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History Curriculum Intent	Year 9

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 Topic	**The First World War**

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

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This enquiry investigates why Europe descended into war in 1914, moving beyond the idea that the assassination of one man simply caused the First World War. Students explore the long-term tensions that made Europe increasingly unstable before examining why events in the summer of 1914 transformed a crisis in the Balkans into a European and ultimately global conflict.

Students begin by examining the major European powers and the growing tensions created by militarism, alliances, imperial rivalry and nationalism. They investigate the arms race, competing empires and crises such as those in Morocco before focusing more closely on the Balkans, where nationalism, competing territorial ambitions and the decline of Ottoman influence created an increasingly unstable region.

The assassination of Archduke Franz Ferdinand provides the turning point of the enquiry. Students reconstruct the events in Sarajevo before investigating the July Crisis, recognising that the assassination did not automatically cause war. Instead, a series of decisions involving Austria-Hungary, Germany, Serbia, Russia, France and Britain transformed a regional dispute into a much wider conflict.

The enquiry culminates in a consideration of historical responsibility and interpretation. Students examine why historians have disagreed about responsibility for the outbreak of war and use their knowledge to evaluate competing explanations.

Throughout the enquiry, students return to the overarching question: ***Why did Europe go to war in 1914?***

Zoom In

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

Students develop a secure understanding of the political geography of Europe before 1914, including the major European powers, competing alliances and the growth of military and naval power. The familiar framework of MAIN – Militarism, Alliances, Imperialism and Nationalism – is used as an initial way of organising long-term tensions, but students are challenged to move beyond simply identifying these factors towards explaining how they interacted and why they made Europe increasingly vulnerable to conflict. Students investigate the growth of militarism and the arms race, including Anglo-German naval competition, and examine how the Triple Alliance and Triple Entente created commitments and fears that connected the security of individual states to wider European relationships.

Imperial rivalry is explored through competition between the European powers and the Moroccan Crises, allowing students to examine how competition for territory and influence increased distrust between Germany, France and Britain. Attention is given to the Balkans. Students investigate Serbian nationalism, Austria-Hungary's fears about nationalist movements within its multi-ethnic empire, Russian support for Serbia, the weakening Ottoman Empire and the impact of the Balkan Wars. This provides the essential context for understanding why the assassination of Franz Ferdinand in Sarajevo became so politically significant.

Students reconstruct the assassination itself before examining the July Crisis, including Germany's support for Austria-Hungary, the Austrian ultimatum to Serbia, mobilisation and the subsequent declarations of war. Students distinguish between long-term causes, increasing tensions, short-term triggers and decisions, recognising that these operated at different points in the causal chain.

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Historical interpretations introduce students to the debate surrounding responsibility for the outbreak of war, including a simplified version of Fritz Fischer's argument about German responsibility alongside alternative explanations emphasising Austria-Hungary, Russia, the alliance system and miscalculation by European leaders.

Substantive knowledge develops through students' understanding of militarism, alliances, imperial rivalry, nationalism, the arms race, the Moroccan Crises, the Balkans, Serbia, Austria-Hungary, the Balkan Wars, Franz Ferdinand, the Black Hand, Gavrilo Princip, the July Crisis, the Blank Cheque, mobilisation and the outbreak of war. Disciplinary knowledge is centred particularly upon causation and interpretations. Students categorise causes, distinguish between long-term conditions and short-term triggers, construct causal chains, explain relationships between factors, evaluate historical interpretations and judge relative significance.

Key vocabulary includes militarism, alliance, imperialism, nationalism, arms race, empire, rivalry, Triple Alliance, Triple Entente, Balkans, assassination, ultimatum, mobilisation, Blank Cheque, trigger, long-term cause, short-term cause, causation, responsibility, significance and interpretation.

Pre-Requisite Knowledge

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

Students enter Year 9 with a strong foundation for understanding conflict and political change.

Their Year 8 study of the British Empire developed understanding of imperial expansion, competition for territory and relationships between European powers and other societies. The Revolutions enquiry developed causal reasoning through comparison of the American, French and Russian Revolutions, including the distinction between underlying problems and events that trigger significant political change.

Students therefore already recognise that major historical events rarely occur because of one isolated cause. This enquiry increases the complexity by asking students to understand how several long-term factors interacted before a relatively short political crisis transformed those tensions into war.

The enquiry also coincides deliberately with the Geography enquiry “What causes conflict?”. Students can therefore draw upon geographical concepts including territory, borders, resources, identity and political power, while History concentrates particularly upon chronology, historical context, human decisions and why conflict occurred at this particular moment.

Pitch Up

How will we challenge ourselves?

Students are challenged to move beyond memorising MAIN as an explanation for the First World War. They distinguish between factors that made Europe dangerous, developments that increased tension, the event that triggered the immediate crisis and the political decisions that ultimately produced war. Students increasingly recognise that identifying a cause is different from explaining how and why it contributed to an outcome.

The Balkans provide additional challenge by requiring students to understand overlapping interests involving nationalism, declining empires, territorial ambition and great-power rivalry.

Students also consider the concept of inevitability. They question whether the assassination automatically made war unavoidable and identify moments during the July Crisis when different decisions might have produced different outcomes.

Historical interpretations provide a further step up in disciplinary thinking. Students encounter the Fischer controversy in an accessible form and use contextual knowledge to test competing arguments about responsibility rather than simply accepting one historian's explanation.

	More confident students distinguish between cause and responsibility, recognising that a country or individual can contribute to the conditions for conflict without necessarily bearing sole responsibility for its outbreak.
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 enquiry provides essential contextual knowledge for students' later study of the twentieth century, helping them understand how the First World War transformed European politics, societies and international relationships. Knowledge of Germany's experience of war and defeat provides particularly important foundations for later study of Weimar and Nazi Germany at GCSE, including the Treaty of Versailles, political instability and the consequences of the First World War. The enquiry also provides a foundation for understanding subsequent international conflict. Students begin to recognise recurring themes including alliances, nationalism, territorial disputes, competition between states, military power and political miscalculation. Disciplinary progression is particularly important. The comparative causation developed during Year 8 Revolutions now becomes more sophisticated as students construct causal chains and relationships, while their previous work with interpretations develops into consideration of a genuine historiographical debate.	Students encounter pre-war Europe as a network of competing states and empires, rather than simply a map divided into two alliance systems. They recognise that Austria-Hungary, Russia, Germany, Britain, France and the Ottoman Empire had different ambitions and fears and that decisions made in 1914 reflected these wider concerns. The study of the Balkans helps students understand why the region became known as the “powder keg of Europe”. Serbia's ambitions, Austria-Hungary's concerns about nationalism, Russian interests and the weakening Ottoman Empire meant that a dispute in Sarajevo had implications far beyond Bosnia. Students also encounter the element of chance and contingency within History. The assassination itself involved failed plans, unexpected events and decisions, yet those events only became historically transformative because they occurred within an already tense international system. The enquiry therefore challenges deterministic accounts of the First World War. Students recognise that historical outcomes emerge from a combination of structures, circumstances, individual choices and unintended consequences.
Authentic connections *How does this topic connect to real life, careers, other subjects and important values?*	
Students reflect upon the consequences of human decision-making and consider how fear, loyalty, ambition and perceptions of threat can influence the choices made by individuals and governments. Students explore the human consequences of nationalism, militarism, political rivalry and international tension. Moral understanding develops through considering responsibility for conflict and whether political leaders had opportunities to prevent escalation. Cultural understanding develops through recognising the different national identities and political priorities operating within early twentieth-century Europe. There are particularly strong and deliberate links with the concurrent Geography enquiry “What causes conflict?”. Geography considers how factors including territory, borders, identity, resources, inequality and political power contribute to conflict in different places. History complements this by examining how long-term tensions, political relationships, triggering events and individual decisions produced conflict in a particular historical context. This allows students	

to recognise that conflict can be investigated through different disciplinary lenses and apply a shared conceptual language around place, power, identity and territory. Citizenship links include international relations, political decision-making, nationalism and conflict resolution.

