

## History department - Year 10 scheme of work

National curriculum: <a href="https://www.cambridgeinternational.org/Images/649636-2024-2026-syllabus.pdf">https://www.cambridgeinternational.org/Images/649636-2024-2026-syllabus.pdf</a>				
Term	Title	Unit content	Key vocabulary: Concept People Linked to previous learning	Resource links:
Autumn 1	<p><b>Depth study:</b> Germany 1918-1945</p> <p><b>K11:</b> Was the Weimar Republic doomed from the start?</p>	<p>Key knowledge taught:</p> <ul style="list-style-type: none"> <li>To explain how Germany emerged from defeat at the end of the First World War including the Revolution of 1918, the establishment of the Republic, Treaty of Versailles and the Weimar Constitution.</li> <li>To evaluate who was the biggest political threat to the Weimar Republic.</li> <li>To evaluate the strengths and weaknesses of the Weimar Republic.</li> <li>To explain the impact of the Treaty of Versailles on the Republic.</li> <li>To evaluate the extent that the Republic recovered after 1923.</li> <li>To explain the achievements of the Weimar period.</li> <li>To evaluate the extent that the Weimar was doomed to failure.</li> </ul> <p>Key skills developed:</p> <ul style="list-style-type: none"> <li>Categorising evidence</li> <li>Evaluating factors</li> <li>Writing mini-PE describe paragraphs</li> <li>Writing PEE explain paragraphs</li> <li>Writing YES BUT SO essay</li> </ul>	<p>Kaiser Wilhelm II Friedrich Ebert Wolfgang Kapp Gustav Stresemann Rosa Luxemburg Karl Liebknecht November Criminals 'Stab in the back' Hyperinflation Reichstag Proportional Representation President Chancellor Coalition Social Democrats Freikorps Putsch Ruhr Spartacists Communist Wall Street Crash</p>	<p><a href="#">K11 - Was the Weimar Republic doomed from the start</a></p>

<p>Autumn 1</p>	<p><b>Depth study:</b> Germany 1918-1945</p> <p><b>KI2:</b> Why was Hitler able to dominate Germany by 1934?</p>	<ul style="list-style-type: none"> <li>To explain what the Nazi Party stood for in the 1920s including Nazi ideas and methods and the roles of the Hitler and other Nazi leaders.</li> <li>To explain the short-and-long term impact and consequences of the Munich Putsch to judge whether it was a success.</li> <li>To explain why the Nazis had little success before 1930.</li> <li>To explain why Hitler was able to become Chancellor by 1933 including the impact of the Depression on Germany, the political, economic and social crisis of 1930–33, reasons for the Nazis’ rise to power and the role of Hitler.</li> <li>To outline how Hitler consolidated his power in 1933–34 including the Reichstag Fire and the election of 1933, the Enabling Act, the Night of the Long Knives and the death of Hindenburg.</li> </ul> <p>Key skills developed:</p> <ul style="list-style-type: none"> <li>Categorising evidence</li> <li>Evaluating factors</li> <li>Writing mini PE describe paragraphs</li> <li>Writing PEE explain paragraphs</li> <li>Writing YES BUT SO essay</li> </ul>	<p>Anton Drexler Hindenburg Von Papen Hitler Von Schleicher Van Der Lubbe Ernest Rohm German Workers Party Swastika 25-point programme Aryan Nationalistic Extremism Honour temples SA Dictatorship Trade Unions</p>	<p><a href="#">KI2 - Why was Hitler able to dominate Germany by 1934</a></p>
<p>Autumn 1</p>	<p><b>Depth study:</b> Germany 1918-1945</p> <p><b>KI3a:</b> How effectively did the Nazis control Germany?</p>	<ul style="list-style-type: none"> <li>To explain the impact of opposition to the Nazi regime including the Catholic Church and youth groups.</li> <li>To evaluate how effectively the Nazis dealt with their political opponents using methods of control and repression.</li> <li>To explain how the Nazis used culture and the mass media to control the people including SS, Gestapo, concentration camps and propaganda.</li> <li>To explain the reasons and methods the Nazis used to persecute groups in German society including the use of the master race theory (Aryan race) and efficiency requirement and the subsequent treatment of gypsies, 'undesirables' and Jews.</li> <li>To evaluate whether Nazi Germany was a totalitarian state looking at culture, politics, social, religious and economic policy (re-armament) aspects.</li> </ul> <p>Key skills developed:</p>	<p>Joseph Goebbels Heinrich Himmler Reinhard Heydrich Bishop Gallen of Munster Pastor Niemoller SS Edelweiss Pirates White Rose Group Swing Movement Third Reich Indoctrination Untermensch Gestapo Totalitarian Propaganda</p>	<p><a href="#">KI3a - How effectively did the Nazis control Germany</a></p>

