

Scheme title	What was the turning point in WW2?	What was the Holocaust and how did it happen?	How close did the Cold War come to Nuclear War?	How did China change during the 20th Century?	Has equality and freedom been achieved in the 20th Century?
Purpose of scheme	This unit develops students understanding of the a significant aspect of modern History. It also helps develop their understanding of cause and consequence.	This unit develops students understanding of a significant event in modern world History. Students will understand the changing nature of life in Nazi Germany for Jewish people, the events of the Holocaust and the impact of it.	This scheme allows students to understand a significant period in the 20th Century and to explain the relationship between world powers today	This scheme allows students to understand a significant period in the 20th Century and to explain the relationship between world powers today. It will also enhance students synoptic understanding by making links with the Cold War unit.	This unit develops students understanding of significant world events in the 20th Century. It also allows students to study how key historical concepts such as equality have been achieved in different settings and encourages students to make links between historical events and the current world.
Knowledge in sequence	<p>Blitzkrieg</p> <ul style="list-style-type: none"> Students will be able to describe how the Nazis came to control half of Europe Students will be able to explain who is most likely to win WW2 at this point and why <p>The Battle for Britain</p> <ul style="list-style-type: none"> Students will be able to explain why Britain was able to win the Battle for Britain Students will be able to explain how this made German victory less likely Students will be able to explain why the USA entered WW2 Students will be able to explain how US entry to the war made Axis victory less likely <p>Stalingrad & D Day</p> <ul style="list-style-type: none"> Students will be able to explain what happened in the Battle of Stalingrad and D Day landings Students will be able to explain what the most significant turning point in WW2 was 	<p>The Holocaust</p> <ul style="list-style-type: none"> Students will be able to describe the events of the Holocaust Students will be able to explain the outcomes for the perpetrators of the Holocaust Students will be able to describe what human rights were created in the Declaration of Human Rights Students will be able to explain how people tried to resist Nazi rule and the events of the Holocaust 	<p>What was the Cold War?</p> <ul style="list-style-type: none"> Students should be able to explain the difference between Communism and Capitalism Students should be able to explain why and how tension grew between East and West after WW2 <p>How close was Armageddon in 1963?</p> <ul style="list-style-type: none"> Students should be able to explain why an independent Cuba would be a problem for the USA Students should be able to assess the significance of the threat of the Cuban Missile Crisis <p>How did Communism win in Vietnam?</p> <ul style="list-style-type: none"> Students should be able to explain the causes of the Vietnam War Explain how significant Communist victory in Vietnam was for the Cold War <p>What part did spies play in the Cold War?</p> <ul style="list-style-type: none"> Students should explain why people would become double agents Students should explain the role spies 	<p>Why was Communism popular in China?</p> <p>How did the Communists take over China?</p> <p>Who was Mao?</p> <p>How successful was the Great Leap Forward?</p> <p>How did the Cultural Revolution change China?</p> <p>How did life for women change in China?</p>	<p>Women's Suffrage (L1&2)</p> <p>Students will be able to describe why and how women fought for the right to vote</p> <p>Students will be able to explain the significance of women gaining suffrage</p> <p>Gender Equality (L3)</p> <p>Students will be able to explain how and why women continued to fight for gender equality</p> <p>Students will explain the significance of the Sex Equality Act 1975</p> <p>American Civil Rights (L4 & 5)</p> <p>Students will be able to describe what problems faced Black Americans</p> <p>Students will be able to explain how significant Martin Luther King was in the fight for independence compared to the actions of others</p>
