sykes-Picot Agreement and Lawrence of Arabia, including WWI. The causes, events and consequences of the Arab-Israeli Conflict. The impact these events had on the rise of Islamic fundamentalist groups such as Al-Qaeda and ISIS. A case study on 9/11 and how its roots go back to the British Mandates in Palestine.</p> <p><u>Skills:</u> Cause and Consequence – understanding why there has been conflict and why war broke out in specific periods – ie 1947</p>	<p>Roman and Islamic Ancient Worlds. Understanding what treatments were used in those time periods. Understanding the approach to public health in Roman Britain, and the impact the fall of the Roman Empire had on living standards here.</p> <p>Key individuals: Asclepios, Hippocrates, Galen, Al-Rhazes and Ibn Sina. <u>Skills:</u> A01 – Knowledge and understanding of key features of the time period A02 – Second order concepts – in this case, change over time.</p>
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			Interpretations - eg Liddel-Hart, EH Carr From unit 1 - forming strong arguments	Century persecution.	Significance - understanding and applying criteria to explain why some points in time are historically significant	
	Assessment Points: L5 - bridging unit so very short. Will revisit these skills again shortly and include on next assessment.	Assessment Points: L5 - diagnostic L12 - formative	Assessment Points: L4 - diagnostic L10 - formative	Assessment Points: L7 - formative	Assessment Points: L7 - Diagnostic L11 - Formative	Assessment Points:
Year 10 Edexcel History GCSE	<i>Paper 1: Medicine Through Time</i> Knowledge Covering four time periods; Medieval England, Renaissance England, Industrial Britain, Modern Britain. Within each time period, students should know the ideas on cause of disease, approaches to treatment, prevention methods, hospitals and healers, plus a specific case study. Medieval: The Black Death Renaissance: The Great Plague Industrial Britain: Cholera outbreaks of the C19th Modern Britain: Lung Cancer Skills: All questions target A01/A02		<i>Paper 2 Depth Study: Superpowers relations and the Cold War 1941-1991</i> Knowledge: Please refer to the scheme of learning for a full breakdown of each topic. Students need to gain an understanding of: The early tension between the East and West following WWII, including role of conferences, telegrams and speeches in raising tension. The development of separate blocs and how this is demonstrated through organisations like Comecon. The intensification of the Cold War through events like the Berlin Blockade (1948) and Hungarian Uprising (1956). Then into the		<i>Paper 2 British Study: Anglo-Saxon and Norman England 1060-1088</i> Knowledge: The structure, societal and political power systems as well as key cultural and economic features of Anglo-Saxon England. The House of Godwin, their spread and influence. The rebellion against Tostig and consequences. The death of Edward the Confessor and reasons for crisis in 1066. Motive and claims of William of Normandy, Harald Hadrada, Edgar the Atheling and Harold Godwinson. The reasons for, events and significance of the Battles of Gate Fulford and Stamford Bridge. The Battle of Hastings - armies, lead	

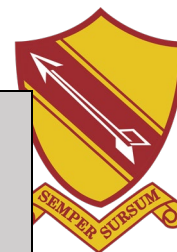




		<p>end of Key Topics. Knowledge is regularly assessed through retrieval tasks and standalone knowledge tests.</p>	<p>A02 – Explain and analyse historical events and periods studied using second order historical concepts.</p> <p>Exam questions are used frequently throughout lessons in piecemeal and model fashion, with set piece mock exams at the end of Key Topics. Knowledge is regularly assessed through retrieval tasks and standalone knowledge tests.</p>
<p><u>CURRENT Year 11 Edexcel History GCSE</u></p>	<p><i>Paper 3: Weimar and Nazi Germany 1918-1939</i> <u>Knowledge:</u> The origins and organisation of the Weimar Republic 1918-1919. The early challenges to the Weimar Republic including the Treaty of Versailles, the Spartacist Uprising, the Kapp Putsch, the Occupation of the Ruhr and hyperinflation. German recovery in the 1920s under Stresemann and to what extent the Weimar period can be called a “Golden Age”. The early development of the Nazi Party and Hitler’s early career, his attempts to organise the party including the role of the SA and the 25 point plan. The reasons for, events and outcomes of the Munich Putsch. The reasons for limited support from 1924-1928, Nazi party reorganisation across the same period and the Bamberg Conference of 1926. Growth in support for the Nazis and Communists, reasons behind this growth including rising unemployment and failures of the Weimar Republic. Specific reasons on Hitler – personal appeal, strength of public speaking, propaganda around him as a personality as well as the party generally. How Hitler became Chancellor, including the “backstairs intrigue”. The roles of Hindenburg, Brüning, Von Schleicher and von Papen in particular. Hitler’s actions to create a dictatorship and police</p>	<p><i>Paper 2 British Study: Anglo-Saxon and Norman England 1060-1088</i> <u>Knowledge:</u> The structure, societal and political power systems as well as key cultural and economic features of Anglo-Saxon England. The House of Godwin, their spread and influence. The rebellion against Tostig and consequences. The death of Edward the Confessor and reasons for crisis in 1066. Motive and claims of William of Normandy, Harald Godwinson, Edgar the Atheling and Harold Godwinson. The reasons for, events and significance of the Battles of Gate Fulford and Stamford Bridge. The Battle of Hastings – armies, lead up, tactics, and outcomes, and reasons for victory. Early submission and Norman control – Marcher earldoms and</p>	