Careers Framework Skills: Problem Solving, Teamwork and Speaking
Students develop Problem Solving by constructing causal chains and determining how different factors interacted. Teamwork develops through collaborative investigations and decision-making activities surrounding the assassination and July Crisis. Speaking develops through debating historical responsibility and defending interpretations using evidence.

Careers: Conflict Analyst, Army Officer and War Correspondent
A Conflict Analyst investigates the political, economic and geographical factors that can lead to conflict. An Army Officer uses leadership, planning and decision-making skills in complex situations, while a War Correspondent gathers evidence and communicates events occurring in areas affected by conflict.

Students develop the ability to recognise that complex conflicts rarely have a single straightforward cause. They learn to distinguish between underlying tensions, triggers and escalation and to question claims that assign simple responsibility for complex events. Students strengthen causal reasoning, source analysis, chronological thinking, geographical interpretation, evaluation, debate, interpretation and evidence-based judgement.

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
• Margaret MacMillan, The War That Ended Peace – selected scholarship exploring the international tensions and decisions that preceded the First World War. • Christopher Clark, The Sleepwalkers: How Europe Went to War in 1914 – selected interpretation emphasising the interconnected decisions and miscalculations of European leaders. • Fritz Fischer, Germany's Aims in the First World War – carefully selected and simplified interpretation supporting discussion of German responsibility. • The National Archives – First World War resources – diplomatic documents, maps, photographs and contemporary evidence relating to the outbreak of war. • Imperial War Museums – First World War collections – maps, objects, photographs and contextual resources relating to pre-war Europe and the outbreak of conflict. • Contemporary evidence, including alliance maps, military and naval statistics, political cartoons, diplomatic correspondence, newspaper	Throughout the enquiry, students demonstrate their developing understanding through Rapid Recall, questioning, source analysis, causal categorisation, causal mapping and historical interpretation work. Students initially use MAIN to organise long-term causes before progressing towards a more sophisticated model that distinguishes between underlying conditions, increasing tensions, triggers and decisions. The assassination investigation and July Crisis allow students to construct a chronological causal chain, while the historical responsibility enquiry requires them to use evidence to test competing interpretations of why war began. Students complete an assessment based on the overarching enquiry: “What was the most important cause of the First World War?” Students draw upon evidence from across the enquiry to compare different causes and reach a supported judgement. They are expected to recognise that the most important cause does not necessarily mean the final event before

reports and evidence surrounding the Sarajevo assassination and July Crisis. • Department teacher-led resources – enquiry slides, assassination evidence files, July Crisis decision-making materials, causal mapping activities, interpretation work, retrieval practice and assessment modelling.	war began, and distinguish between long-term tensions, short-term triggers and political decisions. Substantive Knowledge: 50% - Students demonstrate secure understanding of militarism and the arms race, the alliance systems, imperial rivalry, nationalism, instability in the Balkans, the assassination of Franz Ferdinand and the decisions made during the July Crisis. Disciplinary Knowledge: 50% - Students demonstrate their ability to categorise and connect causes, distinguish between long-term conditions and short-term triggers, explain how factors interacted, assess relative significance and construct a supported historical judgement.

Term 2
Topic

America in the 1920s and 1930s

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

This enquiry investigates the dramatic changes experienced by American society during the 1920s and 1930s, using New York and Chicago as recurring case studies through which students explore the opportunities, inequalities and contradictions of the American Dream. Students begin in 1920s New York, examining the image of a modern, prosperous America characterised by skyscrapers, consumerism, mass production, entertainment and growing wealth. They consider what Americans meant by the American Dream and immediately question whether opportunities for prosperity and success were genuinely available to everyone.

Attention then turns to Prohibition and Chicago, where students investigate how attempts to control alcohol contributed to speakeasies, bootlegging, corruption and organised crime. The story of Al Capone allows students to explore a darker version of American enterprise and consider why organised crime flourished within rapidly growing cities. Returning to New York, students examine who was excluded from the American Dream, with particular focus on Black American experiences and the Harlem Renaissance. Students then investigate Wall Street and the economic collapse of 1929 before exploring how unemployment, poverty and homelessness transformed life during the Great Depression.

Finally, students consider whether Franklin D. Roosevelt's New Deal successfully rebuilt the opportunities and security associated with the American Dream. New York and Chicago provide a consistent urban lens, but students also encounter experiences beyond these cities to ensure they understand the diversity of American society. Throughout the enquiry, students return to the overarching question: ***Was the American Dream really a reality for everyone?***

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

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Students first explore the meaning of the American Dream, examining ideas surrounding opportunity, prosperity, hard work and social mobility. Using New York as their initial case study, they investigate economic growth, mass production, consumer goods, credit, advertising and entertainment alongside the rapid growth and changing character of American cities.

Students then investigate Prohibition, including the 18th Amendment and attempts to enforce restrictions on alcohol. They examine why Prohibition proved difficult to enforce, particularly in large cities such as New York and Chicago, and consider the importance of public opposition, speakeasies, bootlegging and corruption. Chicago becomes the focus for a deeper investigation of organised crime and Al Capone. Students explore how Prohibition created profitable illegal markets and examine Capone's use of bootlegging, violence, bribery and corruption. They consider whether gangsters created America's crime problem or simply exploited opportunities created by Prohibition.

Students return to New York to question who could actually access the American Dream. The experiences of Black Americans provide the principal depth study, including racial discrimination and the continued influence of segregation and racism. The Harlem Renaissance provides an important counterpoint, allowing students to explore Black cultural achievement, music, literature and identity rather than presenting Black American history solely through discrimination. Wider evidence, including Jim Crow laws, the Ku Klux Klan and immigration restrictions, demonstrates that inequality extended far beyond one city.

Students then investigate the causes of the Wall Street Crash, including speculation, buying on margin, credit, overproduction and declining confidence. Wall Street provides a geographical focal point through which students understand how financial decisions in New York had consequences across the United States. The Great Depression shifts the focus towards lived experience. Students examine unemployment, bank failures, lost savings, homelessness, breadlines and Hoovervilles through photographs, statistics and testimony from ordinary Americans. Evidence from New York and Chicago is compared with experiences elsewhere, including rural communities and farmers.

Finally, students examine Roosevelt and the New Deal, organising government responses around Relief, Recovery and Reform. Rather than simply memorising Alphabet Agencies, students investigate who different policies helped, what problems remained and whether Roosevelt genuinely succeeded in rebuilding the American Dream.

Substantive knowledge develops through students' understanding of the American Dream, economic prosperity, consumerism, mass production, credit, Prohibition, speakeasies, bootlegging, organised crime, Al Capone, racial discrimination, Harlem, the Wall Street Crash, Great Depression, Hoover, Roosevelt and the New Deal. Disciplinary knowledge develops through causation, evidence, interpretations, similarity and difference and historical judgement. Students explain why developments occurred, reconstruct different lived experiences, analyse contrasting evidence and evaluate how far broad claims about American prosperity reflect the experiences of different groups.

Key vocabulary includes American Dream, prosperity, consumerism, mass production, credit, Prohibition, bootlegging, speakeasy, corruption, organised crime, segregation, discrimination, Harlem Renaissance, speculation, shares, Wall Street, crash, depression, unemployment, Hooverville, New Deal, Relief, Recovery and Reform.

