

Course Duration	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Programme of study	<u>Industrial Revolution</u>	<u>Case Study: Jack the Ripper</u>	<u>World War One</u> <u>Women's Suffrage</u>	<u>World War Two</u>	<u>Life in Nazi Germany</u>	<u>The Holocaust</u>
Key Enquiry Questions	<ul style="list-style-type: none"> <li>Why was there an Industrial Revolution in Britain?</li> <li>How did life change during the Industrial Revolution?</li> </ul>	<ul style="list-style-type: none"> <li>Why was 'Jack the Ripper' never caught?</li> <li>Booklet</li> </ul>	<ul style="list-style-type: none"> <li>What caused the First World War?</li> <li>What was life like in the trenches?</li> <li>How did the First World War end</li> <li>How did women in Britain get the right to vote?</li> </ul>	<ul style="list-style-type: none"> <li>Why did Europe go back to war in 1939?</li> <li>What the key battles of the Second World War?</li> <li>How did the Second World War end?</li> </ul>	<ul style="list-style-type: none"> <li>What was it like to live in Nazi Germany?</li> <li>Booklet</li> </ul>	<ul style="list-style-type: none"> <li>Why should we remember the Holocaust?</li> </ul>
Key content	<ul style="list-style-type: none"> <li>Britain in 1750/introduction to the Industrial Revolution.</li> <li>Inventions/innovations of the Industrial Revolution.</li> <li>Working conditions of the Industrial Revolution.</li> <li>Living conditions of the Industrial Revolution.</li> <li>Impact of the Industrial Revolution on Britain.</li> </ul>	<ul style="list-style-type: none"> <li>Whitechapel in 1888: Social issues, living conditions and workhouses.</li> <li>The 'Ripper' murders.</li> <li>The Police investigation of the murders.</li> <li>Who were the 'Ripper' suspects?</li> </ul>	<ul style="list-style-type: none"> <li>The Long-term causes of the War.</li> <li>The Assassination of Archduke Franz Ferdinand and the outbreak of war.</li> <li>Enlistment and propaganda.</li> <li>Trench Warfare.</li> <li>Life in the trenches.</li> <li>The Battle of the Somme.</li> <li>Shell Shock and the shot at dawn campaign.</li> <li>Depictions of War in media (Blackadder).</li> <li>The Homefront.</li> <li>Poppy day and the importance of memorial.</li> <li>Arguments against women suffrage.</li> <li>Suffragette and Suffragist comparison.</li> <li>The Cat and Mouse Act.</li> <li>The Death of Emily Davidson.</li> <li>Women during the First World War</li> <li>Why women eventually won the right to vote.</li> </ul>	<ul style="list-style-type: none"> <li>Treaty of Versailles</li> <li>Hitler's rise to power.</li> <li>Appeasement.</li> <li>Blitzkrieg and the fall of Europe.</li> <li>The Blitz.</li> <li>Evacuees and the home front.</li> <li>The Battle of Britain.</li> <li>Operation 'Barbarossa'.</li> <li>Pearl Harbour.</li> <li>Stalingrad and the failed Nazi invasion of Russia.</li> <li>Operation 'Sea Lion' and D-Day.</li> <li>Comparison of Warfare WW1/WW2.</li> <li>The dropping of the Atomic Bomb on Hiroshima and Nagasaki.</li> </ul>	<ul style="list-style-type: none"> <li>Schools and education</li> <li>Hitler Youth</li> <li>Status of women</li> <li>Employment</li> <li>Living standards</li> <li>Persecution of minorities</li> <li>Jewish persecution</li> </ul>	<ul style="list-style-type: none"> <li>Anti-Semitism and Hitler's</li> <li>Life in Nazi Germany and Jewish persecution.</li> <li>The Madagascar Plan/ Ghetto's.</li> <li>The Final Solution/Study of Auschwitz.</li> <li>Why should we remember the Holocaust?</li> </ul>
Key Concepts and Skills	<b>1. Chronological Knowledge and Understanding</b> <b>2. Historical terms</b> 3. Historical Enquiry - Sources 4. Interpretations of history 5. Continuity and Change	<b>1. Chronological Knowledge and Understanding</b> <b>2. Historical terms</b> 3. Historical Enquiry – Sources 6. Cause and Consequence 8. Significance of events and people	<b>1. Chronological Knowledge and Understanding</b> <b>2. Historical terms</b> 3. Historical Enquiry – sources 4. Interpretations of history 5. Continuity and Change	<b>1. Chronological Knowledge and Understanding</b> <b>2. Historical terms</b> 3. Historical Enquiry – sources 4. Interpretations of history 5. Continuity and Change 6. Cause and Consequence 7. Similarities and Differences	<b>1. Chronological Knowledge and Understanding</b> <b>2. Historical terms</b> 3. Historical Enquiry – sources 4. Interpretations of history 8. Significance of events and people	<b>1. Chronological Knowledge and Understanding</b> <b>2. Historical terms</b> 3. Historical Enquiry – sources 8. Significance of events and people
Formal Assessments	Factory conditions: source assessment 3. Historical Enquiry - Sources <b>1. Chronological Knowledge and Understanding</b> <b>2. Historical terms</b>		Was Haig the Butcher of the Somme? Interpretations <b>1. Chronological Knowledge and Understanding</b> <b>2. Historical terms</b>  Informal Presentation – Trench Model	How has warfare changed over time, 1600-1950? <b>1. Chronological Knowledge and Understanding</b> <b>2. Historical terms</b> 5. Continuity and Change 7. Similarities and Differences		

Cross Curricular links	1. Literacy 4. SMSC/Citizenship 8. Economic Understanding	1. Literacy 4. SMSC/Citizenship	1. Literacy 4. SMSC/Citizenship 6. Careers	1. Literacy 4. SMSC/Citizenship 6. Careers 9. Appreciation of sports and art	1. Literacy 4. SMSC/Citizenship 9. Appreciation of sports and art	1. Literacy 4. SMSC/Citizenship 8. Economic Understanding
Cultural Capital	Lincoln Castle – C&P GCSE Taster Trip Trench Models					

\*Historical enquiry and the use of key terms is underpinned within the study of each topic.  
\*\*Individual Schemes of work detail how more thorough development of key skills will take place, above outlines the key assessment focusses of each topic.  
\*\*\* Assessment focusses outlined on Curriculum overview.