	<p>state; the Reichstag Fire, Enabling Act, Knight of the Long Knives and banning other parties. The use of the Gestapo, SD and SS, including development of Concentration camps. Nazi control of legal systems, police, Reich Church and methods used to control people and ideas, including radio, sports and propaganda. Opposition, resistance and support for Hitler's Nazi party in the 1930s. Life in Nazi Germany for specific groups – women, the youth, minorities, workers.</p> <p>Skills: <u>All assessment objectives are covered here.</u> A01 – Demonstrate knowledge and understanding of key features of the period studied A02 – Explain and analyse historical events and periods studied using second order historical concepts. A03 – Analyse, evaluate and use sources contemporary to the period to make substantiated judgements, in the context of historical events. A04 – Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events.</p> <p>Exam questions are used frequently throughout lessons in piecemeal and model fashion, with set piece mock exams at the end of Key Topics. Knowledge is regularly assessed through retrieval tasks and standalone knowledge tests.</p>	<p>castles. Anglo-Saxon rebellion – early from Harold's family, Edwin & Morcar's rebellion (1068), Edgar the Atheling's rebellion and the Northern Rebellion (1069), Hereward the Wake (1071). Defeat of rebellion and the consequences – Harrying of the North, changes to land ownership and methods of imposing monarchical power. The Revolt of the Earls (1075). The Feudal system under Norman control, changes to the Church including the role of Stigand, Lanfranc and building new churches across England. Extent of change to Anglo-Saxon society, economy, language, architecture and culture. Changes to system of government including Royal Forest, demesne, sheriffs and regents. Career and significance of Bishop Odo. Issues with legacy and disputed succession to William II – including rebellion of Robert Curthose.</p> <p>Skills: All questions target A01/A02 A01 – Demonstrate knowledge and understanding of key features of the period studied A02 – Explain and analyse historical events and periods studied using second order historical concepts.</p>	
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		Exam questions are used frequently throughout lessons in piecemeal and model fashion, with set piece mock exams at the end of Key Topics. Knowledge is regularly assessed through retrieval tasks and standalone knowledge tests.		
<p><u>NEXT YEAR</u> <u>Year 11</u></p>	<p><i>Paper 3: Period Study - Weimar and Nazi Germany 1918-1939</i> Knowledge: The origins and organisation of the Weimar Republic 1918-1919. The early challenges to the Weimar Republic including the Treaty of Versailles, the Spartacist Uprising, the Kapp Putsch, the Occupation of the Ruhr and hyperinflation. German recovery in the 1920s under Stresemann and to what extent the Weimar period can be called a "Golden Age". The early development of the Nazi Party and Hitler's early career, his attempts to organise the party including the role of the SA and the 25 point plan. The reasons for, events and outcomes of the Munich Putsch. The reasons for limited support from 1924-1928, Nazi party reorganisation across the same period and the Bamberg Conference of 1926. Growth in support for the Nazis and Communists, reasons behind this growth including rising unemployment and failures of the Weimar Republic. Specific reasons on Hitler – personal appeal, strength of public speaking, propaganda around him as a personality as well as the party generally. How Hitler became Chancellor, including the "backstairs intrigue". The roles of Hindenburg, Brüning, von Schleicher and von Papen in particular. Hitler's actions to create a dictatorship and police state; the Reichstag Fire, Enabling Act, Knight of the Long Knives and banning other parties. The use of the Gestapo, SD and SS, including development of Concentration camps. Nazi control of legal systems, police, Reich Church and</p>	<p><i>Paper 1: Historical Environment Unit - British Sector of the Western Front 1914-1918</i> Knowledge: The context of the Ypres Salient and Western Front as a theatre of war; construction and conditions of trenches as well as the key features of major battles in the area (First & Second Battles of Ypres, Hill 60, Somme, Arras, Passchendaele, Cambrai). Conditions requiring medical</p>	<p><i>Revision and Recap of key points.</i></p> <p>Focus on question stems, exam technique and changing content to suit particular needs of the cohort identified by ongoing assessment.</p>	



	<p>methods used to control people and ideas, including radio, sports and propaganda.  Opposition, resistance and support for Hitler's Nazi party in the 1930s. Life in Nazi Germany for specific groups – women, the youth, minorities , workers.</p> <p><u>Skills:</u> <u>All assessment objectives are covered here.</u> A01 – Demonstrate knowledge and understanding of key features of the period studied A02 – Explain and analyse historical events and periods studied using second order historical concepts. A03 – Analyse, evaluate and use sources contemporary to the period to make substantiated judgements, in the context of historical events. A04 – Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events. Exam questions are used frequently throughout lessons in piecemeal and model fashion, with set piece mock exams at the end of Key Topics. Knowledge is regularly assessed through retrieval tasks and standalone knowledge tests.</p>	<p>treatment and problems of ill health arising from trench conditions and new weapons.</p> <p> The work of RAMC, FANY, systems of transport like stretcher bearers. <u>The chain of evacuation.</u> New techniques and methods developed on the Western Front such as brain surgery, x-ray units, plastic surgery. Understanding the context of surgery before the period to understand the extent of  changes.</p> <p><u>Source specific knowledge:</u></p> <ul style="list-style-type: none">• Knowledge of national sources relevant to the		
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		<p>period and issue, e.g. army records, national newspapers, government reports, medical articles.</p> <p></p> <ul style="list-style-type: none">• Knowledge of local sources relevant to the period and issue, e.g. personal accounts, photographs, hospital records, army statistics. <p></p> <ul style="list-style-type: none">• Recognition of the strengths and weaknesses of different types of source for specific enquiries. <p></p> <ul style="list-style-type: none">• Framing of questions relevant to the pursuit of a specific enquiry. <p></p>		
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		<ul style="list-style-type: none">• Selection of appropriate sources for specific investigations. <p><u>Skills</u></p> <p>A01: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>A03: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p>		
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