		<ul style="list-style-type: none"> <li>• Categorising evidence</li> <li>• Evaluating factors</li> <li>• Writing mini-PE describe paragraphs</li> <li>• Writing PEE explain paragraphs</li> <li>• Writing YES BUT SO essay</li> </ul>	Euthanasia	
Autumn 1	<p><b>Depth study:</b> Germany 1918-1945</p> <p><b>KI3b:</b> What was it like to live in Germany 1933-34?</p>	<ul style="list-style-type: none"> <li>• To explain how young people reacted to the Nazi regime including youth groups and the education system.</li> <li>• To evaluate how successful the Nazi policies were towards women and the family.</li> <li>• To evaluate whether most people in Germany benefitted from Nazi rule including the concept of anti-Semitism, persecution of minorities and opposition to Nazi rule.</li> <li>• To evaluate how far the coming of war changed life in Nazi Germany including the conversion to a war economy and the Final Solution.</li> </ul> <p>Key skills developed:</p> <ul style="list-style-type: none"> <li>• Categorising evidence</li> <li>• Evaluating factors</li> <li>• Writing mini-PE describe paragraphs</li> <li>• Writing PEE explain paragraphs</li> <li>• Writing YES BUT SO essay</li> </ul>	<p>Baldur von Schirach Hitler Youth League of German Girls (BDM) Nazi Teachers League Kinder, Kuche &amp; Kirche Cross of the German Mother Lebensborn Programme Volkswagen Autarky Autobahn National Reich Labour Service Rearmament Strength Through Joy Rationing Black Market Total War Final Solution Einsatzgruppen Wannsee Concentration camps</p>	<p><a href="#">KI3b - What was it like to live in Germany 1933-34</a></p>

Autumn 2	<p><b>Core content:</b> 20<sup>th</sup> century International Relations since 1919</p> <p><b>KI1:</b> Were the peace treaties of 1919-23 fair?</p>	<ul style="list-style-type: none"> <li>To outline the Versailles Settlement.</li> <li>To explain the motives and aims of the Big Three at Versailles including Clemenceau, Wilson, and Lloyd George's role in the peace-making process.</li> <li>To outline the main terms of the Treaty of Versailles.</li> <li>To explain whether the victors got everything they wanted.</li> <li>To explain the impact of the peace treaty on Germany up to 1923 including reaction to the Treaty of Versailles and the political and social impact.</li> <li>To outline the other terms of the Versailles Settlement including the treatment of Austria, Hungary, Bulgaria, and Turkey.</li> <li>To evaluate whether the treaties could be justified at the time including the attitudes of Germany, Britain, America, and France.</li> </ul> <p>Key skills developed:</p> <ul style="list-style-type: none"> <li>Categorising evidence</li> <li>Evaluating factors</li> <li>Writing mini-PE describe paragraphs</li> <li>Writing PEE explain paragraphs</li> <li>Writing YES BUT SO essay</li> </ul>	<p>George Clemenceau Thomas Woodrow Wilson David Lloyd George Friedrich Ebert Kaiser Wilhelm II Wolfgang Kapp Gustav Stresemann Rosa Luxemburg Karl Liebknecht Diktat War Guilt (Article 231) Reparations Disarmament Self-determination Alsace-Lorraine 14 points Demilitarisation Disarmament Plebiscite Successor states Mandated territories League of Nations Colonies Hyperinflation Freikorps Spartacists</p>	<p><a href="#">KI1 - Were the peace treaties of 1919-23 fair</a></p>
Assessment point 1 – Depth study and KI1				
Autumn 2 and Spring 1	<p><b>Core content:</b> 20<sup>th</sup> century</p>	<ul style="list-style-type: none"> <li>To evaluate how far the weaknesses in the League's organisation made failure inevitable, including its membership and structure.</li> </ul>	<p>Thomas Woodrow Wilson</p>	<p><a href="#">KI2- To what extent was the</a></p>