Skills	<p>Concepts:</p> <p>Cause/Consequence</p> <p>Significance</p> <p>Source analysis</p> <p>Skills: Using a chain of reason to explain the link between events and consequences to form a historical account.</p> <p>Evaluating historical interpretations.</p>	<p>Concepts:</p> <p>Cause/Consequence</p> <p>Change/Continuity</p> <p>Similarity/Difference</p> <p>Historical Debate</p> <p>Students will utilise the following skills:</p> <ul style="list-style-type: none"> Make informed links and comparisons between past and present. Explain the links between events and consequences, and evaluate relative significance of individual events. Analysing contemporary sources to make a judgement about their utility to a historian <p>Written structures to support learning:</p> <p>PEEL: Develop extended writing skills to include a point, evidence or example, explain it and link it to the overall point. This is helpful across all written subjects and reinforces literacy skills.</p>	<p>Concepts:</p> <p>Cause/Consequence</p> <p>Significance</p> <p>Source analysis</p> <p>Students will utilise the following skills:</p> <ul style="list-style-type: none"> Make informed links and comparisons between past and present. Explain the links between events and consequences, and evaluate relative significance of individual events. Analysing contemporary sources to make a judgement about their utility to a historian <p>Written structures to support learning:</p> <p>PEEL: Develop extended writing skills to include a point, evidence or example, explain it and link it to the overall point. This is helpful across all written subjects and reinforces literacy skills.</p> <p>PEKL: Designed to help students analyse sources and evaluate interpretations (historical debates)</p>	<p>Concepts:</p> <p>Cause/Consequence</p> <p>Change/Continuity</p> <p>Significance</p> <p>Source analysis</p> <p>Students will utilise the following skills:</p> <ul style="list-style-type: none"> Using a chain of reason to explain the link between events and consequences to form a historical account. Engaging in historical debate and coming to a balanced judgement. Historical significance, evaluating historical interpretations and forming their own 	<p>Concepts:</p> <p>Cause/Consequence</p> <p>Change/Continuity</p> <p>Similarity/Difference</p> <p>Significance</p> <p>Historical Debate</p> <p>Students will utilise the following skills:</p> <ul style="list-style-type: none"> Make informed links and comparisons between past and present. Explain the links between events and consequences, and evaluate relative significance of individual people. Written structures to support learning: <p>PEEL: Develop extended writing skills to include a point, evidence or example, explain it and link it to the overall point. This is helpful across all written subjects and reinforces literacy skills.</p>
Key Words	<p>Allied forces</p> <p>Axis powers</p> <p>Blitzkrieg</p> <p>Blitz</p> <p>Embargo</p> <p>Front</p> <p>Luftwaffe</p> <p>Morale</p> <p>RADAR</p> <p>Turning Point</p>	<p>Holocaust</p> <p>Universal Declaration of Human Rights</p> <p>Shoah</p>	<p>Antisemitism</p> <p>Censorship</p> <p>Chancellor</p> <p>Dictator</p> <p>Fascism</p> <p>Fuhrer</p> <p>Gestapo</p> <p>Hitler Youth</p> <p>Indoctrination</p> <p>Lebensraum</p> <p>Mein Kampf</p> <p>Nationalism</p> <p>Nazi</p> <p>Occupation</p> <p>Propaganda</p> <p>Totalitarianism</p>	<p>CCP</p> <p>Cixi</p> <p>Confucian beliefs</p> <p>Communist</p> <p>Cultural Revolution</p> <p>Deng Xiaoping</p> <p>Gang of Four</p> <p>Great Leap Forward</p> <p>Kuomintang</p> <p>Long March</p> <p>May Fourth Movement</p> <p>Mao Zedong</p> <p>Nationalist</p> <p>Qing Dynasty</p> <p>Tiananmen Square</p> <p>Warlords</p>	<p>Equality</p> <p>Human Rights</p> <p>Independence</p> <p>Segregation</p> <p>Significance</p> <p>Suffrage</p> <p>Vote</p> <p>Boycott</p>
End Point	Students will be able to explain what they think was the turning point of the Second World War and why.	Students will be able to explain what the Holocaust was and the impact it had. They will also be able to explain how different groups responded to the Holocaust.	Students will be able to explain why there were tensions between East and West in the 20th Century, why there was a Cold War and how the Cold War superpowers competed for dominance in the 20th Century	Students will be able to describe how China came to be Communist and how this affected the lives of Chinese people. Students will also be able to describe how China's relationship with the West has changed over time.	Students will be able to explain the significance of a number of key events in the 20th Century and explain the impacts of the events in creating equality and freedom.
Assessment method	<p>Retrieval knowledge quiz once a week</p> <p>Progress Point at end of SOW: X2</p> <p>Written PEE paragraphs</p>	<p>Retrieval knowledge quiz once a week</p> <p>Progress Point at end of SOW:</p> <p>End of Unit assessment – 30 marks based on skills and knowledge questions</p>	<p>Retrieval knowledge quiz once a week</p> <p>Progress Point at end of SOW:</p> <p>End of Unit assessment – 30 marks based on skills and knowledge questions</p>	<p>Retrieval knowledge quiz once a week</p> <p>Progress Point at end of SOW:</p> <p>End of Unit assessment – 30 marks based on skills and knowledge questions</p>	<p>Retrieval knowledge quiz once a week</p> <p>Progress Point at end of SOW:</p> <p>End of Unit assessment – 30 marks based on skills and knowledge questions</p>