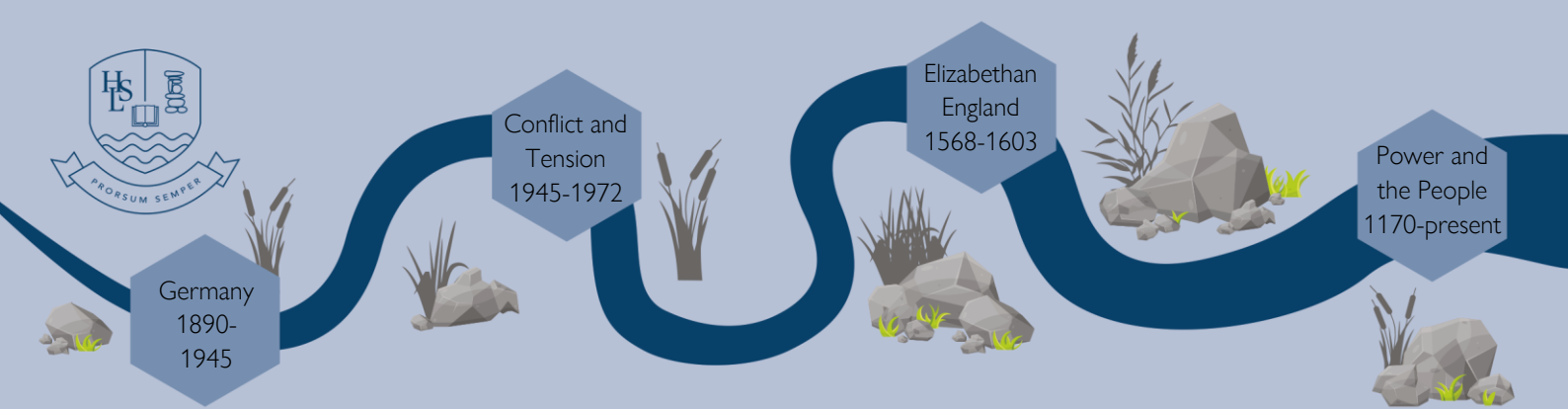
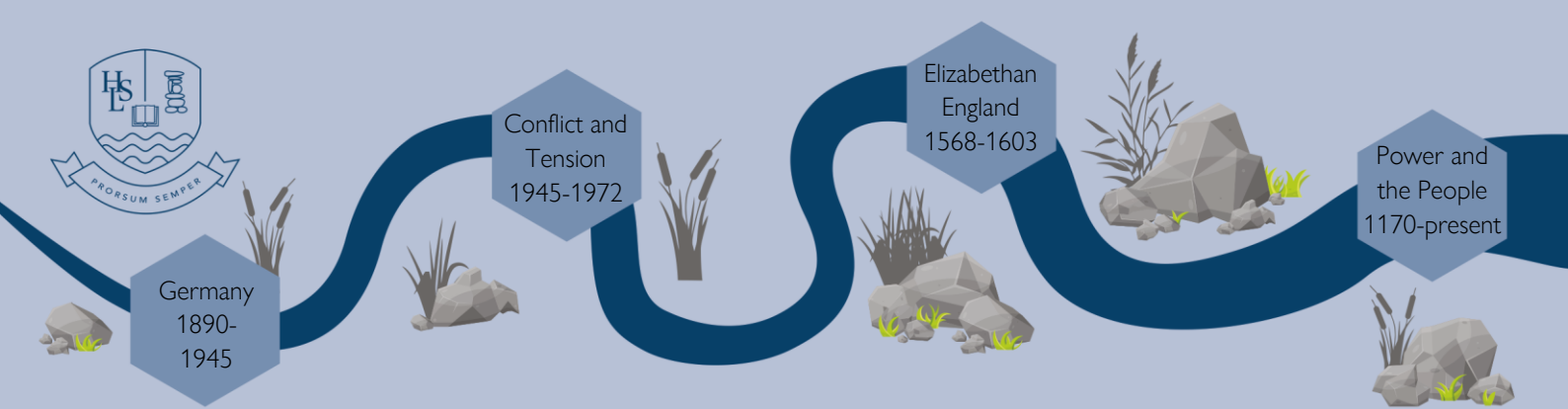


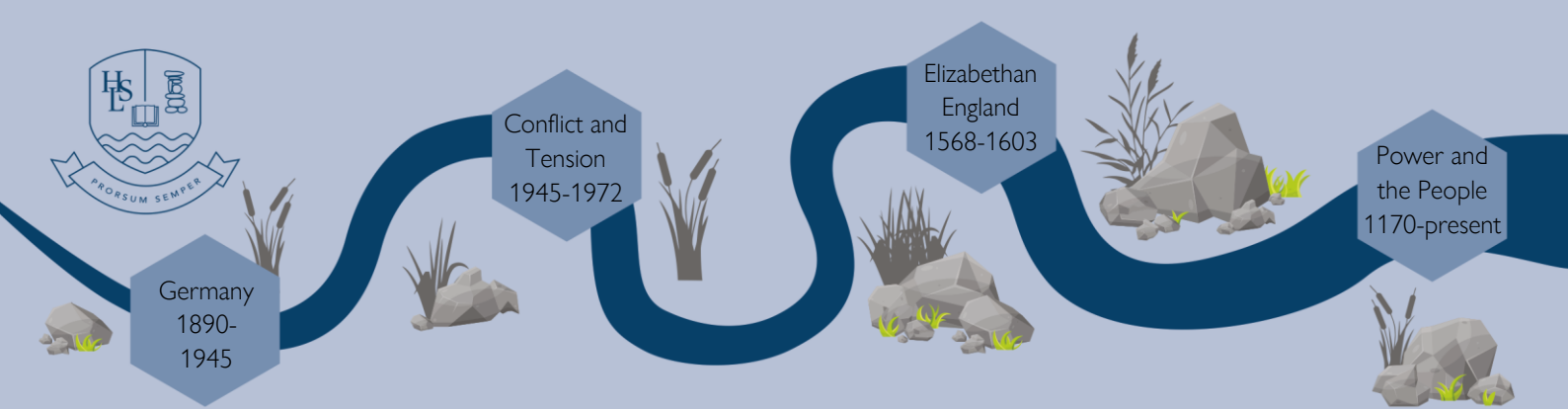
Subject: History		Year Group: 10		Term: Autumn/Spring	
Module: Paper 1 Unit 1					
Topic Outline & Aims (Intent) This unit explores Germany from 1890 to 1945, covering the fall of the Kaiser, the challenges of the Weimar Republic, the rise of Hitler and the Nazis, and life under Nazi rule. It examines how democracy collapsed, dictatorship was established, and ordinary Germans were affected by political, social, and economic change.					
Key Skills and Knowledge taught through this topic: (Intent) Students will develop the ability to explain and analyse causes, consequences, and significance of events in Germany 1890–1945. They will interpret and evaluate sources and interpretations, make supported judgements, and understand key concepts such as democracy, dictatorship, propaganda, and opposition. Knowledge includes political, social, and economic developments, the rise of the Nazis, and life under their regime.					
Prior Learning: (Context) KS3: concepts of dictatorship, propaganda and revolution			Future Learning: (Context) KS4: The content will benefit students and enhance their understanding of the second module on Paper 1: Conflict and Tension 1945-1972.		
RRSA Links: This module links to the RRSA by showing how the denial of rights—through dictatorship, persecution, and censorship—impacted people in Germany, highlighting the importance of participation, protection, and respect for others.			Assessment of Learning: (Impact) Students are assessed through regular exam-style questions, end-of-unit tests, knowledge and key word quizzes, and mock exams in Years 10 and 11.		
British Values Links: The module highlights the importance of democracy, the rule of law, individual liberty, and mutual respect. Studying the rise of dictatorship and persecution in Germany highlights why these values are essential for protecting rights and preventing abuse.					
