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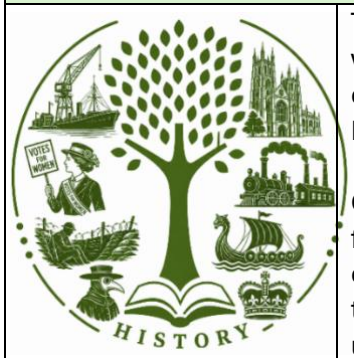
History Curriculum Intent	GCSE Year 10



The History curriculum at New Line Learning develops pupils into curious, analytical and reflective historians who understand how the past has shaped the modern world. Through the study of power, society, empire, conflict, medicine and democracy, pupils investigate the experiences of individuals and communities across Britain and the wider world, exploring how historical events continue to influence life today.

Our enquiry-led curriculum follows a clear chronological and thematic journey. Pupils begin by exploring the foundations of medieval Britain before examining the growth of empire, industrialisation, migration and campaigns for equality. They then investigate the conflicts, ideologies and social changes that shaped the twentieth century, providing strong foundations for GCSE study. Throughout Key Stage 4, pupils deepen their understanding through the study of Early Elizabethan England, Weimar and Nazi Germany, Superpower Relations and the Cold War, and Medicine in Britain, enabling them to recognise patterns of continuity, change and historical significance across different periods.

The curriculum is underpinned by the disciplinary knowledge of history. Pupils learn to think critically by analysing evidence, evaluating historical interpretations, investigating causation and consequence, recognising continuity and change, and constructing balanced historical arguments supported by evidence. They develop confidence in questioning the reliability of sources, understanding different perspectives and reaching substantiated judgements about the past.

History makes a significant contribution to pupils' wider development. Through encounters with diverse cultures, civilisations and historical experiences, pupils develop empathy, respect and an appreciation of Britain's place within an interconnected world. They explore themes including democracy, justice, human rights, migration, conflict and identity, encouraging them to become informed, thoughtful and responsible citizens.

The curriculum follows the National Curriculum at Key Stage 3 and the Edexcel GCSE History specification at Key Stage 4. It is carefully sequenced so that substantive knowledge and disciplinary thinking are continually revisited and strengthened, ensuring pupils leave New Line Learning with a secure understanding of the past and the ability to apply historical thinking beyond the classroom.

Term 1 Paper 2 B3 Topic 1 and 2		**Early Elizabethan England, 1558–88**

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Big Picture

What are the main ideas and big questions in this topic?

This enquiry begins the Edexcel GCSE depth study of Early Elizabethan England, 1558–88 by examining the challenges facing Elizabeth I when she became queen and the decisions she made to establish and secure her rule. Students begin by examining Elizabethan society and government in 1558, including the role of the monarch, Privy Council and Parliament. They consider Elizabeth's personal position as a young, unmarried female monarch and investigate concerns surrounding her legitimacy, gender, marriage and succession, alongside the financial, religious and foreign challenges inherited at the beginning of her reign.

Religion provides a major focus as students investigate divisions between Catholics and Protestants and Elizabeth's attempt to create a workable religious settlement in 1559. They examine the features and impact of the settlement, the role of the Church of England and the challenges posed by both Catholics and Puritans. Students then investigate Mary, Queen of Scots, considering why her claim to the English throne created a significant political and religious problem for Elizabeth following her arrival in England in 1568.

Throughout the term, students move beyond knowing what happened to explain why Elizabeth faced particular challenges, how she responded and how serious different threats actually were. This establishes the knowledge and disciplinary thinking required to understand the increasing domestic and international challenges explored in Term 2. Students return throughout to the overarching question: ***How secure was Elizabeth I's position as Queen of England?***

Zoom In

What knowledge, skills and key vocabulary will we learn step by step?

Students first establish the structure of Elizabethan society and government, including the monarch, court, Privy Council and Parliament. They examine Elizabeth's character and strengths alongside the problems created by her legitimacy, gender and unmarried status, considering why these issues mattered within the context of sixteenth-century England. Students investigate the challenges facing Elizabeth in 1558, including financial weakness, religious division and threats from abroad. They consider the relationship between these problems rather than viewing them as separate issues.

Attention then turns to religion. Students establish the religious divisions that existed following the reigns of Henry VIII, Edward VI and Mary I before examining Elizabeth's Religious Settlement of 1559 and its impact. They investigate the role of the Church of England within Elizabethan society and consider how far the settlement successfully reduced religious tension. Students then examine challenges to the settlement. The Puritan challenge demonstrates pressure for further Protestant reform, while Catholic opposition allows students to investigate the influence of the nobility, Papacy and foreign Catholic powers.

The arrival of Mary, Queen of Scots in England in 1568 creates a further problem. Students examine Mary's claim to the English throne and the political and religious significance of her presence in England, establishing the foundations for the plots, revolts and eventual execution explored in Term 2. These areas reflect Edexcel's specified content for Queen, government and religion, 1558–69.

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Substantive knowledge develops through students' understanding of Elizabeth I, Elizabethan society and government, legitimacy, gender, marriage, succession, Privy Council, Parliament, Catholicism, Protestantism, Puritanism, Religious Settlement, Act of Supremacy, Act of Uniformity, Church of England, Papacy and Mary, Queen of Scots. Disciplinary knowledge develops particularly through causation, consequence and significance. Students explain why Elizabeth faced particular challenges, analyse relationships between different factors and evaluate the seriousness and significance of threats to her authority.

Key vocabulary includes monarch, legitimacy, succession, Privy Council, Parliament, patronage, Catholic, Protestant, Puritan, religious settlement, supremacy, uniformity, recusant, Papacy, excommunication, heir, threat, causation, consequence and significance.

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Students enter GCSE with an established understanding of Tudor England, monarchy, religion and political power developed through KS3 History.

Their earlier study of Tudor England provides foundations for understanding the English Reformation and religious change under Henry VIII, Edward VI and Mary I. At GCSE, students revisit this context with substantially greater precision, using it to explain the religious divisions inherited by Elizabeth in 1558.

Previous enquiries into medieval monarchy, power and the Church also support students' understanding of the relationship between political and religious authority.

Students' KS3 work on revolutions, dictatorships and political change has developed their ability to explain why governments face opposition and how rulers attempt to secure authority.

At GCSE, students now move from broader enquiry-based understanding towards the precise chronological knowledge, detailed supporting evidence and sustained causal explanation required by the Edexcel examination.

Pitch Up
How will we challenge ourselves?

Students are challenged to move beyond describing the problems Elizabeth faced to evaluating how serious those problems actually were and how they interacted.

They consider whether Elizabeth's gender and unmarried status represented genuine weaknesses or whether her character, political skill and control of patronage allowed her to manage expectations surrounding female monarchy.

Students evaluate the Religious Settlement not simply as a list of measures but as a political attempt to manage competing religious pressures. They consider whether apparent conformity represented genuine religious acceptance and distinguish between Puritan and Catholic challenges.

The study of Mary, Queen of Scots introduces further complexity because Mary's significance arose from the combination of dynastic, political, religious and international factors.

Students increasingly develop GCSE responses that establish clear causal connections, use precise supporting evidence and make judgements about the relative importance of different factors.

Wider Framework
How does this learning connect to future topics and bigger goals?

Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?

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Term 1 establishes the foundations required for the remainder of Early Elizabethan England. Religious tensions and Mary, Queen of Scots develop directly into the Northern Earls, Catholic plots and Mary's eventual execution, while Elizabeth's relationships with foreign Catholic powers contribute to deteriorating relations with Spain and ultimately the Spanish Armada. Students will subsequently broaden their study beyond government and religion to examine Elizabethan society, poverty, education, leisure, exploration and attempted colonisation, completing the three key topics required by the Edexcel specification. The enquiry also establishes GCSE disciplinary routines that students will apply across later studies of Weimar and Nazi Germany, Superpower Relations and Medicine, particularly explaining causation, selecting precise evidence and reaching substantiated judgements.	Students develop a deeper understanding of the world Elizabeth inherited in 1558, recognising that the decisions available to a sixteenth-century monarch were shaped by contemporary beliefs about religion, gender, hierarchy and royal authority. Understanding the recent reigns of Henry VIII, Edward VI and Mary I helps students appreciate why religion was politically sensitive and why Elizabeth could not simply impose change without considering the likely responses of different groups. Students also explore the importance of dynasty and succession in a hereditary monarchy. Elizabeth's decision not to marry was therefore not simply a personal choice but a matter with major political and international consequences. The position of Mary, Queen of Scots demonstrates the international nature of Tudor politics. Mary's ancestry, Catholicism and connections beyond England meant that domestic political opposition could become intertwined with European religious and dynastic rivalry. This wider contextual knowledge helps students understand Elizabeth's reign on its own terms rather than judging sixteenth-century decisions solely through modern expectations.

Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

Students reflect upon belief, identity and personal conviction, examining the importance of religion within sixteenth-century life and the difficulties created when individual beliefs conflict with state expectations. Students explore attitudes towards gender, authority, religious conformity and political loyalty. They consider how expectations surrounding Elizabeth as a female ruler reflected the values of sixteenth-century society and how religious divisions affected communities and individuals.

There are strong connections with Religion and Worldviews through the Reformation, Catholicism, Protestantism, religious authority and questions surrounding freedom of belief. Citizenship links develop through the study of government, Parliament, political authority and the relationship between individuals and the state. English connections emerge through political rhetoric, Elizabeth's presentation of herself and the importance of language in communicating authority.

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Careers Framework Skills: Speaking, Problem Solving and Planning
Students develop Speaking through defending judgements about the threats facing Elizabeth. Problem Solving develops as students consider the competing political and religious pressures Elizabeth needed to manage, while Planning is developed through increasingly precise and sustained GCSE historical argument.

Careers: Diplomat, Intelligence Officer and Political Adviser
A Diplomat manages relationships between countries and negotiates when political interests conflict. An Intelligence Officer gathers and evaluates information about potential threats, while a Political Adviser analyses complex problems and evidence to help leaders make informed decisions.

Students develop their ability to recognise that political decisions often involve compromise between competing interests and that apparently simple problems can involve religious, social, economic and international considerations. Students strengthen causal reasoning, prioritisation, argument, evaluation, chronological understanding and the selection of precise supporting evidence.

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
• Pearson Edexcel GCSE History Specification – Early Elizabethan England, 1558–88 – the required content and assessment framework for the depth study. • Pearson REVISE Edexcel GCSE History: Early Elizabethan England, 1558–88 – specification-aligned revision, retrieval and examination practice. • Barbara Mervyn, Hodder GCSE History for Edexcel: Early Elizabethan England, 1558–88 – detailed course content, contemporary sources and examination activities. • The National Archives – selected Tudor government, religious and diplomatic primary evidence. • Historic Royal Palaces – contextual material relating to Elizabeth I, Tudor monarchy and court. • Contemporary portraits, proclamations, correspondence and religious evidence used to examine Elizabeth's authority and the challenges facing her reign. • Department teacher-led resources – retrieval practice, timelines, causal diagrams, threat-ranking activities, modelling, guided practice and Edexcel-style examination questions.	Students complete regular retrieval, extended writing and Edexcel-style examination questions throughout the term, demonstrating their understanding of Elizabeth's position in 1558, religious change and the developing challenges to her authority. Substantive Knowledge – 50% Students demonstrate secure and precise knowledge of Elizabethan society and government, Elizabeth's position in 1558, religious divisions, the Religious Settlement, Catholic and Puritan challenges and Mary, Queen of Scots. Disciplinary Knowledge – 50% Students demonstrate their ability to explain causation and consequence, assess significance, make connections between factors, select precise supporting evidence and construct developed historical explanations and judgements.

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Term 2

Paper 2 B3 Topic 3 and 4

Early Elizabethan England, 1558–88

Big Picture

What are the main ideas and big questions in this topic?

This term completes the Edexcel depth study of Early Elizabethan England, 1558–88 by examining how Elizabeth responded to growing threats at home and abroad and how English society developed during her reign.

Students begin by continuing the story of Mary, Queen of Scots, investigating the Revolt of the Northern Earls and the Ridolfi, Throckmorton and Babington plots. They consider why Catholic opposition became increasingly dangerous and examine the growing importance of Francis Walsingham and Elizabeth's spy network, before exploring the reasons for and significance of Mary's execution in 1587. These developments form a central part of Edexcel's second key topic.

Attention then turns to the deterioration of relations with Spain. Students explore political, religious and commercial rivalry, privateering and the activities of Francis Drake, English involvement in the Netherlands, the raid on Cadiz and the events of the Spanish Armada in 1588. They consider why relations deteriorated and why England ultimately defeated the invasion attempt.

The final part of the term widens the enquiry beyond politics and conflict to examine Elizabethan society in an age of change and exploration. Students investigate education and leisure, the growth of poverty and vagabondage, changing attitudes towards the poor, voyages of exploration and the attempted colonisation of Virginia. These areas form the third key topic of the specification.

Throughout the term, students return to the overarching question: ***How secure and successful was Elizabeth's reign by 1588?***

Zoom In

What knowledge, skills and key vocabulary will we learn step by step?

Students first investigate the growing Catholic challenge to Elizabeth's rule. They examine the Revolt of the Northern Earls, the Ridolfi, Throckmorton and Babington plots and the role of foreign Catholic powers in supporting opposition to Elizabeth. The developing role of Francis Walsingham allows students to explore the growth of government intelligence and surveillance. Students consider how spies, informers and intercepted correspondence helped uncover plots and how the evidence surrounding the Babington Plot contributed to the decision to execute Mary, Queen of Scots in 1587.

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Students then explore deteriorating relations with Philip II of Spain, considering political, religious and commercial rivalry. They examine the significance of privateering and Francis Drake, English support for the Dutch rebels, Robert Dudley's involvement in the Netherlands and Drake's attack on Cadiz. The Spanish Armada provides a focused study of causation and consequence. Students examine Spanish invasion plans, the main events of the campaign and reasons for English victory, including leadership, tactics, ships, weather and weaknesses in the Spanish plan. These areas are explicitly required within the Edexcel specification.

Attention then shifts to Elizabethan society. Students examine education in homes and schools alongside popular leisure, sport and theatre. They investigate why poverty and vagabondage increased and how government attitudes towards the poor changed during the reign. Students then explore the factors encouraging exploration, including improvements in navigation and ship technology and the desire to expand trade. The significance of Drake's circumnavigation of the globe is considered alongside England's growing ambitions overseas. Finally, students investigate Raleigh and Virginia, examining why England attempted colonisation and why the first settlement failed.

Substantive knowledge develops through students' understanding of Catholic plots, Revolt of the Northern Earls, Walsingham, Mary Queen of Scots, Spain, privateering, Drake, Netherlands, Cadiz, Spanish Armada, poverty, vagabondage, education, leisure, exploration, circumnavigation, Raleigh and Virginia.
Disciplinary knowledge develops through causation, consequence, significance, similarity and difference and historical judgement. Students explain why threats developed, assess their seriousness, analyse why relations with Spain deteriorated and evaluate the significance of exploration and social change.

Key vocabulary includes revolt, plot, treason, spy network, intelligence, execution, privateer, rivalry, Netherlands, Armada, invasion, vagabond, poverty, Poor Law, exploration, circumnavigation, colonisation, Virginia, significance, causation and consequence.