	<p>International Relations since 1919</p> <p><b>K12:</b> To what extent was the League of Nations a success?</p>	<ul style="list-style-type: none"> <li>To evaluate the success of the League of Nations in the 1920s including small disputes (Aaland Islands, Upper Silesia, Ruhr, Vilna, Corfu and Greece vs. Bulgaria) agreements outside the League (Locarno, Kellogg-Briand and Geneva Protocol) and the agencies (Health Organisation, Refugee Organisation, Economic and Financial Organisation, International Labour Organisation, Slavery Commission and Disarmament Commission).</li> <li>To evaluate how far the Depression made the work of the League more difficult.</li> <li>To evaluate the League's success in the 1930s including Manchuria, WDC 1932-4 and Abyssinia.</li> <li>To evaluate whether the LofN failed to preserve world peace.</li> </ul> <p>Key skills developed:</p> <ul style="list-style-type: none"> <li>Categorising evidence</li> <li>Analyse sources (2025)</li> <li>Evaluating factors</li> <li>Writing mini-PE describe paragraphs</li> <li>Writing PEE explain paragraphs</li> <li>Writing YES BUT SO essay</li> </ul>	<p>David Lloyd George Haile Selassie Benito Mussolini Lord Lytton Council Assembly Secretariat Permanent Court of Justice Collective security Unanimous decisions Conference of Ambassadors Wall Street Crash Lytton Commission Extremism Militarism Washington Naval Agreement Suez Canal Hoare-Laval Pact</p>	<p><a href="#">League of Nations a Success</a></p>
Spring 1	<p><b>Core Content:</b> 20<sup>th</sup> century International Relations since 1919</p> <p><b>K13:</b> Why had international peace collapsed by 1939?</p>	<ul style="list-style-type: none"> <li>To explain the long-term consequences of the peace treaties of 1919–23 including Germany's potential, the role of Hitler, the British and French opinion, and the Treaty of Versailles.</li> <li>To explain the consequences of the failures of the League in the 1930s including Manchuria, Abyssinia and failure of rearmament and appeasement.</li> <li>To evaluate the extent that Hitler's foreign policy was to blame for the outbreak of war in 1939 including The Saar, the Remilitarisation of the Rhineland, the Spanish Civil War, the Anschluss with Austria and the Munich Pact (Sudetenland).</li> <li>To evaluate whether the policy of appeasement was justified including correcting the injustices of the Treaty of Versailles, increasing militarism of Japan and Italy, its popularity, and the threat of communism.</li> <li>To explain the significance of the Nazi- Soviet Pact.</li> </ul>	<p>Hitler Mussolini Chamberlain Stalin Deladier Benes Hacha Schuschnigg Seyss-Inquart Lebensraum Greater Germany Reich Client states</p>	<p><a href="#">K13 - Why had international peace collapsed by 1939</a></p>

		<ul style="list-style-type: none"> <li>To explain the reasons why Britain and France declared war on Germany in September 1939.</li> </ul> <p>Key skills developed:</p> <ul style="list-style-type: none"> <li>Categorising evidence</li> <li>Analyse sources</li> <li>Evaluating factors</li> <li>Writing mini-PE describe paragraphs</li> <li>Writing PEE explain paragraphs</li> <li>Writing YES BUT SO essay</li> </ul>	<p>Saar  Mutual Assistance Pact  Stresa Front  Anglo-German Naval Agreement  Rome-Berlin axis  Anti-Comintern Pact  Sudetenland  British Dominions  Appeasement  East Prussia  Polish Corridor  Danzig  Self-determination  Pact of Steel  British-French guarantee</p>	
Spring 2	<p><b>Core content:</b> 20<sup>th</sup> century International Relations since 1919</p> <p><b>K14:</b> Who was to blame for the Cold War?</p>	<ul style="list-style-type: none"> <li>To explain reasons why the US–Soviet alliance began to break down in 1945 including ideological differences, historical tensions, wartime disagreements, Yalta, Potsdam, and the governance of Germany.</li> <li>To explain the methods used the USSR used to gain control of Eastern Europe by 1948 including the treatment of Poland, Hungary, Bulgaria, Romania, Czechoslovakia, Yugoslavia, Finland, and Turkey.</li> <li>To explain why the United States reacted to Soviet expansionism including early uncertainty, the Long Telegram, and Iron Curtain</li> <li>To explain how the United States reacted to Soviet expansionism including the policy of containment, Truman Doctrine and Marshall Plan (European Recovery Plan).</li> <li>To outline and explain the causes, course and consequences of the Berlin Blockade including NATO and Warsaw Pact.</li> <li>To assess who was more to blame for starting the Cold War looking at the United States and the USSR.</li> </ul> <p>Key skills developed:</p>	<p>Stalin  Churchill  Roosevelt  Atlee  Truman  Tito  Jan Masaryk  George Kennan  George Marshall  Communism  Capitalism Enigma  code  Manhattan Project  Zones of occupation  Sphere of influence/ bloc</p>	<p><a href="#">K14 - Who was to blame for the Cold War</a></p>

