

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	The Kaiser's Germany Post-WWI Weimar Republic Growth of Hitler and the Nazis	Hitler and the Nazis take power Nazi policies in German society	The Nazi German control methods Propaganda and Terror Resistance and the end of Nazi Germany	The Cold War Beginnings Aftermath of WW2 Post-war relations Conferences Post-war Europe	Cold War in the 1950s The 'thaw' Khrushchev, arms race and space race Cold War in Asia	Cold War in the 1960s/70s Cuban Missile Crisis Berlin Wall Prague Détente
Assessment	Kaiser's Germany Weimar Germany Interpretations of Stresemann	Hitler's actions in his rise to power Interpretations on Reichstag Fire	Nazi Policies Control, Terror, Propaganda, resistance, Holocaust	Post war conferences Truman Doctrine and Marshall Plan Soviet expansion in E Europe	Berlin Airlift Cold War in Asia: China, Korea, Vietnam Space and Arms Races	Cuban Missile Crisis Prague Uprising Détente

Building on Prior Learning	Y9 topic on the 'Road to WW2' and Hitler's rise allows for progression during the Germany topic. Elements of Y9 topic on WW2, and Germany topic ending in 1945, allow for prior learning of European and world affairs for beginning Cold War topic in 1945. Topics are thereafter chronological and show progression through historical periods, with recurring themes.
Links with other subjects	MFL: Use of German terms and the history of this country. Geography: Use of maps for international aspect of Cold War topic. Politics: Both Germany and Cold War topics have considerable politics content. RE: Significance of the Church and religious beliefs, relations with the Nazis, as well as the Holocaust, within Germany topic. Maths: use of statistical sources and data, as well as dates.
Extracurricular opportunities	Trips: 'Hitler on Trial' - Josh Brooman (GCSE textbook author) performance/workshop annually in Redditch. Cold War Museum at RAF Cosford.
A successful learner in this subject will demonstrate	<ul style="list-style-type: none"> - Explain multiple causation with a range of examples - Explain the utility of a source with provenance and content - Explain significance of events and make comparisons between periods - Differentiate between interpretations Evaluate two arguments
Impact on personal development	Students are taught to argue correctly, based on empirical evidence. They learn to ask questions not merely on face value but also access to information and peoples agenda Students are shown how to assess change and continuity both in terms of cost and impact They learn to tolerate and appreciate the perspectives of others and value others rights and opinions even if they don't agree
Ways to support student learning in this subject	
<ul style="list-style-type: none"> - Closed questioning testing builds the evidence base and bank of knowledge used to illustrate and prove answers - Asking students to justify or evidence their views and interpretations of events - Differentiate between cause and consequence to help students consider impact - Make sure students always check the origins, authors and possible purpose of articles, news and views that they consume Use the SENECA learning assignments and Courses to constantly develop their understanding	