Pre-Requisite Knowledge *What have we already learned that will help us with this topic?*	**Pitch Up** *How will we challenge ourselves?*
Term 2 builds directly upon students' Term 1 understanding of Elizabeth's accession, government, religious settlement and Mary, Queen of Scots. Students already understand why Elizabeth's legitimacy, religion, marriage and succession created insecurity and why Catholic opposition had both domestic and international dimensions. This allows them to understand why Mary's presence in England became increasingly dangerous as plots developed. Students' KS3 study of Empire and Sugar and Slavery also provides useful foundations for understanding overseas expansion, trade	Students are challenged to move beyond knowing that plots existed and instead evaluate why some threats were more serious than others. They consider the extent to which Mary, Queen of Scots herself posed a threat compared with the opportunities her existence created for English Catholics, foreign powers and plotters. Students investigate deterioration in Anglo-Spanish relations as a process, rather than simply attributing war to religious difference. They connect religion with trade, privateering, the Netherlands, political rivalry and individual decisions.

and colonisation, while their Geography learning supports concepts such as global connections and the movement of goods and people. Students now apply increasingly precise GCSE knowledge to explain the interplay between political, religious, military, economic and social developments, reflecting the specification's expectation that the key topics should not be studied in isolation.	The Spanish Armada requires students to distinguish between different explanations for English victory and assess whether success resulted more from English strengths, Spanish weaknesses or environmental factors. The study of Elizabethan society also challenges students to recognise that a period often remembered as a "Golden Age" included growing poverty, insecurity and failed attempts at colonisation. More confident students connect developments across the depth study, considering how security at home, international rivalry, economic ambition and overseas expansion became increasingly intertwined.
Wider Framework *How does this learning connect to future topics and bigger goals?*	**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*
Term 2 completes students' first Edexcel GCSE depth study and establishes examination routines that will be developed throughout the course. The move from Elizabethan England into Weimar and Nazi Germany shifts students from sixteenth-century England to twentieth-century Europe, but many disciplinary ideas continue: political instability, threats to government, responses to opposition, international relations and the use of precise evidence to explain causation. There are also longer curriculum connections. Elizabethan exploration and colonisation build upon KS3 work on Empire and global trade, while the political and religious tensions of Elizabeth's reign reinforce students' understanding of how governments respond to internal and external threats.	Students explore the world of Elizabethan England beyond the headline events of plots and the Armada. The growth of intelligence networks demonstrates how governments attempted to detect threats in an age before modern policing or communications technology. Walsingham's methods show that information itself could become a source of political power. The deteriorating relationship with Spain also reveals that Elizabethan England was already part of a wider European and Atlantic world shaped by religion, trade, rivalry and imperial ambition. The study of poverty challenges romanticised views of Elizabeth's reign. Population growth, inflation and changing economic circumstances created hardship for many, prompting governments to distinguish increasingly between the "deserving" and "undeserving" poor.

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The specification describes the depth study as requiring students to understand the complexity and interplay of political, social, economic, religious and military aspects, and this term deliberately draws those strands together.	Exploration and Virginia show both the ambition and limits of Elizabethan expansion. Drake's circumnavigation demonstrated growing English maritime confidence, while the failure of the Virginia settlement illustrates the enormous practical difficulties involved in attempted colonisation.

Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

Students reflect upon loyalty, ambition, risk and personal conviction, considering why individuals might risk their lives for religion, political allegiance, exploration or personal advancement. Students explore how Elizabethan authorities responded to poverty, religious difference and political opposition. They consider changing attitudes towards those experiencing poverty and the moral questions raised by colonisation and overseas expansion. Cultural understanding develops through the study of education, leisure and theatre alongside the different experiences of people within Elizabethan society.

There are strong connections with Geography through exploration, navigation, trade, colonisation and developing global connections. Religion and Worldviews links continue through Catholic and Protestant rivalry and the relationship between religious identity and political loyalty. Citizenship connections include surveillance, national security, government responses to threats and changing approaches towards poverty. English links develop through Elizabethan theatre, communication and the cultural world associated with writers such as Shakespeare.

Careers Framework Skills: Problem Solving, Adapting and Creativity
Students develop Problem Solving by evaluating threats to Elizabeth and analysing why the Spanish Armada failed. Adapting develops through considering the risks, setbacks and persistence associated with exploration and attempted colonisation, while Creativity connects with Elizabethan theatre, navigation and innovation in ship design.

Careers: Maritime Archaeologist, Intelligence Analyst and Theatre Producer
A Maritime Archaeologist investigates ships, ports and physical evidence to understand past maritime activity. An Intelligence Analyst evaluates information and identifies possible threats, while a Theatre Producer combines creative, organisational and financial decision-making to bring performances to an audience.

Students develop their ability to recognise that claims of national success or a "Golden Age" should be tested against the experiences of different groups and a wider range of evidence. Students strengthen causal reasoning, prioritisation, evaluation, chronological understanding, comparison, problem solving and the selection of precise supporting evidence.

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Resources *What books, websites, videos and materials will support our learning?*	Assessment *How will we show what we know, remember and can apply?*
• www.senecalearning.com • Classroom 42 • Pearson Edexcel GCSE History Specification – Early Elizabethan England, 1558–88 – required content and assessment focus. • Hodder GCSE History for Edexcel: Early Elizabethan England, 1558–88 – course content, contemporary evidence and examination practice. • Pearson REVISE Edexcel GCSE History: Early Elizabethan England – retrieval, revision and examination preparation. • The National Archives – primary evidence relating to Catholic plots, Mary Queen of Scots, Spain and Elizabethan government. • Royal Museums Greenwich – resources relating to Drake, maritime exploration, navigation and the Spanish Armada. • Historic Royal Palaces and Shakespeare's Globe – contextual resources on Elizabethan society, court, culture and theatre. • Department teacher-led resources – timelines, plot investigations, Walsingham spy activities, Armada causal tasks, poverty case studies, exploration maps and Edexcel-style examination practice.	Students complete regular retrieval, extended writing and Edexcel-style examination questions, drawing together knowledge from both terms of the Early Elizabethan England depth study. Substantive Knowledge – 50% Students demonstrate secure knowledge of plots and revolts, Mary Queen of Scots, relations with Spain, the Spanish Armada, Elizabethan society, poverty, education and leisure, exploration and the attempted colonisation of Virginia. Disciplinary Knowledge – 50% Students demonstrate their ability to explain causation and consequence, assess significance, analyse connections between developments and use precise evidence to construct supported historical explanations and judgements, reflecting the second-order concepts assessed within the British depth study.

Term 3
Paper 3 (Topics 1 and 2)

Weimar and Nazi Germany, 1918–39

Big Picture
What are the main ideas and big questions in this topic?

This term begins the GCSE depth study of Weimar and Nazi Germany, 1918–39, examining the enormous political, economic and social challenges Germany faced following defeat in the First World War and the establishment of the Weimar Republic. Students begin by exploring the consequences of Germany's defeat in 1918, the abdication of Kaiser Wilhelm II and the creation of a new democratic government. They examine the strengths and weaknesses of the Weimar Constitution, considering why a system designed to create a more democratic Germany also contained features that could contribute to political instability.

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The impact of the Treaty of Versailles provides an important focus. Students investigate its territorial, military, economic and political consequences and consider why it became so deeply unpopular within Germany. Political challenges from both the left and right are explored through the Spartacist uprising, Kapp Putsch and Munich Putsch. Students then investigate the economic crises of the early Republic, particularly the occupation of the Ruhr and hyperinflation, before considering the extent of Germany's recovery under Gustav Stresemann between 1924 and 1929. Economic recovery, international relations and changes in living standards are considered alongside continuing weaknesses.

The term concludes by examining the development of the Nazi Party during the 1920s, including Hitler's early leadership, the Munich Putsch and the subsequent reorganisation of the Party. This establishes the foundations for Term 4, when students investigate why Nazi support increased dramatically after 1929. Throughout the term, students return to the overarching question: ***Why did Germany struggle to establish a stable democracy after the First World War?***

Zoom In

What knowledge, skills and key vocabulary will we learn step by step?

Students first investigate the legacy of the First World War, including Germany's military defeat, revolution and the abdication of Kaiser Wilhelm II. They examine the establishment of the Weimar Republic and the role of Friedrich Ebert, before analysing the strengths and weaknesses of the Weimar Constitution. Students investigate the impact of the Treaty of Versailles, including territorial losses, military restrictions, reparations and the War Guilt Clause. They consider how opposition to the Treaty contributed to hostility towards the new Republic and ideas such as the 'November Criminals' and 'stab in the back' myth.

Political instability is explored through challenges from both the left and right. Students examine the Spartacist uprising and Kapp Putsch, considering why the Republic survived despite the scale of the opposition it faced. The economic crisis of 1923 provides a detailed study of causation and consequence. Students investigate reparations, the French and Belgian occupation of the Ruhr, passive resistance and the development of hyperinflation. They consider how different groups experienced the crisis, recognising that its consequences were not identical for all Germans.

