



| Topic   | Learning Objectives  | Key Vocabulary   | Learning Sequence   | Linked Learning  | Home Learning   |
|---|--|--|---|--|---|
| <b>The fight for Women's Suffrage</b>                       | <p>Examine the reasons for refusing to give women the vote.</p> <p>Explain the difference between a suffragist and a suffragette. Consider why the latter developed.</p>                 | <p>Feminine</p> <p>Weak</p> <p>Domestic</p> <p>Parliament</p> <p>Suffrage</p> <p>Suffragette</p> <p>Suffragist</p> | <p>Overview the reasons for refusing women the vote.</p> <p>Compare and contrast the different methods of protest used by the women of the suffragist movement and those of the suffragette movement.</p>   | <p>Thematic study of the development of the rights of women across Y9.</p> <p>Year 8 study of the emancipation of men.</p> <p>Year 8 study of the slave trade including the campaign for abolition</p>                 | <p>Key words</p> <p>Suffragette case study</p>  |
| <b>Tactics of the Suffragettes and Government responses</b> | <p>Analyse the increasingly violent methods used by the Suffragette movement.</p> <p>Evaluate the effect this had on the Government.</p>   | <p>Militant</p> <p>Violent</p> <p>Cat and Mouse Act</p> <p>Force Feeding</p> <p>Deeds not Words</p>                | <p>Review reasons for a move towards violent tactics.</p> <p>Use scholarly articles to examine the methods used by the Suffragettes.</p> <p>Compare to Government reaction.. Evaluate how far the Suffragettes helped the cause and how far they slowed the progress.</p> | <p>Thematic study of the development of the rights of women across Y9.</p> <p>Year 8 study of protest and reform tactics in the 1800s.</p> <p>Year 8 study of the slave trade including the campaign for abolition</p> | <p>Knowledge organisers</p> <p>Further assessment of the role the Suffragettes played in the change in women's' social status.</p>  |
| <b>First World War</b>                                      | <p>Understand the nature of the First World War.</p> <p>Examine the weapons used and analyse how far they were responsible for creating the conditions the soldiers had to fight in.</p> | <p>Stalemate</p> <p>Allies</p> <p>Entente</p> <p>Alliance</p> <p>Attrition</p>                                     | <p>Overview of the causes of the war.</p> <p>Examine the conditions in the trenches using primary and secondary accounts.</p> <p>Consider the nature of attrition warfare and the impact on the men involved.</p>   | <p>GCSE study of Conflict and Tension 1894-1918.</p>   | <p>Exam questions relating to the weaponry of war.</p> <p>Further research about the battles and weapons used.</p> <p>Further evaluation of the nature of warfare and the role of the weapons used.</p> |



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| <b>Ending the First World War</b>                  | <p>Consider the reasons Germany collapsed out of the First World War.</p> <p>Examine the demands of the Big Three.</p>                                  | <p>Armistice</p> <p>Treaty of Versailles</p> <p>Clause 321</p> <p>Diktat</p> <p>The Big Three</p> <p>Reparations</p>                               | <p>Explain why Germany was forced to surrender at the end of the First World War.</p> <p>Consider why the Peace Treaty was signed the year after and not straight away.</p> <p>Assess which of the Big Three were being reasonable and which were demanding too much.</p> | <p>.GCSE study of Conflict and Tension 1894-1918.</p> <p>Analysis of impact of events—applicable across all GCSE studies.</p>  | <p>Knowledge organisers</p> <p>Research the location and purpose of Versailles as a Treaty location</p>   |
| <b>The Terms of the Treaty of Versailles</b>       | <p>Investigate the Terms of the Treaty of Versailles.</p>   | <p>Armistice</p> <p>Treaty of Versailles</p> <p>Clause 321</p> <p>Diktat</p> <p>The Big Three</p> <p>Reparations</p> <p>League of Nations</p>      | <p>Describe what the Terms of the Treaty of Versailles were.</p> <p>Explain what the Treaty was designed to do to Germany.</p> <p>Suggest which of the Big Three was happy with the Treaty and which were disappointed.</p>   | <p>Assessment of cause and effect— Relevant skill to 16 mark questions of Britain Health and the People and Conflict and Tension.</p>  | <p>Knowledge organisers</p> <p>Consideration of the effectiveness of the peace agreement and how this may sow the seeds of future conflict.</p> |
| <b>German reaction to the Treaty of Versailles</b> | <p>Explain why Germany were unhappy with the Treaty of Versailles.</p> <p>Assess how important this will be for causing future problems in Germany.</p> | <p>Treaty of Versailles</p> <p>Clause 321</p> <p>Diktat</p> <p>The Big Three</p> <p>Reparations</p> <p>League of Nations</p> <p>Hyperinflation</p> | <p>Analyse sources and interpretations to gain an understanding of German reactions to the Treaty of Versailles.</p> <p>Explain the impact that the Treaty had on Germany and use this to understand how there was room for extreme political ideas to grow.</p>          | <p>Assessment of cause and effect— Relevant skill to 16 mark questions of Britain Health and the People and Conflict and Tension.</p> <p>Source and interpretation skills relevant to all GCSE papers.</p> | <p>Knowledge organisers</p> <p>Research Hyperinflation.</p>   |