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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 enquiry with increasingly sophisticated understanding of industrialisation, migration, inequality and social change. Their Year 8 study of the Industrial Revolution helps students understand mass production, urbanisation, employment and rapidly changing cities. The Migration enquiry provides useful foundations for considering why people move and how migrant experiences can differ according to opportunity, status and discrimination. Students' work on the British Empire also supports their understanding of global connections and changing relationships between different societies. Immediately before this enquiry, students have studied the causes of the First World War, developing their ability to distinguish between long-term conditions, short-term developments and triggers. They now apply causal reasoning to economic and social history, particularly when investigating Prohibition and the Wall Street Crash. Students also bring established disciplinary knowledge of sources and interpretations, allowing them to examine contrasting experiences of 1920s prosperity and the Great Depression rather than accepting a single narrative of American society.	Students are challenged to question the idea that the American Dream represented a universal American experience. They recognise that economic statistics showing national prosperity can conceal substantial differences between individuals, communities and places. Students compare experiences according to race, wealth, occupation and location, considering how one person's period of opportunity could simultaneously be another person's experience of exclusion. Students also consider contradictions within American society. A country that celebrated individual freedom introduced Prohibition; cities associated with opportunity also experienced organised crime and corruption; Black cultural achievement flourished in Harlem while racism and discrimination continued; and apparent economic prosperity proved vulnerable to financial collapse. The Wall Street Crash develops increasingly sophisticated causal reasoning as students connect speculation, credit, overproduction, confidence and banking rather than identifying a single cause. More confident students consider whether the American Dream itself changed between the 1920s and 1930s: from an emphasis on individual prosperity and consumption towards a greater expectation that government should provide economic security and opportunity.
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 enquiry strengthens students' understanding of the United States as an emerging global economic and cultural power and provides important context for later twentieth-century History. Students encounter themes that continue throughout their study of the modern world, including race, migration, inequality, economic crisis, government intervention and changing expectations of the state.	Students encounter New York and Chicago as historical places, recognising that the characteristics of cities can influence the experiences of the people who live within them. New York's skyscrapers, Wall Street, advertising, entertainment industries and rapidly changing population made it a powerful symbol of modern American prosperity. At the same time, neighbourhoods such as Harlem reveal very different stories of migration, community, cultural achievement and inequality.

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The enquiry also has particularly strong links with the concurrent Geography study of Global Cities, in which New York provides an important case study. Students therefore encounter the same city through two disciplinary lenses. Geography investigates how New York developed as a globally connected city, while History examines the experiences of people living within a rapidly changing New York during the 1920s and 1930s. Together, the subjects deepen students' understanding of how migration, economic opportunity, inequality, culture and global influence shape major cities.	Chicago's rapid industrial and population growth provides context for understanding why Prohibition, bootlegging and organised crime became particularly significant there. The city's transport connections, large population and political corruption created opportunities that organisations such as Al Capone's exploited. Students also recognise the limitations of using two cities to represent an entire nation. Rural farmers, communities in the southern states and Americans living in smaller towns experienced the period differently. These contrasting examples ensure students understand New York and Chicago as case studies rather than universal experiences. The enquiry therefore develops students' understanding of place as an important historical context: events do not simply happen at a particular location; the characteristics of that location can help explain why they happened.

Authentic connections

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

Students reflect upon ideas of success, ambition, opportunity and happiness, considering whether wealth alone represents success and whether societies genuinely provide equal opportunities to everyone. Students explore racial inequality, discrimination, poverty, organised crime and economic inequality alongside cultural innovation and changing lifestyles. Moral understanding develops through questions surrounding government intervention, Prohibition, corruption and whether governments have a responsibility to protect citizens during economic crisis. Cultural understanding is strengthened through the Harlem Renaissance, popular entertainment and the changing character of American urban life.

There are particularly strong links with Geography and the Global Cities enquiry. New York provides a shared case study through which students examine urban growth, migration, inequality, employment, connectivity and global influence. History provides chronological and human depth to these geographical processes, showing how New York developed and how people experienced the opportunities and inequalities of a major global city. Citizenship links include government intervention, inequality, discrimination and individual freedom. English and Music connections emerge through the Harlem Renaissance, literature, journalism, popular culture and jazz.

Careers Framework Skills: Problem Solving, Creativity and Adapting
Students develop Problem Solving when explaining the Wall Street Crash and evaluating possible responses to economic crisis. Creativity is explored through advertising, popular culture and the Harlem Renaissance. Aiming High connects particularly with the concept of the American Dream and encourages students to critically examine the relationship between aspiration, opportunity and structural inequality.

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Careers: Financial Analyst, Urban Planner and Social Researcher
A Financial Analyst examines economic information to identify patterns, opportunities and risks. An Urban Planner considers how employment, migration, housing and inequality shape cities, while a Social Researcher investigates people's experiences and uses evidence to understand how societies change.

Students develop their understanding of economic decision-making, borrowing, credit and financial risk, while also recognising that headline measures of prosperity do not necessarily reflect everyone's lived experience. They learn to question broad claims such as a country being prosperous or successful by asking: *Successful for whom?*
Students strengthen causal reasoning, source analysis, interpretation, comparison, financial understanding, geographical thinking and evidence-based judgement.

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
• Eric Rauchway, The Great Depression and the New Deal – accessible teacher reference for the economic crisis and Roosevelt's response. • Isabel Wilkerson, The Warmth of Other Suns – selected contextual material relating to the Great Migration and Black American experiences. • Library of Congress – photographs, advertisements, newspapers and primary evidence relating to American urban life, Harlem and the Depression. • National Archives and Records Administration (US) – government records, photographs and New Deal material. • New York Public Library Digital Collections – maps, photographs and evidence relating to New York, Harlem and everyday urban life. • Chicago History Museum resources – evidence relating to Prohibition, organised crime, migration and Chicago's urban development. • Department teacher-led resources – Wall Street Crash simulation, Al Capone case files, source collections, city maps, retrieval practice, modelling and American Dream comparison activities.	Students complete an end-of-enquiry assessment exploring whether the American Dream was really a reality for everyone in 1920s and 1930s America. Students draw on examples from New York and Chicago, alongside wider American experiences, to demonstrate their knowledge and reach supported historical judgements. Substantive Knowledge – 50% Students demonstrate secure knowledge of the American Dream, prosperity and consumerism, Prohibition, organised crime and Al Capone, Black American experiences and the Harlem Renaissance, the Wall Street Crash, Great Depression and Roosevelt's New Deal. Disciplinary Knowledge – 50% Students demonstrate their ability to explain causes and consequences, analyse historical evidence, compare different experiences and use precise evidence to reach a supported historical judgement

Term 3 Topic	**Dictators**

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

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This enquiry investigates how dictators gain, consolidate and maintain power, through comparative studies of Benito Mussolini in Italy, Joseph Stalin in the Soviet Union and Mao Zedong in China. Students consider why dictatorships emerged in very different political and social circumstances and examine the methods leaders used to establish authority over their populations.

Students begin by developing an understanding of dictatorship, democracy, Fascism and Communism, before exploring the circumstances that enabled each leader to rise to power. They investigate Mussolini's exploitation of instability in post-war Italy, Stalin's political manoeuvring following Lenin's death and Mao's emergence as leader of the Chinese Communist movement and eventual victory in 1949.

Attention then turns to how dictators maintained control. Students compare the use of propaganda, personality cults, censorship, youth organisations, violence, secret police and the removal of political opposition. They also investigate attempts to transform society and the economy, including Stalin's Five-Year Plans and collectivisation and Mao's Great Leap Forward and Cultural Revolution.

Throughout the enquiry, students consider the experiences of ordinary people alongside the image each regime presented of itself. This allows them to recognise that dictatorship relied upon a complex combination of support, persuasion, control and fear.

Students return throughout to the overarching question: ***How do dictators gain and keep control?***

Zoom In

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

Students first establish the characteristics of dictatorship and authoritarian rule and develop a basic understanding of the political differences between Fascism and Communism. Mussolini, Stalin and Mao are introduced as contrasting case studies through which students can test whether dictators use similar methods despite differing ideologies and circumstances.

Students investigate Mussolini's rise in post-war Italy, considering political instability, economic difficulties, fear of communism, Fascism, the Blackshirts and the March on Rome. They examine how Mussolini subsequently attempted to strengthen his control through propaganda, censorship, youth organisations, violence, the OVRA and the development of the cult of Il Duce. Students also question whether Mussolini's claim to total control matched the reality of Fascist Italy.