Attention then turns to Gustav Stresemann and the recovery of the Republic between 1924 and 1929. Students examine the Rentenmark, Dawes Plan and Young Plan alongside improvements in international relations through the Locarno Treaties and Germany's entry into the League of Nations. Students also examine changes in living standards, employment, women's lives, culture and entertainment during the 1920s, questioning whether the period should genuinely be understood as a 'Golden Age'.

The term also introduces the early development of the German Workers' Party and Nazi Party, Hitler's emergence as leader, the SA, the Munich Putsch and Hitler's imprisonment. Students investigate how the failure of the Putsch encouraged Hitler to reconsider Nazi strategy and reorganise the Party during the years of relative Weimar stability.

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Substantive knowledge develops through students' understanding of Kaiser Wilhelm II, Weimar Republic, Ebert, Constitution, proportional representation, Article 48, Treaty of Versailles, reparations, Spartacists, Kapp Putsch, Ruhr, passive resistance, hyperinflation, Stresemann, Rentenmark, Dawes Plan, Young Plan, Locarno, League of Nations, Nazi Party, Hitler, SA and Munich Putsch. Disciplinary knowledge develops particularly through causation, consequence, change and continuity, sources and interpretations. Students explain why the Republic experienced instability, evaluate the consequences of economic crisis and recovery and begin to analyse contemporary evidence and later interpretations of Weimar Germany.

Key vocabulary includes republic, democracy, constitution, proportional representation, coalition, Article 48, armistice, reparations, uprising, putsch, hyperinflation, passive resistance, recovery, prosperity, extremism, propaganda, interpretation, causation and consequence.

Pre-Requisite Knowledge

What have we already learned that will help us with this topic?

Students enter this enquiry with strong foundations from Year 9 History. Their First World War enquiry provides understanding of the conflict that resulted in Germany's defeat, while their Second World War study has already introduced the consequences of Versailles within the longer story of European instability.

Their Year 8 study of Revolutions, including the Russian Revolution, supports understanding of why war, economic hardship and political instability could contribute to the collapse of established governments and the growth of more radical political movements.

The Year 9 Dictators enquiry is particularly important preparation. Students already understand concepts including dictatorship, Fascism, Communism, propaganda, political violence and authoritarian government through their study of Mussolini, Stalin and Mao. Hitler was deliberately not studied as the main dictator case study at KS3, allowing students to encounter the development of Hitler and the Nazi Party in considerably greater depth at GCSE.

Students now move towards the greater precision demanded by the GCSE modern depth study, particularly through the analysis of contemporary sources and later historical interpretations.

Pitch Up

How will we challenge ourselves?

Students are challenged to move beyond the assumption that the Weimar Republic was simply weak and doomed from the beginning.

They examine strengths as well as weaknesses within the Constitution and consider why the Republic survived serious political and economic challenges between 1919 and 1923.

Students distinguish between the consequences of hyperinflation for different groups, recognising that savers, pensioners, workers, borrowers and business owners could experience the crisis differently.

The Stresemann era is evaluated critically. Students consider whether recovery after 1924 represented genuine stability or whether Germany remained dependent upon American loans and favourable international circumstances.

Students also challenge the idea that the Nazi Party experienced a straightforward rise to power. The limited electoral success of the Nazis during the years of relative prosperity demonstrates that Hitler's eventual success was not inevitable.

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	Students increasingly analyse why historical interpretations differ and use their own contextual knowledge to evaluate the claims made by historians.
Wider Framework *How does this learning connect to future topics and bigger goals?*	**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*
This term establishes the political, economic and social context required to understand the dramatic growth of Nazi support after 1929. Students will next investigate the impact of the Wall Street Crash and Great Depression, changing Nazi methods and appeal, weaknesses of Weimar government and the political developments that resulted in Hitler becoming Chancellor in January 1933. The early study of Nazi organisation, propaganda and the SA provides foundations for later examination of how the Nazis established a dictatorship and controlled German society. The unit also builds directly upon KS3 while increasing disciplinary demand. Students move from broader enquiry work towards the specific requirements of the Edexcel modern depth study, where they must combine precise contextual knowledge with the analysis of sources and historical interpretations.	Students develop a broader understanding of the challenges involved in creating a new democracy following military defeat and political revolution. The Weimar Constitution allows students to recognise that democratic systems involve choices about representation, executive power and political participation. Proportional representation increased representation but also contributed to coalition government and political fragmentation. The economic crises demonstrate how political stability can be influenced by wider economic conditions. Hyperinflation affected not simply money but savings, wages, pensions, businesses and confidence in government. Students also encounter Weimar Germany as a period of significant cultural and social experimentation. Developments in art, architecture, cinema, nightlife and changing roles for women complicate any simple narrative of Germany between the wars as a society moving inevitably towards dictatorship. The early history of the Nazi Party demonstrates how political movements can change strategy following failure, adapting their organisation and methods to exploit future opportunities.
Authentic connections *How does this topic connect to real life, careers, other subjects and important values?*	
Students reflect upon democracy, political participation, economic security and social change, considering why people may lose confidence in established political systems during periods of instability. Students explore the consequences of political extremism, violence and economic crisis and consider how different groups within the same society can experience periods of change very differently.	

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There are strong connections with Citizenship through democracy, constitutions, elections, political parties and political participation. Economics and Mathematics connections develop through inflation, wages, savings, borrowing and the consequences of hyperinflation. Art and Media links emerge through Weimar culture, political posters and the increasing importance of propaganda and visual communication.

Careers Framework Skills: Problem Solving, Listening and Planning
Students develop Problem Solving by analysing the interconnected political and economic problems facing the Weimar Republic. Listening develops through considering competing contemporary viewpoints and historical interpretations, while Planning is strengthened through organising precise evidence into increasingly developed GCSE explanations and arguments.

Careers: Economist, Political Risk Analyst and Graphic Designer
An Economist analyses financial and economic information to understand changes such as inflation, employment and economic growth. A Political Risk Analyst examines political and economic developments to assess instability and potential risks, while a Graphic Designer uses visual communication to influence how information and ideas are understood by an audience.

Students develop their ability to recognise how economic conditions, political confidence and social attitudes can influence one another and why periods of crisis can create opportunities for more extreme political movements. Students strengthen causal reasoning, source evaluation, interpretation, comparison, chronological understanding and the selection and organisation of precise supporting evidence.

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
• Pearson Edexcel GCSE History Specification – Weimar and Nazi Germany, 1918–39 – required content and assessment framework for the modern depth study. • Pearson REVISE Edexcel GCSE History: Weimar and Nazi Germany, 1918–39 – retrieval, revision and examination practice. • Hodder GCSE History for Edexcel: Weimar and Nazi Germany, 1918–39 – detailed course content, sources, interpretations and examination activities. • The National Archives – selected contemporary evidence relating to post-war Germany, political instability and the development of Nazism.	Students complete regular retrieval, source and interpretation analysis and Edexcel-style examination questions throughout the term, demonstrating their developing understanding of the challenges and recovery of the Weimar Republic and the early development of the Nazi Party. Substantive Knowledge – 50% Students demonstrate secure knowledge of the establishment of the Weimar Republic, Treaty of Versailles, political challenges, Ruhr crisis and hyperinflation, Stresemann's recovery, changes in German society and culture and the early development of Hitler and the Nazi Party. Disciplinary Knowledge – 50%

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• German History in Documents and Images – selected contemporary photographs, political material, statistics and documentary evidence. • Contemporary posters, photographs, election material, economic data and accounts from Weimar Germany. • Department teacher-led resources – timelines, constitutional activities, hyperinflation investigations, Stresemann evaluation, source analysis, interpretations and Edexcel-style examination practice. • www.senecalearning.com • Classroom 42	Students demonstrate their ability to explain causation, analyse and evaluate contemporary sources, compare and evaluate historical interpretations and use precise contextual knowledge to construct supported historical arguments.