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| <b>Germany after WWI</b> | Understand briefly (an overview) of the issues that faced the new German government  | Weimar<br>Reichstag<br>Communism<br>Economy | Create an overview of the issues that faced the Weimar government after WWI.<br><br>Interpret the severity of the se issues and how they led to increasingly difficult social and economical conditions in Germany.<br><br>Evaluate the impact on the German people and reach a conclusion/ predict what could/would happen in the future | Year 9—The Rise of Hitler<br><br>Relevant skill to 16 mark questions of Britain Health and the People and Conflict and Tension.                             | Knowledge organisers<br><br>Research into the different issues of the Weimar government.<br><br>Further assessment of the impact of the issues that faced Germany post WWI. |
| <b>The Rise of Evil</b>  | Understand, interpret, analyse and evaluate the different events that led to allowed Hitler to become the Chancellor of Germany. | Chancellor                                  | Look at Hitler's early life (briefly) and consider how that led him down a particular life path.<br><br>Examine Hitler's life as an early politician in relation to the events happening in Germany at the time.<br><br>Analyse the conditions in which Hitler came to power and link this to the problems within Germany as he did so.   | Year 9—the Treaty of Versailles and post war Germany.<br><br>Relevant skill to 16 mark questions of Britain Health and the People and Conflict and Tension. | Knowledge organisers<br><br>Research into the life of Hitler<br><br>Further assessment of the ways in which Hitler came to power.   |



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| <p><b>Hitler's Germany</b></p> | <p>Understand, interpret and analyse the life people had in Germany and how this was shaped by Hitler's policies in the following areas:</p> <p>Domestic policy</p> <p>Opposition</p> <p>Economy</p> <p>Propaganda</p> <p>Youth</p> <p>Women</p> <p>Holocaust</p> | <p>Propaganda</p> <p>Hitler Youth</p> <p>Holocaust</p> | <p>Investigate, interpret and analyse the different areas in which Hitler controlled Germany and the German people.</p> | <p>Year 7—The ways in which William controlled England after the Battle of Hastings</p> | <p>Knowledge organisers</p> <p>Research into the ways in which Hitler ruled Germany and how this affected the German people.</p> <p>Further assessment of the impact of the issues that faced Germany post WWI.</p> |



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| <p><b>The causes of WWII</b></p>     | <p>Examine the reasons, long and short term, war began in 1939.</p> <p>Evaluate and analyse the significance of each event and how it led to an increased chance of war happening.</p>                            | <p>Long term</p> <p>Short term</p> <p>Annexation</p>             | <p>Use a variety of sources to investigate and interpret how and why WWII began.</p> <p>Interpret and analyse the significance of each event, in addition placing it in the context of the time and assessing it's contribution to the start of conflict in 1939.</p> <p>Link to prior knowledge and understanding of the Treaty of Versailles and the issues facing Germany post WWI.</p> <p>Evaluate/make a judgement on the most influential cause of the war and analyse how this caused war.</p> | <p>Year 10—Medicine and health unit. The impact of war on health</p> <p>Relevant skill to 16 mark questions of Britain Health and the People and Conflict and Tension.</p> | <p>Knowledge organisers</p> <p>Further research about the different causes of WWII.</p> <p>Further assessment of the significance of each event that contributed to WWII.</p> |
| <p><b>The Home Front in WWII</b></p> | <p>To examine and investigate the different things that affected people in WWII.</p> <p>Evacuation</p> <p>ARP: blackouts and shelters</p> <p>The Blitz</p> <p>Rationing</p> <p>The impact of WWII on medicine</p> | <p>Evacuation</p> <p>Blitz</p> <p>Rationing</p> <p>Blackouts</p> | <p>Use a wide variety of sources to examine, explore the different aspects of life in WWII.</p> <p>To interpret evidence and reach a conclusion about the impact of different aspects of life in Britain during WWII.</p> <p>To weigh up evidence and reach a conclusion as to how much medical progress changed and developed as a result of WWII.</p>   | <p>Year 10—Medicine and Health—the impact of war on medicine. Linking to the factor of war and the different medical developments post WWII</p>                            | <p>Knowledge organisers</p> <p>Continuation of the examination of the ways in which the war affected people in Britain.</p>   |



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| <b>Women in WWII</b>     | <p>Understand the role played by women in WWII, both at home and in the forces.</p> <p>Interpret the experiences of women within the conflict.</p> <p>Reach a judgement of the impact of war upon women.</p> | Suffrage       | <p>Examine the role played by women in WWII</p> <p>Link to further developments in social history, and consider if women did receive equality at the end of WWII.</p>   | Year 9— the fight for female suffrage— how much did women achieve this? | <p>Knowledge organisers</p> <p>Research further experiences of women in war</p>   |
| <b>Women big picture</b> | <p>Evaluate whether women achieved equality post WWII.</p> <p>Investigate the differences in the ways women were treated in different countries at different times.</p>                                      | Equality       | <p>Create an overview of women in different time periods over the years.</p> <p>Analyse the changes that took place overtime and reach a conclusion as to whether women do have equality in the world post WWII.</p> <p>Consider and compare the different stages of female equality in different countries at different times.</p> | Year 9—The female suffrage  | <p>Knowledge organisers</p> <p>Research into different countries views on women</p> <p>Further assessment of how far women became equal and how far this continues today.</p> |