The enquiry then examines Stalin's rise to power following Lenin's death. Students investigate his struggle with rivals including Trotsky and consider how Stalin used his political position, alliances and manipulation to remove competitors. They then explore how Stalin attempted to transform the Soviet Union through industrialisation, Five-Year Plans and collectivisation, alongside the use of propaganda, Purges, the NKVD and Gulags. Individual experiences allow students to examine the human consequences of Stalinist rule, recognising the contrast between rapid industrial development and widespread repression and suffering.

Students then investigate Mao's rise in China, including conflict between the Communists and Nationalists, the Long March, Japanese invasion, Civil War and Communist victory in 1949. The Long March provides an opportunity to compare the heroic image later promoted by the Communist Party with evidence of

the hardship and losses experienced by those involved. Students examine Mao's attempts to transform China through the Great Leap Forward, communes and rapid industrialisation, before investigating famine and the consequences of unrealistic production targets. The Cultural Revolution, Red Guards and Little Red Book provide further evidence of Mao's attempts to reshape Chinese society and reinforce his authority.

The enquiry concludes by directly comparing the three dictatorships and considering whether similarities in methods of control mean that Mussolini, Stalin and Mao should be understood as the same kind of dictator. Substantive knowledge develops through students' understanding of dictatorship, Fascism, Communism, Mussolini, Blackshirts, March on Rome, OVRA, Stalin, Trotsky, Five-Year Plans, collectivisation, Purges, NKVD, Gulags, Mao, Long March, Chinese Civil War, Great Leap Forward, communes, Cultural Revolution, Red Guards and personality cults.
Disciplinary knowledge develops particularly through causation, similarity and difference, sources, interpretations and consequences. Students explain how dictators gained power, analyse evidence about experiences under dictatorship, compare methods of control and evaluate similarities and differences between regimes.

Key vocabulary includes dictatorship, democracy, authoritarian, Fascism, Communism, propaganda, censorship, opposition, repression, secret police, cult of personality, purge, collectivisation, industrialisation, commune, totalitarian, ideology, similarity, difference, interpretation and consequence.

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 increasingly secure knowledge of political instability, revolution, conflict and social change. Their Year 8 Revolutions enquiry introduced the Russian Revolution and the collapse of Tsarist rule, providing essential context for understanding the Soviet Union inherited by Stalin. Students have already considered why established political systems can collapse and how periods of instability create opportunities for radical political change. The Year 9 First World War enquiry developed students' understanding of nationalism, political instability, conflict and the consequences of war. This supports their understanding of the circumstances within which Fascism developed in post-war Italy. Their study of 1920s and 1930s America immediately before this enquiry also allows students to compare different responses to political, economic and social instability. While Roosevelt responded to crisis through democratic government and the New Deal, students now encounter societies in which leaders established increasingly authoritarian forms of rule.	Students are challenged to move beyond the assumption that all dictators are essentially the same. They identify similarities in the use of propaganda, censorship, youth organisations, personality cults, political repression and violence, but also consider differences in ideology, aims, circumstances, scale and extent of control. Students investigate the relationship between support and fear, recognising that dictatorships cannot always be explained simply through terror. They consider why some people supported Mussolini, Stalin or Mao and how propaganda, economic change, nationalism and promises of social transformation could generate genuine enthusiasm alongside coercion. Students also distinguish between the image and reality of dictatorship. Mussolini's presentation of himself as an all-powerful leader is tested against evidence about the limits of Fascist control, while Stalinist and Maoist propaganda is compared with evidence of repression, famine and human suffering.

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Students have also developed their ability to work with historical sources and interpretations and to recognise that the image governments present of themselves may differ significantly from people's lived experiences.	More confident students evaluate whether rapid economic or social transformation can be described as successful when the human cost of achieving it is considered.
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 enquiry provides students with important contextual knowledge for understanding the political history of the twentieth century. The study of Stalin develops understanding of the Soviet Union that will support later study of Superpower Relations at GCSE, including the development of tensions between the Soviet Union and the West. Mussolini provides an important example of European Fascism without duplicating students' later detailed GCSE study of Hitler and Nazi Germany. Students therefore arrive at GCSE already understanding concepts including dictatorship, propaganda, censorship, political repression and personality cults, but encounter Nazi Germany as a new substantive case study. The study of Mao broadens students' understanding beyond Europe and introduces the transformation of twentieth-century China, supporting their wider understanding of Asia and the changing global balance of power. Disciplinary progression is particularly important. Students move from identifying similarities and differences towards explaining why similarities existed, how significant the differences were and whether apparently similar political systems can meaningfully be grouped together.	Students encounter dictatorship through the experiences of both leaders and ordinary people, helping them recognise that political systems affect everyday life. The rise of Mussolini demonstrates how political violence and instability can weaken democratic institutions. Stalin's struggle for power shows that dictatorships may emerge gradually through the manipulation of existing political structures rather than through one dramatic seizure of power. The experiences of workers, peasants, political opponents, prisoners and young people under Stalin deepen students' understanding of the consequences of rapid state-led transformation. Mao's China provides another contrasting context. The Long March demonstrates how historical events can become powerful political myths, while the Great Leap Forward and Cultural Revolution show how attempts to radically transform society can produce enormous unintended and human consequences. Students therefore develop a more nuanced understanding of dictatorship as involving ideology, ambition, popular support, propaganda, coercion and violence, rather than viewing dictators simply as individually powerful leaders.
Authentic connections *How does this topic connect to real life, careers, other subjects and important values?*	
Students reflect upon power, individual freedom, conformity and personal responsibility, considering why people may support, resist or comply with authoritarian governments. Students examine the consequences of political repression, censorship, persecution and the removal of individual freedoms. Moral understanding develops through considering the human cost of policies designed to rapidly transform societies. Students also explore how propaganda and personality cults can shape public perceptions and influence how people understand political leaders.	

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There are connections with Geography through the transformation of China and the Soviet Union, including industrialisation, rural change, population and economic development. The concurrent Geography study of Transforming Asia provides a broader geographical context for understanding the scale of change experienced by China. Citizenship links include democracy, authoritarianism, political freedoms, censorship and the relationship between citizens and the state. English and Media Literacy connections develop through the analysis of propaganda, political imagery and the ways language and visual communication are used to influence audiences.

Careers Framework Skills: Problem Solving, Listening and Speaking
Students develop Problem Solving by explaining how leaders gained power and determining which methods of control were most effective. Listening develops through considering competing historical interpretations, while Speaking develops through comparative discussion and defending evidence-based judgements.

Careers: Political Risk Analyst, Intelligence Officer and Communications Analyst
A Political Risk Analyst investigates how political change and instability can affect countries and organisations. An Intelligence Officer evaluates information to understand threats and political developments, while a Communications Analyst examines how language, imagery and media are used to influence people's attitudes and behaviour.

Students develop their ability to critically evaluate propaganda, political messaging and claims made by those in positions of authority. They learn that repetition, popularity and powerful imagery do not necessarily make a claim accurate. Students strengthen comparison, causal reasoning, source analysis, interpretation, evaluation, critical thinking and evidence-based judgement.

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
• Richard J. B. Bosworth, Mussolini – selected teacher reference on Fascist Italy and Mussolini's leadership. • Stephen Kotkin, Stalin: Paradoxes of Power – selected contextual material on Stalin's rise and development of Soviet dictatorship. • Jung Chang and Jon Halliday, Mao: The Unknown Story – selected interpretation to be used alongside contrasting scholarship when exploring Mao. • The National Archives and Imperial War Museums – contemporary evidence relating to Fascism, Communism, propaganda and twentieth-century dictatorship. • Wilson Center Digital Archive – translated documents and primary material relating to the Soviet Union and Communist China.	Students complete an end-of-enquiry assessment comparing the dictatorships of Mussolini, Stalin and Mao, using precise examples to identify and explain important similarities and differences before reaching a supported historical judgement. Substantive Knowledge – 50% Students demonstrate secure knowledge of how Mussolini, Stalin and Mao gained power, their ideologies, methods of control, use of propaganda and repression, and attempts to transform their societies and economies. Disciplinary Knowledge – 50% Students demonstrate their ability to identify and explain similarities and differences, compare the nature and extent of control, analyse historical

• Contemporary propaganda, photographs, speeches, political posters, testimony and statistical evidence from Fascist Italy, Stalin's Soviet Union and Maoist China.	evidence and interpretations and use precise evidence to reach a supported comparative judgement.

