



IB
KS5

European states in the inter-war years (1918-1939) HL

Versailles to Berlin: Diplomacy in Europe (1919-1945) HL

Study Britain or France as the case study



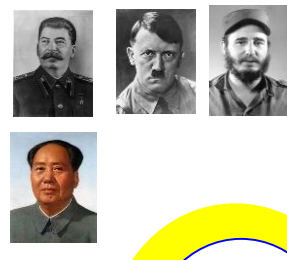
IA - due March of Year 12

Year 13

Authoritarian states (20th Century) Lenin/Stalin or Hitler, Castro, Mao

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Paper 2
Cold War: Superpower tensions and rivalries (20th century)



Compare and contrast - each from a different region. Stalin and Hitler are the same region.



Leaders - Truman V Stalin; Crisis-Berlin Blockade V Cuban Missile Crisis; Cuba V Germany

Start IA - November Year 12

Year 12

Paper One - Source paper Rights and Protest Case Study 1- Civil rights movement in the United States

HL only - Paper 3 The Soviet Union and post-Soviet Russia (1924-2000)

Paper One - Source Paper Rights and Protest Case Study 2 Apartheid South Africa (1948-1964)

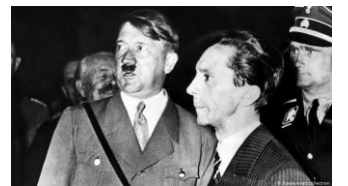
Source Paper

The USA 1918-41

Paper 2 - The Roaring 20s; Social change; Great Depression; New Deal



Paper 1- Red Scare & McCarthyism; Civil Rights; Protest movements; Watergate -6 mark source Q



Paper 1- Weimar Republic and Nazi Germany. 6 mark source question.

Year 11

Germany: development of dictatorship, 1918-45

Changes in medicine, c.1848-c.1948

Paper 2- Changes in surgery, Public Health, Liberal Reforms WWI & WWII



Year 10

GCSE
KS4

Enquiry: Did Women's lives improve in the 20th Century?

How can women achieve equality?

Enquiry: Why did the World go to War in 1914?

Why do countries choose to fight?

Enquiry: Why did people support the Nazis?

Why do people make extreme choices?

Enquiry: Why was WW2 a 'Total' War?

Why does conflict affect ordinary people?

Synoptic Enquiry: How did the status of African Americans change?

Why is equality so difficult to achieve?

How can we avoid the mistakes of the most dangerous century in History?

Synoptic Enquiry: What made the 20th C. so dangerous?



Year 9

Synoptic Enquiry: Had everyday life changed by 1900?

Did we fight disease and inequality better in the past?

Enquiry: How did Africa, Asia and Qatar react to the British Empire?

How are countries affected by empires?

Enquiry: Why has slavery existed since the Paleolithic times?

We will discover why slavery has been present throughout human existence.

How did people understand the wider world around them?
Exploration and discovery shape who we are.

We the People



Synoptic Enquiry: Who was more powerful Part II: Monarchy or People?

How do external events change how a country is organised and ruled?

Does life always get better?



Year 8

Enquiry: Why is the Mughal Empire important?

The Mughal world teaches us about identity, diversity and respect.

Enquiry: Why did England fight its King?

The English Civil War tells us about leadership - what makes a good leader?



Assessing student's prior knowledge of History From Year 7, Students are introduced to the assessment objectives at GCSE.

Synoptic Enquiry: Who was more powerful: Monarchy or People?

What factors decide who is powerful in a country?

Enquiry: How did the Norman Conquest change England?

Investigating how one country is changed by interacting with another country.

Enquiry: How did the Romans change the World and Qatar?

By studying a large organization over time we can see how it affects the world and the local area.

Synoptic Enquiry + Baseline Assessment: What is the Big Story of Us?

We study larger scales of time, and thereby develop greater historical awareness. This topic addresses the deep changes and experiences that have shaped human experience.

Year 7

KS3

