

KQ: What has Britain's role been in the fight for freedom and equality during the 20<sup>th</sup> century?  
NB: Topics will overlap each half-term due to the depth of content being taught



							HT5/6: What were the most significant turning points of World War Two? (1942-45)	EOY Assessment Point
							HT5: What were the most significant turning points of World War Two? (1939-41)	HT1 – HT6  <u>Key Disciplinary Knowledge</u>  <i>Enquiry / Evidence</i>  <i>Interpretations</i>  <i>Significance</i>  <i>Causation</i>  <i>Continuity and Change</i>  <u>Key Concepts</u>  Type of Government (authoritarian / democratic)  Economic History  Political History  Religious History  Social History  British History
							HT4: Completion of how can a Holocaust happen? HT4: What were the most significant turning points of World War Two? (1939-41)  HT3: Completion of the causes of the Second World War. HT3 / 4: How can a Holocaust happen?  Assessment Point: Summative or AFL  HT3 and HT4 (with elements of HT1 and HT2)  Key disciplinary knowledge  Enquiry / Evidence Interpretation Causation Significance Continuity and change  Key Concepts  Types of Government Economic History Religious History Political History Social History British History	
	HT2 / 3: Did the peace settlement lead to the start of the Second World War?	Assessment Point: Summative or AFL	Overarching unit intent: What was the most significant factor in allowing the Jews to be persecuted and murdered?	Overarching unit intent: What was Blitzkrieg? Was Dunkirk a victory or defeat? Was there a 'Blitz Spirit' in Manchester? Did 'the few' stop an invasion of Britain? (Battle of Britain)	Was Germany's invasion of Russia the beginning of the end for Nazism? (Operation Barbarossa)	Did we keep calm and carry on? (Home Front)	Overarching unit intent: How did the war in Europe end? (D-Day to VE Day)  What was the war in the Pacific?  How did the war in the Pacific end? (Hiroshima and Nagasaki)  Would you have dropped the atomic bomb? (Ethical debate considering many aspects of the war in the Far East)	
HT1 / 2: Has the First World War been misrepresented in the British national conscience?	Overarching unit intent: How difficult was it to make a peace settlement that would please everyone? (Aims and outcomes for the 'Big Three' / German reaction) How did the Second World War begin?  (The Saar Plebiscite/ Rearmament / Rhineland invasion / Anschluss / Munich Agreement / Nazi-Soviet Pact)	HT1 & HT2 Key disciplinary knowledge  Enquiry / Evidence Interpretation Causation Significance Continuity and change  Key Concepts Types of Government Economic History Religious History Political History Social History British History	(Anti-Semitism through time / Propaganda / Censorship / Indoctrination / Terror / Laws / German citizens / German soldiers / Nazi middle leaders /  Could Britain have done more? Kindertransport  Holocaust Denial	Was Churchill correct to think that the U-boat peril was the biggest danger to Britain? (Battle of the Atlantic)  Re-visit HT1 and compare. (Similarity and difference)	Was Germany's invasion of Russia the beginning of the end for Nazism? (Operation Barbarossa)  Did we keep calm and carry on? (Home Front)  How significant was the attack at Pearl Harbour?  Can one individual make a difference? (Alan Turing and Enigma)	Re-visit HT2 (Causation)  Re-visit HT3 and HT4 and link to recent studies. Was Britain right to fight Nazism?	NB: Chronological understanding runs through this scheme as a thread through all topics.	
Overarching unit intent: Where was the First World War fought? What are our local, national and international connections to the Great War? Why do we remember? What was the aftermath of war like?  Re-visit the causes of the First World War, especially the Schlieffen Plan								



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