Term 4
Paper 3 (Topics 2 and 3)

Weimar and Nazi Germany, 1918–39

Big Picture
What are the main ideas and big questions in this topic?

This term continues the Edexcel depth study by examining the dramatic change in the fortunes of the Nazi Party between 1929 and 1933 and how Hitler moved from the leader of a relatively unsuccessful extremist party to Chancellor of Germany.

Students begin by investigating the impact of the Wall Street Crash and Great Depression on Germany, connecting economic crisis to unemployment, poverty, political instability and declining confidence in the Weimar Republic. They examine why these conditions created opportunities for extremist political parties and why Nazi support increased dramatically.

Students explore the changing appeal of the Nazi Party, including Hitler's leadership, propaganda, the SA, Nazi organisation and promises to different sections of German society. They consider why Nazi messages appealed to some groups more successfully than others and why economic crisis alone cannot fully explain Hitler's growing popularity.

Attention then turns to the political developments of 1932–33, including weaknesses in Weimar government, presidential government, the roles of Hindenburg, Brüning, von Papen and von Schleicher and the political negotiations that ultimately resulted in Hitler's appointment as Chancellor on 30 January 1933.

The final part of the term examines how Hitler transformed his position as Chancellor into a dictatorship, including the Reichstag Fire, Enabling Act, removal of opposition, Night of the Long Knives and death of Hindenburg.

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Throughout the term, students return to the overarching question: ***Why was Hitler able to become Chancellor of Germany?***

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Students begin by examining the impact of the Wall Street Crash and Great Depression on Germany. They investigate the collapse of American loans, business failures, unemployment and falling living standards and consider how economic crisis undermined confidence in the Weimar Republic. Students explore the growth of Nazi support between 1929 and 1932, examining Hitler's leadership and public speaking, Nazi propaganda, the work of Joseph Goebbels, the role of the SA and the development of a modern and highly organised political campaign. They investigate how Nazi promises were adapted to appeal to different groups, including workers, farmers, the middle classes, young people and business interests, while also recognising the importance of fear of Communism and dissatisfaction with established political parties.

Election results allow students to trace changing Nazi support and recognise that Hitler did not simply "win an election" and become Chancellor. Instead, students investigate the increasing use of Article 48 and presidential government and the difficulties faced by successive governments. Attention then turns to the political manoeuvring of 1932–33. Students examine the roles of Hindenburg, von Papen and von Schleicher and consider why conservative politicians ultimately supported Hitler's appointment despite earlier opposition to him. Students then investigate how Hitler consolidated power after January 1933. The Reichstag Fire and Decree for the Protection of People and State demonstrate how civil liberties and political opposition were restricted.

Students examine the Enabling Act, the banning of political parties and trade unions and the process of Gleichschaltung through which Nazi control expanded. The Night of the Long Knives allows students to investigate threats from within the Nazi movement itself, particularly Ernst Röhm and the SA, and why Hitler chose to remove former allies. Finally, students examine the death of President Hindenburg in August 1934, Hitler's assumption of the title Führer and the army's oath of loyalty, considering when Hitler's dictatorship can be regarded as fully established.

Substantive knowledge develops through students' understanding of Wall Street Crash, Great Depression, unemployment, Nazi Party, Hitler, Goebbels, propaganda, SA, Communism, elections, Article 48, presidential government, Hindenburg, Brüning, von Papen, von Schleicher, Reichstag Fire, Enabling Act, Gleichschaltung, trade unions, Night of the Long Knives, Röhm and Führer. Disciplinary knowledge develops particularly through causation, consequence, change, sources and interpretations. Students explain the growth of Nazi support, distinguish between popular support and political manoeuvring and evaluate competing explanations for Hitler's appointment and consolidation of power.

Key vocabulary includes depression, unemployment, extremism, propaganda, SA, Communist, presidential government, coalition, Chancellor, Reichstag, decree, civil liberties, Enabling Act, dictatorship, Gleichschaltung, trade union, Führer, causation, consequence and interpretation.

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Pre-Requisite Knowledge *What have we already learned that will help us with this topic?*	Pitch Up *How will we challenge ourselves?*
Students enter this term with detailed knowledge of the strengths and weaknesses of the Weimar Republic, the political and economic crises of 1919–23 and Germany's recovery under Stresemann. Their Term 3 study established that Nazi success was not inevitable. Students understand that the Party remained relatively unsuccessful during the more stable years of 1924–29, providing an important comparison when investigating the dramatic increase in support after the Great Depression. Students already understand the origins of the Nazi Party, Hitler's leadership, the SA, Munich Putsch and subsequent reorganisation of the Party, allowing this term to focus upon why those developments became significantly more effective after 1929. At KS3, students studied Mussolini, Stalin and Mao rather than Hitler within their Dictators enquiry. Their existing understanding of propaganda, political violence, authoritarianism and the removal of opposition therefore provides a conceptual foundation without duplicating the detailed GCSE study of Nazi Germany.	Students are challenged to move beyond the simplistic explanation that "the Great Depression caused Hitler to become Chancellor." They distinguish between factors that increased Nazi popularity and those that actually resulted in Hitler's appointment as Chancellor. Economic crisis and propaganda may explain increased electoral support, but political instability, presidential government and decisions made by conservative politicians are necessary to explain why Hitler entered government. Students examine election evidence carefully and challenge the misconception that Hitler was elected Chancellor by the German people. They also consider how the Nazis successfully communicated different messages to different audiences, recognising the importance of propaganda, organisation and Hitler's presentation as a strong national leader. The establishment of dictatorship requires students to recognise that Hitler did not gain complete control immediately on 30 January 1933. Instead, they trace the progressive dismantling of German democracy between January 1933 and August 1934. More confident students evaluate whether Hitler's rise is best explained by his own strengths, weaknesses within Weimar democracy, economic circumstances or the miscalculations of Germany's political elites.
Wider Framework *How does this learning connect to future topics and bigger goals?*	**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*
This term provides the essential bridge between the collapse of Weimar democracy and students' subsequent study of life under Nazi rule.	Students develop a deeper understanding of how democracies can become vulnerable during periods of severe economic and political instability.

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Having established how Hitler became Chancellor and created a dictatorship, students will next investigate how the Nazis attempted to control German society through policing, censorship, propaganda and education, alongside the extent of opposition and resistance. Students will also examine Nazi policies towards women, young people, workers and minority groups, allowing them to distinguish between the political creation of dictatorship and the experience of living within it. There are strong connections with the Year 9 Dictators enquiry. At KS3, students compared how Mussolini, Stalin and Mao gained and maintained power; at GCSE they now undertake a much more detailed investigation of precisely how one dictatorship emerged from a democratic political system.	The Great Depression demonstrates that economic crises can have political consequences when unemployment, poverty and insecurity undermine trust in established governments. However, students recognise that economic hardship does not automatically result in dictatorship. Nazi propaganda provides insight into the development of modern political campaigning, including mass rallies, posters, radio, aircraft campaigns and carefully targeted messages. The political negotiations of 1932–33 demonstrate the importance of individual choices and unintended consequences. Conservative politicians such as von Papen believed that Hitler could be controlled once inside government, illustrating how political actors can misjudge both circumstances and individuals. The rapid dismantling of democracy after Hitler's appointment also demonstrates how existing institutions and legal processes can be manipulated to remove political freedoms.

Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

Students reflect upon democracy, political participation, leadership and personal responsibility, examining how economic insecurity and political instability can influence people's choices. Students explore the consequences of political violence, extremism and the gradual removal of civil liberties, considering how democratic institutions can be weakened from within as well as overthrown directly.

There are strong connections with Citizenship through elections, democracy, political parties, civil liberties and the rule of law. Economics connections develop through unemployment, recession and the political consequences of economic crisis. English and Media Literacy links emerge through propaganda, political speeches, posters and the use of carefully targeted messages to influence different audiences.

Careers Framework Skills: Speaking, Problem Solving and Teamwork
Students develop Speaking through constructing and defending explanations for Hitler's rise. Problem Solving develops as students weigh interconnected economic, political and individual factors, while Teamwork develops through collaborative analysis of election data, propaganda and competing historical interpretations.

