Newent Community School & Sixth Form Centre

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme/Big Idea	**The First World War, 1914-1918** A study of the First World War links in with next unit - Russia's collapse to communism, the rise of Hitler and life in Nazi Germany (GCSE Paper 3). Clear links with GCSE Paper 1, "Surgery on the Western Front"	**The Interwar Period, rise of Hitler & life in Hitler's Germany, 1919-39** To help prepare students to have a greater understanding of who the Nazis were and why communism was seen as a threat (GCSE Paper 3). Hitler's rise demonstrates what can happen when democratic systems collapse and links to British values The growing threat of another world war links in with the next unit.	**World War Two, 1939-45** To clearly link the importance of British values to the perilous situation that Britain faced in the early 1940s. The latter stages of the war link to the start of GCSE Paper 2 (Superpower Relations).	**European Anti-Semitism & the Holocaust** To clearly demonstrate what can happen when democratic processes break down, and to remember the suffering of others. A National Curriculum requirement – our approach is to balance the intentionalist-structuralist schools of thought. Links to GCSE Paper 3 (Nazi treatment of minorities)	**The Commonwealth and migration** To know that Britain was one of the main European nations involved in developing global trading links after the Second World War and why peoples were encouraged to migrate to Britain. Reinforces British values, respect for others and their cultures.	**Post- colonialism and the Cold War, 1945-1979** To give students a broad overview of the Cold War and some of the key moments in preparation for GCSE Paper 2 (Superpower Relations).
Content What are they learning? (including keywords)	**What are they learning:** • Rivalry in Europe before the outbreak of war • The assassination of Franz Ferdinand & steps to war • Recruitment & the role of propaganda • The nature of trench warfare	**What are they learning:** • The state of Russia in 1900 • Impact of WW1 • – Lenin & Stalin's Soviet Union • Treaty of Versailles • Weimar Germany and the rise of Nazism, 1919-33 • Living under Nazi rule, 1933-1939	**What are they learning:** • The growing Nazi threat & appeasement, 1933-39 • Evacuation • Rationing • The experience of Total War • Dunkirk & the air assault on Britain	**What are they learning:** • Anti-Semitism in early 20th Century Europe • The Nazis portrayal of German Jews in pre-WW2 Germany. • Operation Barbarossa, ghettoization &	**What are they learning:** • Caribbean migration • Housing • Employment • Culture • Local tensions & 1958 riots • Kelso Cochrane • Black activism • The Mangrove Nine	**What are they learning:** • Origins • The "Arms Race" • The Berlin Airlift • The Cuban Missile Crisis • Conflicts in Asia – Korea and Vietnam • How Vietnam is remembered in the US • Pol Pot's Cambodia

	• Commonwealth soldiers • Conscientious objectors • Women and the war • Why men carried on fighting • How the war ends **Key words** Nationalism, alliances, imperialism, militarism, Schlieffen Plan, Triple Entente/Alliance, assassination, propaganda, tactics, "No-Man's Land", Shell shock, evacuation chain conscientious objector, comradeship, conscription, stalemate, Armistice	• The roles of men & women • Youth and opposition • Methods of control **Key words** Capitalism, socialism, Bolsheviks, revolution, civil war, Paris Peace Settlement, Weimar, NSDAP, Sturmabteilung, Great Depression, terror, Gestapo, propaganda, Enabling Law, eugenics, League of Nations	• The war in Eastern Europe & fall of Germany • The war against Japan & final surrender **Key words** Appeasement, Home Front, Total War, Blitz, Blitzkrieg, Phoney War, Home Guard, propaganda, rationing, evacuation, UXBs, Pearl Harbor, Operation Barbarossa, turning point, downfall, atomic bomb	the Einsatzgruppen. • The "Final Solution" • Perpetrators, victims and bystanders. • Where responsibility lies **Key words** Anti-Semitism, Ghetto, T4 programme, Einsatzgruppen, concentration camp, extermination camp, Final Solution, genocide	**Key words** British Nationality Act, Commonwealth, 'Mother Country', colour bar, MV Windrush, landlords, "Swinging Sixties", tenancy, Rent Act, Notting Hill Housing, carnival, shebeens, pardner schemes, institutional racism, Teddy Boys, Union Movement, Sus Laws, Race Relations Act, Mangrove Restaurant, Portobello Road	**Key words** Cold War, Superpower, capitalism, communism, democracy, USSR, Soviet Union, Truman Doctrine, Marshall Plan, Containment, Berlin Wall, Iron Curtain, satellite states, Mutually Assured Destruction, Indo-China, proxy war, Armageddon
Skills How are they learning it?	Chronology, cause and effect, continuity and change, analytical narrative, empathy, significance, source utility (usefulness), interpretations, consequences, source inferences, factors, judgment, analysis and evaluation. Drafting an essay and then responding to	Chronology, cause and effect, continuity and change, empathy, significance, source utility (usefulness), consequences, source inferences, factors, judgment, analysis and evaluation. Creating and interpreting timelines, taking notes, and using these to write short	Chronology, cause and effect, empathy, significance, source utility (usefulness), consequences, source inferences, factors, judgment, analysis and evaluation. Completing structured tasks within class that build on each other to show change over	Chronology, cause and effect, continuity and change, analytical narrative, empathy, significance, source utility (usefulness), interpretations, consequences, source inferences, factors, judgment, analysis and evaluation.	Chronology, cause and effect, continuity and change, analytical narrative, empathy, significance, source utility (usefulness), consequences, source inferences, factors, judgment, analysis and evaluation.	Chronology, cause and effect, continuity and change, analytical narrative, empathy, significance, source utility (usefulness), interpretations, consequences, source inferences, factors, judgment, analysis and evaluation. Lessons will focus on notetaking with the aim of answering a set

	feedback advice to write a final version.	explanations and form diagrams	time. Working towards the skills needed for a GCSE "Explain why…" question	Structured tasks and activities that focus on the key issues of the time.	Through case studies that link to each key question, each addressing particular issues.	question in either diagram or paragraph form.
Key Questions	Why did a world war break out in 1914? Why did the war drag on for four long years?	Why did Hitler become Chancellor of Germany in 1933? How did Hitler change Germany in the 1930s?	How did Britain prepare for another war? When were the turning points in the war?	What is Anti-Semitism? What is genocide?	What happened in Notting Hill, 1948-1970?	What was the Cold War?
Assessment (specific assessed piece(s); milestone(s))	**Formative assessment 1** – why did war break out in 1914? **Peer marking 1** – end of unit check on key knowledge for next unit **Model challenge –** a trench scene	**Skills check** – a source usefulness, explain why or an interpretations question **Summative assessment 1** – Communism & rise of Hitler	**Summative assessment 2** – Britain's "Blitz Spirit" **Skills check** – a source usefulness, explain why or an interpretations question **Model challenge –** an Anderson shelter	**Formative assessment 2** – extent of responsibility write-up task.	**Skills check** – a source usefulness, explain why or an interpretations question **Summative assessment 3**– Notting Hill	**Skills check** – a source usefulness, explain why or an interpretations question