Term 4 Topic		**The Second World War**

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

This enquiry investigates how tensions left unresolved after the First World War contributed to the outbreak of another European war and how that conflict developed into a global struggle involving countries and peoples across Europe, Africa and Asia. Students begin by returning to the Treaty of Versailles, considering whether the settlement created conditions that made future conflict more likely. They then examine Hitler's aims to overturn Versailles, rebuild German military power and acquire Lebensraum, before investigating appeasement, German territorial expansion and the invasion of Poland in 1939.

Attention then turns to the changing nature of the war. Students investigate Blitzkrieg and Germany's rapid victories, before examining why Britain survived the Battle of Britain and what civilians experienced during the Blitz. Students use contemporary evidence to question simplified ideas about the "Blitz Spirit" and consider both resilience and hardship. The enquiry then widens geographically as students examine how the invasion of the Soviet Union and Japanese attack on Pearl Harbor transformed the scale of the conflict. Finally, students consider why the balance of the war shifted, how Germany was defeated in Europe and why fighting continued in Asia until Japan's surrender in 1945.

Throughout the enquiry, students return to the overarching question: ***How did Hitler's war in Europe become a global conflict?***

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

Students begin by revisiting the Treaty of Versailles, exploring German resentment towards territorial losses, military restrictions and reparations. Through an interactive negotiation of the peace settlement, students consider the difficult decisions faced by the victorious powers and whether the terms of the treaty contributed to future instability. Students then investigate Hitler's foreign policy aims, including Lebensraum, rearmament and overturning the Treaty of Versailles. They trace German expansion through Europe and consider the policy of appeasement, asking why Britain and France repeatedly chose negotiation rather than military intervention.

The invasion of Poland on 1 September 1939 and the British and French declarations of war provide the immediate context for the outbreak of the Second World War. Students distinguish between long-term causes, increasing tensions and immediate triggers, building upon their earlier study of causation in the First World War enquiry. Students investigate Blitzkrieg, examining how the coordinated use of aircraft, tanks and infantry contributed to rapid German victories in Poland and Western Europe. They then explore the Battle of Britain, considering the importance of the RAF, Luftwaffe, radar, geography and

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German decisions in explaining why Britain avoided invasion in 1940. The experience of civilians becomes the focus through study of the Blitz. Students examine bombing, shelters, evacuation, disruption and destruction in London and other British cities. Contemporary photographs, propaganda and testimony allow students to test the idea of the "Blitz Spirit" against a wider range of experiences.

The enquiry then expands beyond Britain and Western Europe. Students investigate Operation Barbarossa and the Japanese attack on Pearl Harbor, recognising 1941 as an important turning point as the Soviet Union and United States became fully involved in the conflict. Finally, students examine why the Axis powers were eventually defeated. Rather than studying a succession of individual battles, they consider broader factors including Allied resources, American industrial strength, Soviet resistance and advance, Germany fighting on multiple fronts and the Allied invasion of Normandy. Students distinguish between the end of the war in Europe and continued fighting in Asia, culminating in the use of atomic bombs against Japan and Japanese surrender in August 1945.

Substantive knowledge develops through students' understanding of the Treaty of Versailles, Lebensraum, appeasement, German expansion, invasion of Poland, Blitzkrieg, Battle of Britain, RAF, Luftwaffe, Blitz, Operation Barbarossa, Pearl Harbor, D-Day, Allied advance, VE Day, atomic bombs and VJ Day. Disciplinary knowledge develops particularly through causation, significance, evidence, interpretations and consequence. Students explain why war began and expanded, analyse evidence about civilian experiences, identify turning points and evaluate the relative importance of different factors in shaping the course of the conflict.

Key vocabulary includes Treaty of Versailles, Lebensraum, appeasement, rearmament, invasion, Blitzkrieg, Luftwaffe, RAF, Blitz, propaganda, evacuation, resilience, Axis, Allies, Operation Barbarossa, Pearl Harbor, turning point, D-Day, surrender, causation, significance 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 enquiry with substantial knowledge of the political and international developments that shaped the first half of the twentieth century. Their Year 9 study of the First World War provides understanding of the conflict that preceded Versailles and develops their ability to distinguish between long-term tensions, triggers and political decisions when explaining the outbreak of war. The Dictators enquiry provides important contextual understanding of Fascism and authoritarian government. Students have studied Mussolini rather than Hitler in depth, meaning that Hitler is encountered here specifically through foreign policy, territorial expansion and war, avoiding unnecessary duplication with their later GCSE study of Nazi Germany.	Students are challenged to move beyond simple explanations such as "Versailles caused the Second World War" or "Hitler started the war." They consider how the Treaty of Versailles, Hitler's ambitions, appeasement, rearmament, territorial expansion and political decisions interacted over time. Students distinguish between factors that created the conditions for conflict and events that ultimately triggered war. Students also question the assumption that German victory appeared inevitable during the early years of the conflict. The study of Blitzkrieg and the Battle of Britain requires students to explain both German success and the limits of German military power. Through the Blitz enquiry, students test popular historical narratives against contemporary evidence, recognising that British civilians could demonstrate

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Their study of Stalin also provides useful context when students encounter the Soviet Union during the Second World War, while the preceding America enquiry has introduced the United States during the interwar period.

Students therefore begin to connect previously separate national stories as Britain, Germany, Italy, the Soviet Union, United States, China and Japan become increasingly drawn into a global conflict.

considerable resilience while simultaneously experiencing fear, exhaustion, disruption and loss.

More confident students consider turning points within the war and evaluate whether one event changed its direction or whether Allied victory resulted from the cumulative effect of military, economic and geographical factors.

Wider Framework

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

This enquiry provides essential chronological and political context for the subsequent study of the Holocaust. Students understand the geographical expansion of Nazi control across Europe before changing focus from the military history of the conflict to the experiences of those subjected to Nazi racial persecution.

The end of the Second World War also establishes important foundations for students' later GCSE study of Superpower Relations. Students encounter the enormous contribution of both the United States and Soviet Union to Allied victory and begin to recognise how the war transformed the global balance of power.

The study provides useful contextual knowledge for GCSE Weimar and Nazi Germany, particularly the consequences of the Treaty of Versailles and Hitler's expansionist foreign policy, without pre-teaching the detailed political and social content of the GCSE course.

Students also develop a stronger chronological framework for twentieth-century History, connecting the First World War, interwar period, dictatorships, Second World War, Holocaust and post-war world.

Curriculum Hinterland

What wider knowledge will deepen our understanding of this topic?

Students encounter the Second World War as a genuinely global conflict, challenging an overly narrow narrative centred solely upon Britain, Germany and the Western Front. The entry of the Soviet Union and United States into the conflict dramatically altered the resources available to each side, while the war in Asia continued after Germany's surrender in Europe.

Students recognise that geography mattered. Britain's island position influenced the Battle of Britain; Germany's invasion of the enormous Soviet Union created significant logistical and military challenges; and the global reach of the conflict required enormous movements of people, resources and equipment.

Civilian experiences provide another important dimension. The Blitz demonstrates that twentieth-century warfare increasingly blurred distinctions between battlefront and home front, with cities, factories, transport infrastructure and civilian populations becoming targets.

The enquiry also introduces students to the enormous contribution of people from across the British Empire and Commonwealth and other Allied nations, helping them recognise that Allied victory cannot be understood simply as the achievement of Britain and the United States.

Authentic connections

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

Students reflect upon courage, resilience, fear and sacrifice, considering how individuals respond when everyday life is transformed by war. Students examine the impact of warfare upon civilians and consider the moral consequences of strategic bombing and total war. The end of the conflict introduces

challenging questions surrounding the use of atomic weapons against Japan. Cultural understanding develops through recognising the diverse national and civilian experiences involved in a global war rather than viewing the conflict solely through a British perspective.