Careers: Advertising Executive, Data Analyst and Constitutional Lawyer

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An Advertising Executive develops messages designed to influence particular audiences and considers how language and imagery affect behaviour. A Data Analyst identifies patterns within information such as election results and economic statistics, while a Constitutional Lawyer examines how laws, political institutions and individual rights operate within systems of government.

Students develop their ability to critically examine political claims, persuasive communication and apparently simple explanations for complex events. Students strengthen causal reasoning, source evaluation, interpretation, data analysis, prioritisation and the construction of supported historical arguments.

Resources
What books, websites, videos and materials will support our learning?

- Pearson Edexcel GCSE History Specification – Weimar and Nazi Germany, 1918–39 – required content and assessment framework.
- Pearson REVISE Edexcel GCSE History: Weimar and Nazi Germany, 1918–39 – retrieval, revision and examination practice.
- Hodder GCSE History for Edexcel: Weimar and Nazi Germany, 1918–39 – detailed course content, sources and interpretations.
- German History in Documents and Images – election data, political material, photographs and contemporary evidence.
- United States Holocaust Memorial Museum – selected contextual resources relating to the establishment of Nazi dictatorship.
- Contemporary Nazi election posters, speeches, photographs, election statistics and political cartoons for source and interpretation work.
- Department teacher-led resources – election analysis, propaganda investigations, political manoeuvring activities, dictatorship timelines, retrieval practice and Edexcel-style source and interpretation questions.
- www.senecalearning.com
- Classroom 42

Assessment
How will we show what we know, remember and can apply?

Students complete regular retrieval, source and interpretation analysis and Edexcel-style examination questions, focusing particularly on explaining Nazi growth, Hitler's appointment and the establishment of dictatorship.

Substantive Knowledge – 50%
Students demonstrate secure knowledge of the impact of the Great Depression, growth of Nazi support, propaganda and Nazi organisation, political instability between 1930 and 1933, Hitler's appointment as Chancellor and the establishment of dictatorship between 1933 and 1934.

Disciplinary Knowledge – 50%
Students demonstrate their ability to explain causation, analyse and evaluate contemporary sources, compare historical interpretations, apply precise contextual knowledge and construct supported judgements about why Hitler was able to gain and consolidate power.

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Term 5
Paper 3 (Topics 3 and 4)

Weimar and Nazi Germany, 1918–39

Big Picture
What are the main ideas and big questions in this topic?

This term completes the Edexcel depth study of Weimar and Nazi Germany, 1918–39 by examining how the Nazi dictatorship operated and how far it succeeded in controlling German society. Students begin by consolidating how Hitler established dictatorship by 1934 before investigating the police state, including the Gestapo, SS, concentration camps and Nazi control of the legal system. They consider how fear and repression worked alongside propaganda, censorship and control of culture to influence attitudes and behaviour. These areas form a major part of Edexcel's third key topic.

Attention then turns to the experiences of different groups within Nazi Germany. Students investigate Nazi policies towards women, young people and workers, asking how far Nazi expectations translated into reality and whether support for the regime was based on genuine approval, conformity, fear or a mixture of all three.

The term also examines opposition and resistance, including the Churches, Pastor Niemöller, Swing Youth and Edelweiss Pirates, helping students challenge the idea that everyone simply accepted Nazi rule. Finally, students investigate Nazi racial beliefs and the persecution of minority groups, including Jewish people, Roma and Sinti, homosexuals and disabled people.

Throughout the term, students return to the overarching question: ***How far did the Nazis control every aspect of life in Germany?***

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Students first consolidate the creation of dictatorship between 1933 and 1934, including the Reichstag Fire, Enabling Act, banning of other political parties and trade unions, Night of the Long Knives, death of Hindenburg and Hitler becoming Führer. The specification identifies these developments as the foundation of Nazi dictatorship. Students then investigate the police state, including the roles of the Gestapo, SS and concentration camps, alongside Nazi control of the legal system. They consider how fear, surveillance and punishment discouraged opposition and helped maintain Nazi authority.

Attention turns to the ways the Nazis attempted to influence attitudes. Students examine Goebbels and the Ministry of Propaganda, censorship, newspapers, radio, rallies, sport and the 1936 Berlin Olympics, alongside Nazi attempts to control art, architecture, literature and film. Students also investigate attempts to control the Catholic and Protestant Churches through the Concordat and Reich Church. Students then examine the extent of support, conformity, opposition and resistance. They investigate opposition from the Churches, including Pastor Niemöller, and from young people through groups such as the Swing Youth and Edelweiss Pirates, before considering how widespread active resistance actually was.

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The enquiry then shifts towards everyday life under Nazi rule. Students investigate Nazi ideas about women and the family, including marriage, motherhood, employment and appearance. They compare Nazi ideals with the realities created by changing economic and social demands. Students study Nazi policies towards young people, including the Hitler Youth, League of German Maidens and control of education through curriculum and teachers. They consider both participation and resistance rather than assuming that Nazi indoctrination was universally successful.

Employment and living standards provide another important area of investigation. Students examine the Reich Labour Service, autobahns, rearmament and invisible unemployment, alongside workers' experiences of the German Labour Front, Strength Through Joy and Beauty of Labour. Finally, students investigate Nazi racial ideology and the persecution of minority groups. They examine the treatment of Slavs, Roma and Sinti, homosexuals and disabled people, alongside the escalating persecution of Jewish people through the 1933 boycott, Nuremberg Laws and Kristallnacht.

Substantive knowledge develops through students' understanding of Gestapo, SS, concentration camps, censorship, propaganda, Goebbels, Berlin Olympics, Reich Church, Concordat, opposition, Niemöller, Swing Youth, Edelweiss Pirates, women, Hitler Youth, League of German Maidens, education, unemployment, German Labour Front, Strength Through Joy, racial ideology, Nuremberg Laws and Kristallnacht. Disciplinary knowledge develops particularly through sources, interpretations, causation, change and continuity, similarity and difference and historical judgement. Students use evidence to compare Nazi aims with lived experiences and evaluate how far control, support and opposition shaped life under the dictatorship.

Key vocabulary includes police state, Gestapo, SS, concentration camp, censorship, propaganda, indoctrination, conformity, opposition, resistance, Reich Church, racial ideology, persecution, Lebensborn, Labour Front, Strength Through Joy, boycott, Nuremberg Laws, Kristallnacht, source and interpretation.

Pre-Requisite Knowledge *What have we already learned that will help us with this topic?*	**Pitch Up** *How will we challenge ourselves?*
Students enter this term with secure knowledge of how Hitler became Chancellor and how the Nazis dismantled German democracy between 1933 and 1934. They already understand the importance of propaganda, the SA, political violence and the political manoeuvring that brought Hitler into government. This term moves from the creation of dictatorship to the much more complex question of how that dictatorship affected people's everyday lives.	Students are challenged to move beyond the idea that Nazi Germany was controlled entirely through fear and terror. They consider how propaganda, economic improvement, social opportunities, nationalism and genuine support could operate alongside surveillance and repression. Students distinguish between support, conformity and active opposition, recognising that not resisting does not automatically mean wholehearted support. Students examine the gap between Nazi ideals and reality. Policies towards women promoted motherhood and domesticity, for

Their Year 9 Dictators enquiry provides an important conceptual foundation through earlier comparison of Mussolini, Stalin and Mao. Students already understand methods including propaganda, censorship, secret police, youth organisations and personality cults, but now apply these ideas to a detailed depth study of Nazi Germany.

Students' Year 9 Holocaust enquiry also provides wider chronological awareness of where Nazi persecution ultimately led, while this GCSE unit focuses specifically on persecution within Germany up to 1939, preserving the distinct chronological boundaries of the specification.

example, yet labour shortages increasingly drew women back into employment. Nazi youth organisations aimed at complete ideological control, but the existence of Swing Youth and Edelweiss Pirates demonstrates limits to indoctrination.

Employment statistics are examined critically, including the concept of invisible unemployment, to question whether Nazi claims about economic success tell the whole story. The study of persecution also requires students to recognise that Nazi racial policies escalated over time and affected groups differently.