Eco Schools Links: n/a					
Reading / Enrichment: 1. <i>Weimar and Nazi Germany</i> – Jill Stephenson 2. <i>Hitler and Nazi Germany</i> – Ian Kershaw 3. <i>The Diary of Anne Frank</i> – Anne Frank Additional Articles: Various articles from BBC History Magazine on Weimar Germany, the rise of Hitler, and life under the Nazis.		Key Vocabulary: (Literacy) <ul style="list-style-type: none">Weimar RepublicHyperinflationGreat DepressionNazi Party / NSDAPPropagandaCensorshipGestapoAnti-SemitismTotalitarianismFuhrerprinzip <i>A more comprehensive vocabulary list is available on the AOA website.</i>		Numeracy Opportunities: <ul style="list-style-type: none">Interpreting graphs on hyperinflation and unemployment.Calculating vote percentages in Weimar elections.Analysing war casualties and population statistics.Exploring rationing and economic data under Nazi rule.	
				Career Links: <ul style="list-style-type: none">Historian / ArchivistTeacher / LecturerMuseum / Heritage WorkerJournalist / Media ResearcherLaw / Human Rights WorkPolitics / Public Policy	



Subject: History		Year Group: KS4		Term: Spring/Summer	
Module: Paper 1 Unit 2					
Topic Outline & Aims (Intent) This unit explores the Cold War, 1945–1972, examining key conflicts, crises, and diplomacy between the USA and USSR. Students learn how tension developed, its global impact, and how international relations shaped the balance of power.					
Key Skills and Knowledge taught through this topic: (Intent) Students develop the ability to explain causes, consequences, and significance of Cold War events. They interpret and evaluate sources and interpretations, make supported judgments, and understand key concepts such as superpower rivalry, diplomacy, ideology, and containment. Knowledge includes major Cold War conflicts, crises, and the impact on countries and people.					
Prior Learning: (Context) KS3: concepts of Communism and dictatorship; knowledge of the end of World War Two			Future Learning: (Context) KS4: this unit is a standalone unit that does not link to future learning.		
RRSA Links: This unit links to the RRSA by showing how Cold War conflicts affected human rights, highlighting the importance of protecting rights, promoting justice, and respecting others.			Assessment of Learning: (Impact) Students are assessed through regular exam-style questions, end-of-unit tests, knowledge and key word quizzes, and mock exams in Years 10 and 11.		
British Values Links: This unit links to British values by exploring democracy, rule of law, individual liberty, and mutual respect, highlighting the importance of these values in preventing conflict and protecting human rights.					
Eco Schools Links: n/a					
Reading / Enrichment: <ul style="list-style-type: none"><i>The Cold War: A New History</i> – John Lewis Gaddis<i>The Global Cold War</i> – Odd Arne Westad<i>Eyewitness to the Cold War</i> – Various authors (primary accounts) <i>NB texts are generally suitable for older teenagers; however, due to the subject matter guidance will be given by teachers.</i>		Key Vocabulary: (Literacy) <ul style="list-style-type: none">Cold WarSuperpowerContainmentIdeologyTruman DoctrineMarshall PlanBerlin BlockadeKorean WarCuban Missile CrisisVietnam War		Numeracy Opportunities: <ul style="list-style-type: none">Interpreting election and vote percentagesAnalysing military and casualty figuresComparing economic aid and military spendingCalculating timelines and event durations	
				Career Links: <ul style="list-style-type: none">Historian / ArchivistTeacher / LecturerMuseum / Heritage WorkerJournalist / Media ResearcherLaw / Human Rights WorkPolitics / Public Policy	



Subject: History		Year Group: KS4	Term: Summer/Autumn
Module: Paper 2 Unit 2			
Topic Outline & Aims (Intent) This unit explores Elizabeth I's reign, focusing on politics, religion, society, and challenges at home and abroad. Students study the government, religious settlement, exploration, threats from abroad, and daily life. The aim is to understand how Elizabeth maintained power, dealt with conflict, and shaped England's culture and society.			
Key Skills and Knowledge taught through this topic: (Intent) Students develop skills in explaining causes, consequences, and significance, evaluating sources and interpretations, and making supported judgments. Knowledge includes Elizabethan government, religion, plots and rebellions, exploration, and social and economic life.			
Prior Learning: (Context) KS3: students study the Tudors in Year 7, in a module which provides an overview of the monarchs and their significance.		Future Learning: (Context) KS4: this unit is a standalone unit that does not link to future learning.	