There are strong connections with Geography through territory, borders, strategic location, global connections and the importance of physical distance and resources in warfare. Mapping the expansion of the conflict develops students' spatial understanding of Europe, the Soviet Union and the Asia-Pacific region. Citizenship connections include international relations, political decision-making, conflict and the responsibilities of governments during wartime. English and Media Literacy links develop through analysis of wartime propaganda, photographs, speeches, newspaper reporting and personal testimony.

Careers Framework Skills: Problem Solving, Teamwork and Listening
Students develop Problem Solving when analysing why military strategies succeeded or failed and weighing competing explanations for Allied victory. Teamwork develops through collaborative decision-making and historical investigations, while Listening is strengthened through engagement with contrasting experiences and interpretations.

Careers: Logistics Manager, Aerospace Engineer and Intelligence Analyst
A Logistics Manager coordinates the movement of people, equipment and resources across complex networks. An Aerospace Engineer designs and develops aircraft and related technology, while an Intelligence Analyst evaluates different sources of information to support strategic decision-making.

Students develop the ability to recognise how international decisions can escalate conflicts and how historical events are often remembered through simplified national stories. They learn to test familiar narratives against evidence and recognise that experiences of the same event can differ considerably. Students strengthen causal reasoning, chronological thinking, source analysis, interpretation, map reading, evaluation, comparison and evidence-based judgement.

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
• Antony Beevor, The Second World War – selected teacher reference for the wider global chronology and military context. • Richard Overy, The Battle of Britain – selected scholarship on the Battle of Britain and explanations for British survival. • Imperial War Museums – photographs, oral histories, objects, maps and contemporary evidence relating to the Second World War and civilian experiences.	Students complete an end-of-enquiry assessment exploring how and why the Second World War developed from conflict in Europe into a global war, using evidence from across the unit to explain key developments and reach supported historical judgements. Substantive Knowledge – 50% Students demonstrate secure knowledge of the causes and outbreak of war, Hitler's expansion, Blitzkrieg, the Battle of Britain, the Blitz, the widening of the conflict in 1941 and the eventual defeat of Germany and Japan. Disciplinary Knowledge – 50%

• The National Archives – government documents, propaganda, maps and primary sources relating to appeasement, the outbreak of war, the Blitz and wartime Britain. • United States Holocaust Memorial Museum historical maps – useful mapping of German expansion and occupation in Europe in preparation for the subsequent Holocaust enquiry. • Contemporary sources, including wartime propaganda, newspapers, photographs, civilian testimony, evacuation accounts, speeches and military maps. • Department teacher-led resources – interactive Treaty of Versailles negotiation, Hitler's expansion mapping, Blitzkrieg investigation, Battle of Britain causal activities, Blitz source enquiry and global war mapping.	Students demonstrate their ability to explain causes and consequences, analyse historical evidence and interpretations, assess the significance of key developments and use precise evidence to reach supported historical judgements.

Term 5 Topic		**The Holocaust**

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

This enquiry investigates the Holocaust as a process of escalating persecution and mass murder, while ensuring that Jewish people are understood as individuals, families and communities whose histories extend beyond their persecution by Nazi Germany.

Students begin by exploring the diversity of Jewish life in Europe before the Holocaust, challenging the misconception that Jewish communities were a single homogeneous group. They then investigate the longer history of antisemitism and how the Nazis exploited existing prejudice before progressively excluding Jewish people from German society after 1933.

The outbreak and expansion of the Second World War marks an important turning point. As Nazi Germany occupied increasing areas of Europe, millions more Jewish people came under Nazi control. Students investigate ghettos, forced labour, mass shootings and the development of the Final Solution, recognising that the Holocaust developed through stages rather than beginning with concentration or killing centres.

Students also examine the persecution of other groups targeted by the Nazi regime while maintaining the historical specificity of the Holocaust as the systematic persecution and murder of six million European Jews. Throughout the enquiry, students encounter individual experiences, testimony and evidence of resistance, survival and agency alongside persecution. The enquiry concludes by examining liberation, responsibility and the importance of preserving the evidence and memory of the Holocaust.

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Students return throughout to the overarching question: ***What was the Holocaust?***

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

Students first investigate Jewish life in Europe before the Holocaust, exploring different communities, occupations, religious practices, cultures and identities. This establishes Jewish people as individuals and communities before students encounter the processes that attempted to exclude and ultimately destroy them. Students then explore the longer history of antisemitism, recognising that prejudice against Jewish people existed before the Nazi regime. They examine how older religious and economic stereotypes developed alongside racial antisemitism and how the Nazis exploited and intensified existing prejudice.

Attention turns to the escalation of Nazi persecution after 1933, including boycotts, propaganda, exclusion from employment and public life, the Nuremberg Laws and Kristallnacht. Students construct an understanding of how discrimination developed progressively from prejudice and exclusion towards organised violence. Students also investigate the experiences of other groups persecuted by the Nazi regime, including Roma and Sinti people, disabled people, gay men, political opponents and Jehovah's Witnesses. Students recognise that these groups were targeted for different reasons and experienced different forms of persecution.

Building directly upon their previous study of the Second World War, students investigate how the German occupation of Poland and invasion of the Soviet Union dramatically increased the number of Jewish people under Nazi control. They examine forced relocation, ghettos, forced labour and the mass shootings carried out by the Einsatzgruppen. Students study life within the ghettos, using individual testimony and contemporary evidence to investigate overcrowding, starvation, disease, forced labour and attempts to maintain family, religious, educational and cultural life under extreme conditions.

The development of the Final Solution is examined through the escalation of mass murder, the Wannsee Conference, deportations and killing centres. Students distinguish between ghettos, concentration camps and killing centres, avoiding the misconception that these terms describe the same institutions or served identical purposes. Students investigate Jewish resistance in its different forms. Armed resistance, including the Warsaw Ghetto Uprising, is considered alongside smuggling, hiding, secret education, religious observance, documentation, cultural activity and attempts to protect others. Students consider what resistance could mean within circumstances where choices were severely constrained.

Finally, students examine liberation and survival, recognising that liberation did not simply restore the lives people had before the Holocaust. They consider displacement, loss of families and communities and the challenges survivors faced after 1945. The enquiry concludes by examining responsibility and remembrance, distinguishing between those who planned, organised and carried out mass murder and those who enabled, collaborated, remained passive, resisted or attempted to rescue others.

Substantive knowledge develops through students' understanding of Jewish life before the Holocaust, antisemitism, Nazi racial ideology, Nuremberg Laws, Kristallnacht, persecution, ghettos, Einsatzgruppen, mass shootings, deportation, Final Solution, Wannsee Conference, concentration camps, killing centres, resistance, liberation, survivors and remembrance. Disciplinary knowledge develops particularly through change and continuity, causation, evidence,

interpretations and significance. Students trace escalation over time, use testimony and contemporary evidence to reconstruct experiences, distinguish between different forms of persecution and evaluate responsibility.

Key vocabulary includes Jewish, Judaism, antisemitism, persecution, discrimination, propaganda, Nuremberg Laws, Kristallnacht, ghetto, deportation, Einsatzgruppen, concentration camp, killing centre, Final Solution, genocide, resistance, liberation, survivor, testimony, responsibility and remembrance.

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

Students enter this enquiry immediately following their study of the Second World War, giving them an established chronological and geographical understanding of Nazi expansion across Europe.

They understand the invasion and occupation of Poland, Operation Barbarossa and the widening geographical reach of Nazi Germany. The Holocaust enquiry deliberately changes the lens from armies and international conflict towards the experiences of the millions of people who came under Nazi rule.

Their earlier Dictators enquiry has introduced concepts including dictatorship, propaganda, censorship, political repression and state control without duplicating their later GCSE study of Hitler and Nazi Germany.