More confident students evaluate whether the regime maintained power primarily because of terror, persuasion, material improvement or popular consent, and why historians may reach different conclusions about the extent of Nazi control.

Wider Framework

How does this learning connect to future topics and bigger goals?

This term completes the Weimar and Nazi Germany, 1918–39 modern depth study and gives students the complete chronological journey from the establishment of the Weimar Republic in 1918 to Nazi dictatorship and society by 1939.

The study of persecution provides important contextual understanding for students' existing KS3 knowledge of the Holocaust, while making clear that the GCSE specification ends in 1939 and does not require the later wartime genocide as part of this depth study.

Students now possess the substantive knowledge needed to tackle the full range of Edexcel Paper 3 demands, including causation, source analysis and evaluation of historical interpretations. The specification explicitly requires students to understand why interpretations differ and to evaluate them using contextual knowledge.

Curriculum Hinterland

What wider knowledge will deepen our understanding of this topic?

Students develop a more nuanced understanding of how dictatorships function in practice. Nazi control depended upon institutions such as the Gestapo and SS, but also upon ordinary citizens, teachers, employers, youth leaders, churches and cultural organisations responding to or participating in Nazi expectations.

The study of propaganda helps students understand how regimes attempt to construct an idealised image of society, while everyday evidence can reveal important gaps between official claims and lived experience.

Students also encounter the difficulties historians face when measuring support and opposition within a dictatorship. Voting figures, membership records, police reports, private diaries and later memories can each reveal different aspects of public attitudes.

The study of racial persecution demonstrates how discrimination can be transformed progressively into legal exclusion, social

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The next unit, Superpower Relations and the Cold War, shifts from an intensive study of one society to an international narrative, requiring students to apply their understanding of ideology, power and political control within a much wider global context.	isolation and organised violence, while also showing that different minority groups were targeted for different ideological reasons.

Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

Students reflect upon freedom, conformity, personal responsibility and the relationship between individuals and the state, considering why people may support, tolerate or resist authoritarian rule. Students explore the consequences of censorship, surveillance, indoctrination and racial discrimination and consider how propaganda can shape attitudes while still having limits.

There are strong connections with Citizenship through civil liberties, state power, policing, resistance and discrimination. English and Media Literacy connections develop through propaganda, censorship, film, radio and visual communication. Religion and Worldviews links emerge through Nazi attempts to control the Churches and the responses of religious individuals and organisations. RSHE connections include gender expectations, family roles, identity, prejudice and the treatment of minority groups.

Careers Framework Skills: Listening, Adapting and Problem Solving
Students develop Listening through considering competing contemporary voices and historical interpretations. Adapting develops through examining individuals and groups who maintained their beliefs or resisted pressure under difficult circumstances, while Problem Solving develops as students weigh evidence about the effectiveness and limits of Nazi control.

Careers: Human Rights Officer, Media Regulator and Youth Worker
A Human Rights Officer investigates discrimination and works to protect individual freedoms and equality. A Media Regulator considers how information, broadcasting and communication affect the public and ensures that standards are upheld, while a Youth Worker supports young people to develop confidence, independence and participation within their communities.

Students develop their ability to critically evaluate government claims, media messages and evidence about social attitudes, recognising that official narratives may not reflect everyone's lived experience. Students strengthen source evaluation, interpretation, comparison, causal reasoning, empathy grounded in evidence and the construction of supported historical judgements.

Resources	Assessment
What books, websites, videos and materials will support our learning?	*How will we show what we know, remember and can apply?*
• Pearson Edexcel GCSE History Specification – Weimar and Nazi Germany, 1918–39 – required Key Topics 3 and 4 and Paper 3 assessment framework.	Students complete regular retrieval, source analysis, interpretation work and Edexcel-style Paper 3 questions, drawing upon knowledge from across the complete Weimar and Nazi Germany depth study.

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• Pearson REVISE Edexcel GCSE History: Weimar and Nazi Germany, 1918–39 – retrieval, revision and examination practice. • Hodder GCSE History for Edexcel: Weimar and Nazi Germany, 1918–39 – detailed content, contemporary sources and historical interpretations. • German History in Documents and Images – photographs, propaganda, political documents and contemporary evidence from Nazi Germany. • United States Holocaust Memorial Museum – contextual material on Nazi racial ideology and persecution before 1939. • Contemporary propaganda, school materials, youth testimony, employment statistics, photographs and diaries used to compare Nazi aims with lived experiences. • Department teacher-led resources – propaganda investigations, opposition case studies, living-standards comparisons, source and interpretation activities, retrieval practice and Edexcel Paper 3 examination modelling. • www.senecalearning.com • Classroom 42	Substantive Knowledge – 50% Students demonstrate secure knowledge of the Nazi police state, propaganda and censorship, Church relations, opposition and resistance, policies towards women and young people, employment and living standards and the persecution of minority groups between 1933 and 1939. Disciplinary Knowledge – 50% Students demonstrate their ability to explain causation, analyse and evaluate contemporary sources, compare and evaluate historical interpretations, use precise contextual knowledge and construct supported judgements about the extent and effectiveness of Nazi control.

Term 6 Topic 1 Paper 2 P4		**Superpower Relations and the Cold War, 1941–91**

Big Picture
What are the main ideas and big questions in this topic?

This term begins the Edexcel period study of Superpower Relations and the Cold War, 1941–91, focusing on the origins and early development of tension between the United States and the Soviet Union.

Students begin by examining the Grand Alliance during the Second World War and the agreements and tensions that emerged at Tehran, Yalta and Potsdam. They consider how differing political and economic ideologies shaped the aims of the wartime allies and why

cooperation became increasingly difficult once Nazi Germany had been defeated. The specification identifies these conferences, ideological differences and the attitudes of Stalin, Truman and Churchill as central to the origins of the Cold War.

Students then investigate how tension developed through the atomic bomb, Long and Novikov telegrams and Soviet expansion into Eastern Europe, before exploring the increasingly confrontational policies of both superpowers. The Truman Doctrine, Marshall Plan, Cominform and Comecon demonstrate the growing political and economic division of Europe.

The Berlin Crisis of 1948–49 provides a major focus as students examine the division of Germany and Berlin, the blockade and airlift and the creation of East and West Germany. Finally, students investigate the growing arms race, formation of NATO and Warsaw Pact and the Hungarian Uprising of 1956, bringing the first key topic to completion.

Throughout the term, students return to the overarching question: ***Why did wartime allies become Cold War enemies?***

Zoom In

What knowledge, skills and key vocabulary will we learn step by step?

Students first establish the nature of the Grand Alliance, recognising that Britain, the USA and Soviet Union cooperated during the Second World War because they shared a common enemy rather than because they shared common political beliefs. Students examine the conferences at Tehran, Yalta and Potsdam, identifying agreements over Germany, Poland, Eastern Europe and the post-war world before analysing how changing circumstances affected relations. The death of Roosevelt, arrival of Truman and defeat of Germany altered the relationships between the wartime allies.

Students then investigate the ideological differences between capitalism and communism and consider how these differences affected the attitudes of Stalin, Truman and Churchill. They examine how fear and suspicion were reinforced by the US development and use of the atomic bomb and by the competing interpretations of intentions expressed through the Long and Novikov telegrams. Attention turns to Soviet control of Eastern Europe, including the creation of satellite states. Students consider why Stalin sought greater security after the enormous Soviet losses of the Second World War and why Western governments interpreted Soviet expansion as evidence of aggressive Communist intentions.

Students then investigate the American response through the Truman Doctrine and Marshall Plan, before examining Soviet responses through Cominform and Comecon. They consider how political, economic and ideological division hardened the emerging Cold War. The Berlin Crisis provides a detailed analytical narrative. Students examine the division of Germany and Berlin, currency reform, Stalin's blockade, the Western airlift and the eventual lifting of the blockade. They consider the significance of the crisis for superpower relations and the formation of the Federal Republic of Germany and German Democratic Republic.

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Students then investigate the growing arms race and formation of NATO and the Warsaw Pact, recognising the increasing military division of Europe. The Hungarian Uprising of 1956 provides an important case study of Soviet control within Eastern Europe, Khrushchev's response and the limits of Western intervention.