		<ul style="list-style-type: none"> <li>• Categorising evidence</li> <li>• Evaluating factors</li> <li>• Writing mini-PE describe paragraphs</li> <li>• Writing PEE explain paragraphs</li> <li>• Writing YES BUT SO essay</li> </ul>	Lend-lease scheme Lublin/ London Poles 4D's Oder-Neisse Salami tactics Containment Bizonia Trizonia Deutschmark Cominform Comecon Airlift FRG GDR	
Assessment point 2 – K12 and 3				
Summer 1	<p><b>Core content:</b> 20<sup>th</sup> century International Relations since 1919</p> <p><b>K15:</b> How effectively did the United States contain the spread of Communism?</p>	<ul style="list-style-type: none"> <li>• To outline and explain the background, causes, course and consequences of UN and US involvement in the Korea War 1950-1953.</li> <li>• To outline and explain the background, causes, course and consequences of the US involvement in events in Cuba 1959-1962 including the Cuban Revolution, Bay of Pigs disaster and Cuban Missile Crisis.</li> <li>• To outline and explain the causes, course, and consequences of the US involvement in Vietnam including how the US got involved, why it increased and then decreased involvement, the tactics and strategies used by both sides and why the US eventually withdrew.</li> </ul> <p>Key skills developed:</p> <ul style="list-style-type: none"> <li>• Categorising evidence</li> <li>• Analyse sources (2024)</li> <li>• Evaluating factors</li> <li>• Writing mini-PE describe paragraphs</li> <li>• Writing PEE explain paragraphs</li> <li>• Writing YES BUT SO essay</li> </ul>	Syngman Rhee Kim Il-Sung Mao Zedong General MacArthur General Ridgeway Arthur Schlesinger President Batista Fidel Castro Eisenhower Kennedy Che Guevara Ho Chi Minh Bao Dai (Emperor) Vietminh Vietcong South Vietnamese Army NLF Thich Quang Duc	<a href="#">K15 - How effectively did the United States contain the spread of Communism</a>

			<p>President Diem Johnson Nixon Khrushchev United Nations Nationalised 38<sup>th</sup> Parallel Republic of Korea Democratic People's Republic of Korea Security Council Formosa Pusan Inchon Yalu river Panmunjom Battle of Bloody Ridge/ Heartbreak Ridge/ Pork Chop Hill Treaty of Paris Guantanamo Bay Mafia Guerilla CIA Bay of Pigs U2 spy planes Missile launchers Embargo Colonisation French Indo-China Battle of Dien Bien Phu Geneva Conference</p>	
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			<p>Geneva Peace Accord  Partition  Domino Theory  19<sup>th</sup> Parallel  Eisenhower Doctrine  Strategic Hamlet Programme  Coup  Gulf of Tonkin  The draft  Tet offensive  My Lai Massacre  Vietnamisation  Kent State University</p>	
Summer 2	<p><b>Core content:</b> 20<sup>th</sup> century International Relations since 1919</p> <p><b>KI6:</b> How secure was the Soviet Union's control over eastern Europe, 1948-c.1989?</p>	<ul style="list-style-type: none"> <li>To outline and explain the causes, course, and consequences of the Hungarian uprising and how the USSR reacted to opposition.</li> <li>To outline and explain the causes, course, and consequences of the Prague Spring and how the USSR reacted to opposition.</li> <li>To assess the similarities and differences between events in Hungary 1956 and Czechoslovakia in 1968.</li> <li>To explain why the Berlin Wall was built and what impact this had on East and West Germany.</li> <li>To outline and explain the causes, course, and consequences of the Solidarity movement in 1980 and 1989 and how the USSR reacted to opposition.</li> <li>To assess the significance of 'Solidarity' in Poland for the decline of Soviet influence in Eastern Europe.</li> <li>To assess how far was Gorbachev personally responsible for the collapse of Soviet control over Eastern Europe including the role of Gorbachev (reforms and attitude to the Brezhnev Doctrine), events in Eastern Europe (Solidarity, Romania and Berlin Wall) and external factors (Reagan, SALT talks and war in Afghanistan).</li> </ul> <p>Key skills developed:</p>	<p>Rakosi  Nagy  Kadar  Novotny  Dubcek  Husak  Stalin  Khrushchev  Brezhnev  Gorbachev  Reagan  Lech Walesa  Jaruzelski  Mazowiecki  Yeltsin  Ceausescu  Iron curtain  Axis powers  United Nations</p>	<p><a href="#">KI6 - How secure was the USSR's control over Eastern Europe, 1948–c.1989</a></p>

		<ul style="list-style-type: none"><li>• Categorising evidence</li><li>• Analyse sources</li><li>• Evaluating factors</li><li>• Writing mini-PE describe paragraphs</li><li>• Writing PEE explain paragraphs</li><li>• Writing YES BUT SO essay</li></ul>	AVO KGB 'Socialism with a human face' Brezhnev Doctrine Berlin Wall Collectivization Brain drain 21 demands Glasnost Perestroika SALT Afghanistan Mujahideen	
Assessment point 3 – KI4 and 5				