RRSA Links: This unit links to the RRSA by showing how power, religion, and law affected people's rights, highlighting the importance of justice, fairness, and respect for others.		Assessment of Learning: (Impact) Students are assessed through regular exam-style questions, end-of-unit tests, knowledge and key word quizzes, and mock exams in Years 10 and 11.	
British Values Links: The Elizabethan England module links to British values by exploring the rule of law, governance, individual responsibility, and tolerance, showing how these helped maintain stability and order in society.			
Eco Schools Links: n/a			
Reading / Enrichment: <ul style="list-style-type: none">• <i>Elizabeth I</i> – Alison Weir• <i>The Elizabethan World</i> – Susan Doran• <i>Elizabethan England</i> – John Guy Additional Articles: Various articles from BBC History Magazine and similar sources on Elizabethan England, including religion, exploration, and daily life.	Key Vocabulary: (Literacy) <ul style="list-style-type: none">• Monarchy• Protestant / Catholic• Religious Settlement• Privy Council• Parliament• Rebellion• Spanish Armada• Exploration• Puritan• Patronage <i>A more comprehensive vocabulary list is available on the AQA website.</i>	Numeracy Opportunities: <ul style="list-style-type: none">• Interpreting population and trade statistics• Analysing taxation and government spending• Comparing army/navy sizes and casualties• Plotting timelines of rebellions and events	Career Links: <ul style="list-style-type: none">• Historian / Archivist• Teacher / Lecturer• Museum / Heritage Worker• Journalist / Media Researcher• Law / Human Rights Work• Politics / Public Policy



Subject: History		Year Group: KS4		Term: Autumn/Spring			
Module: Paper 2 Unit 1							
Topic Outline & Aims (Intent) This unit explores the struggle for power and rights in Britain from 1170 to the present. Students study key events such as the Magna Carta, Peasants’ Revolt, English Civil War, the Reform Acts, and movements for suffrage and civil rights. The aim is to understand how ordinary people have challenged authority, campaigned for change, and influenced government over time.							
Key Skills and Knowledge taught through this topic: (Intent) Students develop skills in explaining causes, consequences, and significance, evaluating sources and interpretations, and making supported judgments. Knowledge includes major protests, rebellions, reforms, and the expansion of democracy and civil rights.							
Prior Learning: (Context) KS3: Students learn about Magna Carta and the Peasants’ Revolt, the English Civil War and the suffrage movements as part of the KS3 curriculum.			Future Learning: (Context) KS4: this unit is a standalone unit that does not link to future learning.				
RRSA Links: The module links to the RRSA by showing how people fought for rights and justice, highlighting the importance of fairness, participation, and standing up for others.			Assessment of Learning: (Impact) Students are assessed through regular exam-style questions, end-of-unit tests, knowledge and key word quizzes, and mock exams in Years 10 and 11.				
British Values Links: Students explore democracy, the rule of law, individual liberty, and collective responsibility, understanding how these values have shaped society.							
Eco Schools Links: n/a							
Reading / Enrichment: 1. <i>Power and People: A History of Britain’s Struggle for Democracy</i> – Nick Manning 2. <i>A People’s History of Britain</i> – Rebecca Fraser 3. <i>The People’s History of England</i> – A. L. Morton Additional Articles: Various articles from BBC History Magazine and similar sources on protests, rebellions, and democratic reforms.		Key Vocabulary: (Literacy) <ul style="list-style-type: none">• Magna Carta• Feudalism• Peasants’ Revolt• Civil War• Reform Act• Suffrage• Chartists• Protest• Petition• Civil Rights <i>A more comprehensive vocabulary list is available on the AQA website.</i>		Numeracy Opportunities: <ul style="list-style-type: none">• Analysing population and voting statistics• Interpreting election and reform data• Comparing casualties and troop numbers in rebellions• Plotting timelines of protests and reforms		Career Links: <ul style="list-style-type: none">• Historian / Archivist• Teacher / Lecturer• Museum / Heritage Worker• Journalist / Media Researcher• Law / Human Rights Work• Politics / Public Policy	