Students have also developed considerable disciplinary experience in working with sources and interpretations. This enquiry requires particularly careful use of photographs, official documentation and survivor testimony to reconstruct experiences while recognising the circumstances in which different evidence was created.

Pitch Up
How will we challenge ourselves?

Students are challenged to move beyond simplified understandings of the Holocaust as something that happened suddenly or solely within concentration camps. They trace the process from prejudice and discrimination through exclusion, segregation, violence, mass shootings, deportation and systematic mass murder, considering how persecution escalated and changed as Nazi control expanded.

Students distinguish carefully between antisemitism, persecution and genocide, and between ghettos, concentration camps and killing centres. They also challenge the misconception that Jewish people responded passively. Students investigate different forms of resistance and agency, recognising that the circumstances of Nazi persecution severely restricted the choices available to individuals.

The study of responsibility provides further challenge. Students distinguish between initiating, ordering, organising, carrying out, enabling and collaborating in persecution and murder, recognising that responsibility existed at different levels but cannot simply be distributed equally.
More confident students consider how historians reconstruct experiences when many victims were deliberately murdered and evidence was destroyed by the perpetrators.

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

The enquiry provides essential understanding of one of the defining events of twentieth-century History and strengthens students' knowledge of antisemitism, persecution, dictatorship, war and genocide.

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

Students encounter the Holocaust through individual lives as well as large-scale statistics, recognising that the six million Jewish people murdered were members of diverse families and communities across Europe. Pre-war photographs, family histories, diaries and testimony allow students to encounter Jewish people as children, parents, workers, teachers, musicians,

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It builds directly upon the preceding Second World War enquiry, allowing students to understand how military occupation and Nazi expansion created the geographical conditions within which persecution and mass murder escalated. The study also supports later GCSE Weimar and Nazi Germany, although the focus here remains deliberately upon the Holocaust rather than duplicating detailed study of Hitler's rise, Nazi political control or wider life within Nazi Germany. Students' examination of propaganda, state persecution and responsibility also strengthens their ability to critically analyse how governments construct narratives and how individuals and institutions can become involved in systems of persecution.	religious believers and members of communities, rather than knowing them only through the circumstances of their deaths. The enquiry also demonstrates the geographical diversity of the Holocaust. Experiences differed according to place, occupation, timing and local circumstances, and persecution did not follow an identical pattern everywhere in Nazi-controlled Europe. Students encounter examples of people who resisted, documented events, hid others or attempted rescue, alongside evidence of collaboration and bystander behaviour. This prevents the history being reduced to a simple division between perpetrators and passive victims. The preservation of diaries, photographs, documents, testimony and sites also demonstrates how historians and communities work to preserve the evidence of events that perpetrators sometimes attempted to conceal.

Authentic connections

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

Students reflect upon identity, dignity, courage, hope and remembrance, considering how individuals attempted to preserve family, faith, culture and humanity under extreme persecution. Students explore the consequences of antisemitism, discrimination, dehumanisation and the removal of rights. They consider how prejudice can become embedded within institutions and how individuals and organisations respond when others are persecuted. Cultural understanding develops through learning about the diversity of Jewish communities before the Holocaust and recognising the enormous cultural and human loss caused by their destruction.

There are strong connections with Religion and Worldviews through Judaism, Jewish identity, religious persecution and questions surrounding faith, morality and human responsibility. Citizenship connections include human rights, discrimination, state power, individual responsibility and the protection of minority groups. Geography contributes spatial understanding as students trace Nazi occupation, ghettos, deportation routes and the geographical extent of persecution across Europe. English and Media Literacy connections develop through diaries, testimony, propaganda and the critical analysis of language and imagery used to dehumanise groups.

Careers Framework Skills: Listening, Adapting and Speaking
Students develop Listening through careful engagement with survivor testimony and different historical experiences. Adapting is explored through examples of resilience, resistance and attempts to preserve community under persecution. Speaking develops through careful discussion of evidence, responsibility and historical interpretation.

Careers: Archivist, Museum Educator and Human Rights Lawyer

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An Archivist preserves documents, photographs and testimony so that important evidence is not lost. A Museum Educator helps people understand difficult and significant histories through objects, evidence and individual stories, while a Human Rights Lawyer works to protect fundamental rights and challenge persecution and discrimination.

Students develop the ability to recognise and critically examine antisemitism, prejudice, dehumanising language and historical distortion. They understand why accurate historical knowledge and preservation of evidence matter, particularly as societies become increasingly reliant upon recorded testimony to preserve the experiences of survivors. Students strengthen chronological reasoning, source analysis, interpretation, evaluation, careful use of terminology, comparison and evidence-based judgement.

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
• Holocaust Educational Trust – classroom resources, survivor testimony and guidance for teaching the Holocaust. • UCL Centre for Holocaust Education – research-informed teaching materials addressing common misconceptions and developing students' historical understanding. • United States Holocaust Memorial Museum – maps, photographs, survivor histories, timelines and primary evidence. • The Wiener Holocaust Library – testimony, documents, photographs and material relating to Nazi persecution and Jewish experiences. • Yad Vashem – individual histories, photographs, testimony and resources exploring Jewish communities before and during the Holocaust. • Selected diaries, testimony, photographs, Nazi documentation and contemporary evidence, including material relating to Jewish life, ghettos, resistance, deportation and liberation. • Department teacher-led resources – escalation timelines, individual life stories, maps, source investigations, resistance case studies, responsibility activities, retrieval practice and assessment modelling.	Students complete an end-of-enquiry assessment demonstrating their understanding of what the Holocaust was, how Nazi persecution escalated and how Jewish people experienced and responded to persecution. Substantive Knowledge – 50% Students demonstrate secure knowledge of pre-war Jewish life, antisemitism, Nazi persecution, ghettos, mass shootings, the Final Solution, deportation and killing centres, resistance, liberation and responsibility. Disciplinary Knowledge – 50% Students demonstrate their ability to explain change and escalation over time, analyse historical evidence and testimony, explain causes and consequences, assess significance and use precise evidence to reach supported historical judgements.

Term 6 Topic		**The 1960s: Protest, Rights and Change**

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

This final Year 9 enquiry explores the political, social and cultural changes of the 1960s, using a series of historical controversies and debates to investigate how far the decade genuinely transformed American society. Students examine the assassination of President John F. Kennedy, using competing evidence and interpretations to consider why the event continues to generate debate. They then investigate changing opportunities for women and the growth of the Women's Rights Movement, questioning how far greater freedom and equality had actually been achieved by the end of the decade.

The struggle for Civil Rights provides a major focus. Students examine the importance of non-violent protest and Martin Luther King Jr. before considering the emergence of Malcolm X, Black Power and the Black Panthers. This allows students to explore why different groups seeking change may disagree over the most effective methods of achieving it. Finally, students investigate American involvement in the Vietnam War and the growth of the anti-war movement, considering why young people increasingly challenged political authority and whether protest contributed to changing American attitudes towards the conflict.

Rather than completing a traditional sequence of content followed by a formal assessment, students encounter a new historical debate in each lesson, using evidence to construct, challenge and defend historical arguments. Throughout the enquiry, students return to the overarching question: ***Was the 1960s really a decade of change?***

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

Students begin with the assassination of John F. Kennedy in Dallas in 1963. They examine evidence surrounding Lee Harvey Oswald, the Texas School Book Depository, Jack Ruby and the conclusions of the Warren Commission. Rather than treating conspiracy theories as historical fact, students consider the difference between possibility, interpretation and evidence, before reaching a supported judgement about the assassination.

Students then investigate the position of American women at the beginning of the 1960s, including expectations surrounding marriage, family, employment and women's roles within society. They examine the growth of second-wave feminism and campaigns for greater equality, considering evidence of both change and continuity by the end of the decade. Attention then turns to the Civil Rights Movement. Students investigate segregation and discrimination alongside the growth of non-violent direct action, examining the significance of Martin Luther King Jr., the Montgomery Bus Boycott, Birmingham Campaign, March on Washington, Civil Rights Act and Voting Rights Act.

