<table>
<thead>
<tr>
<th>Term</th>
<th>Course/Year</th>
<th>Key Topics</th>
<th>What will ALL students learn?</th>
<th>What will the most able students learn?</th>
<th>What is the key piece of Assessment/Rich task?</th>
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</table>
| 1    | USA Race Relations | Post-WW2 USA  
The Jim Crow Laws in Southern USA  
The Civil Rights Movement: Education, Voter Registration, Desegregation and Changing the Law. | A measure of how successful the Civil Rights Movement was – evaluating outcomes. | Year 10 exam – Unit One paper, section two: Freedom Rides, Freedom Marches and Desegregating Education |
| 2    | The Weimar Republic | How Germany dealt with the Treaty of Versailles and being a defeated nation.  
The political situation under the Weimar Constitution.  
The economic difficulties in post-war Germany.  
The Stresemann Years 1924-1928.  
The impact of the Great Depression on Germany 1929-1932. | The link between economic, social and political problems for governments.  
How volatile the German situation really was under Stresemann and a measure of how stable German democracy was.  
Hitler’s reactions to German situations. | Year 10 exam – Unit One paper, section one: Why the Weimar Republic found it hard to govern Germany.  
Source analysis – Treaty of Versailles.  
Year 10 exam – Unit One paper, section one: Stresemann, Political uprisings and economic crisis in Germany.  
The effects of the Great Depression. |
| 3    | Nazi Germany 1933-1945 | Establishing power – Chancellor to Dictator: Reichstag Fire, Enabling Act etc, The Nazi Police State and Nazi policies in Germany. | How legal was Hitler’s rise to power? | Year 10 exam – Unit One paper, section two: Persecution of the Jews and how Hitler became Chancellor.  
Interpretation: How did Hitler establish a dictatorship? |
| 4    | Controlled Assessment: British History Enquiry | British people in WW1 and WW2. | | The controlled assessment looks at: Source Analysis, Historical Context and Developing Independent Enquiry Skills |
| 5    | Controlled Assessment: British History Enquiry | British people in WW1 and WW2. | | The controlled assessment looks at: Source Analysis, Historical Context and Developing Independent Enquiry Skills |
| 6    | Why did war break out in Europe in 1914? | German and British foreign policy 1890-1914. The alliance systems in Europe. German Militarism. International Crises – Morocco, Bosnia, the Balkans and Assassination. | Evaluations of the significance of events leading up to the war. | 10 mark exam questions:  
1. Which Morocco Crisis caused most international tension?  
2. What was more significant for Britain entering the war, Schlieffen Plan or Naval Race?  
End of unit exam. |