Substantive knowledge develops through students' understanding of Grand Alliance, Tehran, Yalta, Potsdam, capitalism, communism, Stalin, Truman, Churchill, atomic bomb, Long Telegram, Novikov Telegram, satellite states, Truman Doctrine, Marshall Plan, Cominform, Comecon, Berlin Blockade, Berlin Airlift, NATO, Warsaw Pact and Hungarian Uprising. Disciplinary knowledge develops particularly through consequence, significance and analytical narrative, reflecting the assessment focus of the Edexcel period study. Students trace how one development influenced another and explain how tension escalated across the period rather than treating events as isolated episodes. The specification requires students to understand narrative connections across the key topics and assesses consequence, significance and analytical narrative.

Key vocabulary includes superpower, Cold War, capitalism, communism, ideology, Grand Alliance, conference, satellite state, containment, doctrine, economic aid, blockade, airlift, arms race, NATO, Warsaw Pact, uprising, consequence, significance and analytical narrative.

Pre-Requisite Knowledge *What have we already learned that will help us with this topic?*	**Pitch Up** *How will we challenge ourselves?*
Students enter this enquiry with strong contextual knowledge from their KS3 study of the Second World War and Dictators. Their Year 9 Second World War enquiry introduced the emergence of the USA and Soviet Union as increasingly powerful Allied states, Operation Barbarossa, American entry into the war and the defeat of Nazi Germany. Students therefore understand why the USA and USSR ended the war with enormous military and political influence. The Dictators enquiry provides important foundations for understanding Stalin and Communism, while the Year 9 study of 1960s America introduced the wider context of Cold War intervention through Vietnam. Students also bring GCSE disciplinary experience from Elizabeth and Weimar and Nazi Germany. However, the move into a period study changes the emphasis. Rather than focusing heavily on sources and interpretations, students must increasingly	Students are challenged to move beyond the simplistic explanation that the Cold War began because “capitalism and communism were different.” They consider how ideological differences interacted with security concerns, wartime experiences, individual leaders, economic interests, military developments and competing interpretations of each other's actions. Students examine events from more than one perspective. Soviet control of Eastern Europe, for example, can be understood as an attempt to create a defensive buffer after devastating wartime losses, while the USA and Britain interpreted the same actions as evidence of Communist expansion. The Berlin Crisis requires students to build a sustained analytical narrative, explaining why developments occurred in sequence and how each action generated further reactions.

understand the unfolding sequence of international developments and the connections between them.	Students also evaluate the significance of individual developments. They consider whether the atomic bomb, Truman Doctrine, Berlin Blockade or creation of rival military alliances represented the most important turning point in transforming wartime tension into an entrenched Cold War. More confident students distinguish between intention and perception, recognising that states may respond not only to what another country intends but to what they believe that country intends.	
Wider Framework *How does this learning connect to future topics and bigger goals?*	**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*	
Term 6 completes Key Topic 1: The origins of the Cold War, 1941–58. Year 11 Term 1 will continue directly into Cold War crises, 1958–70 and the end of the Cold War, 1970–91, allowing students to trace how relations moved through confrontation, détente, renewed tension and eventual collapse. Knowledge of Berlin established this term becomes essential when students later investigate the Berlin Wall, while understanding the arms race provides foundations for the Cuban Missile Crisis and arms control. The Hungarian Uprising also provides an important comparison with the later Prague Spring. Students are therefore beginning a connected fifty-year narrative rather than a series of separate international events.	Students develop a deeper understanding of the Cold War as a conflict shaped by ideas, geography, economics, military power and mutual fear, rather than a conventional war fought directly between the two superpowers. The enormous human and material losses suffered by the Soviet Union during the Second World War provide important context for Stalin's determination to create a buffer zone in Eastern Europe. The growing importance of nuclear weapons fundamentally changed international relations. The atomic bomb did not simply provide military power; it altered calculations about security, diplomacy and the consequences of direct superpower conflict. Berlin demonstrates the particular problems created by post-war Europe. A city located deep inside Soviet-controlled territory became one of the most important symbolic and strategic locations of the Cold War. Students also recognise that smaller states were not simply passive pieces in a superpower struggle. The Hungarian Uprising demonstrates the aspirations of people living under Soviet influence	Students develop a deeper understanding of the Cold War as a conflict shaped by ideas, geography, economics, military power and mutual fear, rather than a conventional war fought directly between the

	and the constraints placed upon Western governments when intervention risked a much wider conflict.	two superpowers. The enormous human and material losses suffered by the Soviet Union during the Second World War provide important context for Stalin's determination to create a buffer zone in Eastern Europe. The growing importance of nuclear weapons fundamentally changed international relations. The atomic bomb did not simply provide

		military power; it altered calculations about security, diplomacy and the consequences of direct superpower conflict. Berlin demonstrates the particular problems created by post-war Europe. A city located deep inside Soviet-controlled territory became one of the most important symbolic and strategic locations of the Cold War. Students also recognise that

		smaller states were not simply passive pieces in a superpower struggle. The Hungarian Uprising demonstrates the aspirations of people living under Soviet influence and the constraints placed upon Western governments when intervention risked a much wider conflict.

Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

Students reflect upon trust, fear, security and political responsibility, considering why former allies can become rivals and how misunderstanding can contribute to escalating tension. Students explore competing political ideologies and consider how governments balance national security against the risks created by confrontation and military escalation.

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There are strong connections with Geography through political borders, spheres of influence, strategic location and the division of Europe into competing blocs. Citizenship links develop through ideology, international organisations, diplomacy and collective security. Science connections emerge through nuclear weapons and the technological development of the arms race, while Economics links include Marshall Aid, Comecon and the use of economic assistance as a tool of international influence.

Careers Framework Skills: Listening, Problem Solving and Teamwork
Students develop Listening through considering competing American, Soviet and European perspectives. Problem Solving develops as students trace how leaders attempted to respond to international crises without provoking direct war, while Teamwork develops through collaborative analysis of conferences, crises and competing diplomatic choices.

Careers: Diplomat, Nuclear Policy Adviser and International Relations Analyst
A Diplomat negotiates between governments and works to manage international disagreements. A Nuclear Policy Adviser evaluates the strategic, political and security implications of nuclear weapons, while an International Relations Analyst examines how states, alliances and global organisations interact and how international tensions develop.

Students develop their ability to recognise that international conflicts often involve competing perspectives, security concerns and cycles of action and reaction rather than simple divisions between aggressors and defenders. Students strengthen chronological reasoning, analytical narrative, evaluation of significance, consequence, comparison and the selection of precise evidence.

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
• Pearson Edexcel GCSE History Specification – Superpower Relations and the Cold War, 1941–91 – required content and Paper 2 assessment framework. • Pearson REVISE Edexcel GCSE History: Superpower Relations and the Cold War – retrieval, revision and examination practice. • Hodder GCSE History for Edexcel: Superpower Relations and the Cold War, 1941–91 – detailed content and analytical narrative practice. • The National Archives – diplomatic documents, maps and contemporary evidence relating to the early Cold War. • Wilson Center Digital Archive – selected American, Soviet and Eastern European documents relating to Cold War diplomacy.	Students complete regular retrieval and Edexcel-style Paper 2 questions, focusing on consequence, significance and the construction of connected analytical narratives across the origins of the Cold War. Substantive Knowledge – 50% Students demonstrate secure knowledge of the Grand Alliance and wartime conferences, ideological differences, atomic diplomacy, Soviet expansion in Eastern Europe, Truman Doctrine and Marshall Plan, Cominform and Comecon, the Berlin Crisis, NATO and Warsaw Pact, the arms race and the Hungarian Uprising. Disciplinary Knowledge – 50%

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• Contemporary political cartoons, speeches, telegram extracts, maps and photographs used to explore contrasting superpower perspectives. • Department teacher-led resources – conference simulations, Cold War tension timelines, Berlin Crisis narrative activities, maps, significance tasks and Edexcel-style examination practice. • www.senecalearning.com • Classroom 42	Students demonstrate their ability to explain consequences, assess significance and construct analytical narratives that identify and explain connections between events as superpower relations deteriorated between 1941 and 1958.