Students subsequently encounter contrasting approaches to racial inequality through Malcolm X, Black Power and the Black Panthers. They investigate why some Black Americans became increasingly frustrated with the pace and limits of change and compare different arguments about the most effective methods of challenging racial inequality. The final part of the enquiry explores the Vietnam War. Students investigate the Cold War context, Domino Theory and the reasons for increasing American involvement before considering the realities of guerrilla warfare, casualties and the difficulties faced by American forces. Students then investigate the growth of anti-war protest, including the draft, student activism, media coverage, changing public opinion and events such as the Kent State shootings. They evaluate whether protest helped change American policy or reflected wider problems already undermining support for

the war. Across the enquiry, students repeatedly construct and defend historical arguments, before returning to the question of how far the 1960s represented genuine and lasting change.

Substantive knowledge develops through students' understanding of John F. Kennedy, assassination, Lee Harvey Oswald, Warren Commission, Women's Rights Movement, feminism, segregation, Civil Rights Movement, Martin Luther King Jr., non-violent protest, Civil Rights Act, Voting Rights Act, Malcolm X, Black Power, Black Panthers, Vietnam War, Domino Theory, draft, anti-war movement and Kent State. Disciplinary knowledge develops particularly through evidence, interpretations, change and continuity, causation, significance and historical judgement. Students evaluate competing claims, distinguish between evidence and speculation, compare methods of protest and assess the extent and significance of change.

Key vocabulary includes assassination, evidence, interpretation, reliability, feminism, equality, discrimination, segregation, Civil Rights, non-violent direct action, Black Power, protest, Vietnam, Communism, Domino Theory, guerrilla warfare, draft, counterculture, continuity, change and significance.

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 a secure chronological framework of the first half of the twentieth century and increasingly developed understanding of power, inequality, political change and protest. Their study of 1920s and 1930s America introduced the American Dream alongside racial and economic inequality. Students encountered Black American experiences and the limits of claims that the United States offered equal opportunity to all. The Civil Rights lessons allow students to revisit these themes several decades later and evaluate how far American society had changed. Their study of dictatorship, the Second World War and the Holocaust has developed students' understanding of political power, individual rights, state authority and the consequences of discrimination. Students also possess considerable disciplinary experience in source analysis, interpretations and historical judgement. This final enquiry allows them to apply these skills more independently through debate and investigation rather than another heavily teacher-directed content sequence.	Students are challenged to recognise that historical change is rarely simple, complete or experienced equally. The Women's Rights and Civil Rights enquiries require students to distinguish between legal change and lived experience, recognising that new legislation does not automatically remove established attitudes, discrimination or inequality. Students compare different methods of protest and challenge simplistic judgements about individuals and movements. They consider why Martin Luther King Jr.'s non-violent approach appealed to some campaigners while others increasingly supported the arguments associated with Malcolm X and Black Power. The JFK investigation challenges students to distinguish between evidence, interpretation and speculation, recognising that unanswered questions do not automatically prove alternative explanations. Students also evaluate competing explanations for changing attitudes towards Vietnam, considering the relative importance of military developments, casualties, media coverage, the draft and anti-war protest. More confident students consider whether the 1960s should be understood as a decade in which change was achieved, or one in which challenges to existing structures created changes that continued into subsequent decades.

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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 enquiry concludes KS3 History by bringing together recurring themes of power, rights, inequality, protest, conflict and change. Students revisit questions encountered throughout KS3: why people challenge authority, how governments respond to protest, why different groups experience the same society differently and how historians determine whether change has genuinely occurred. The Vietnam War also strengthens students' understanding of the Cold War, providing useful wider context for their later GCSE study of Superpower Relations. Students encounter containment, fear of Communist expansion and American foreign policy within a specific conflict. The enquiry therefore acts as a bridge between KS3 and GCSE. Students are expected to increasingly select their own evidence, construct arguments and make supported judgements rather than simply reproduce a taught narrative.	Students encounter the 1960s as a period in which many established assumptions about race, gender, war and political authority were increasingly challenged. The assassination of Kennedy demonstrates how dramatic events can become surrounded by competing narratives and how historians must distinguish between claims that are possible and those that can be supported by evidence. Civil Rights activism demonstrates that major political change resulted from the work of large numbers of ordinary campaigners, not simply famous individuals. Students recognise the importance of grassroots activism alongside figures such as Martin Luther King Jr. and Malcolm X. Women's Rights similarly emerged from wider social and economic changes rather than the actions of one organisation or individual. The Vietnam and anti-war enquiries place protest within an international context, showing how developments thousands of miles away could influence politics, university campuses, popular culture and public opinion within the United States. Students therefore recognise the 1960s not simply through iconic individuals and events, but as a period characterised by competing ideas about what American society should become.

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

Students reflect upon justice, equality, courage, identity and personal conviction, considering why individuals choose to challenge established authority and campaign for change. Students explore racial and gender equality, discrimination, protest, political violence and warfare. They consider whether individuals have a moral responsibility to challenge injustice and whether different forms of protest can be justified. Cultural understanding develops through examining changing attitudes towards race, gender, youth and authority during the 1960s.
There are strong links with Citizenship through equality, civil liberties, protest, democratic participation and political decision-making. Religion and Worldviews connections include non-violent protest, justice, equality and the role of moral and religious conviction within the Civil Rights Movement. English and Media Literacy links develop through speeches, political campaigning, newspapers, television coverage and the evaluation of competing claims surrounding Kennedy's assassination and Vietnam. Geography contributes understanding of global conflict and the geographical context of Vietnam, while students consider how Cold War tensions connected events in Asia to American domestic politics.

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Careers Framework Skills: Speaking, Listening and Teamwork
Students develop Speaking by constructing and defending historical arguments in debate. Listening develops through responding carefully to opposing evidence and viewpoints, while Teamwork is strengthened through collaborative investigations and preparation for structured debates.

Careers: Civil Rights Lawyer, Political Campaigner and Investigative Journalist
A Civil Rights Lawyer uses legislation and evidence to challenge discrimination and protect individual freedoms. A Political Campaigner organises people and communicates ideas to influence public opinion and policy, while an Investigative Journalist examines competing sources and evidence to uncover and communicate important stories.

Students develop their ability to participate in informed disagreement, recognising that strong opinions should be supported with evidence and that changing one's judgement in response to stronger evidence is a strength rather than a weakness. They also develop greater awareness of how misinformation and unsupported theories can develop around controversial events. Students strengthen debate, communication, source evaluation, comparison, argument, critical thinking, teamwork and evidence-based judgement.

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
• The National Archives (US) – documents and evidence relating to JFK, Civil Rights and federal government policy. • John F. Kennedy Presidential Library and Museum – speeches, photographs and contextual material relating to Kennedy and the 1960s. • Library of Congress – photographs, newspapers, oral histories and primary evidence relating to Civil Rights and social change. • National Archives and Records Administration – Civil Rights collections – legislation, photographs and government records. • Selected speeches and writings from Martin Luther King Jr. and Malcolm X, used in appropriate extracts to compare approaches to racial inequality. • Contemporary photographs, television reports, protest material, political speeches and testimony relating to the Vietnam War and anti-war movement.	Assessment is embedded throughout this shorter enquiry through historical investigations, debates and written judgements. Students use evidence from each controversy to construct and defend arguments before reaching a final judgement about whether the 1960s really represented a decade of significant change. Substantive Knowledge – 50% Students demonstrate secure knowledge of the JFK assassination, Women's Rights Movement, Civil Rights Movement, Martin Luther King Jr. and Black Power, American involvement in Vietnam and the growth of anti-war protest. Disciplinary Knowledge – 50% Students demonstrate their ability to analyse and evaluate evidence, compare interpretations, explain change and continuity, assess causation and significance, and construct supported historical arguments and judgements.

• Department teacher-led resources – JFK evidence investigation, debate packs, source collections, decision-making activities, protest case studies, retrieval practice and structured argument activities.	