

### Key skills

Skills to be developed throughout the year – first order concepts, substantive knowledge and second order concepts – to understand cause and consequence and to develop causal reasoning, to develop the skills to recognise change and continuity, similarity and difference and significance. To develop the skills of contemporary source interpretation and interpretation recognition.

	Autumn Term and Spring One	Spring Two and Summer One	Summer Two
Overall Themes and Content Overview	<p>Overall themes – to investigate the changes brought about in Britain by the Industrial Revolution, changes in living and social conditions (with case studies on Jack the Ripper and the Titanic) and how these changes were important in the lead up to war. To investigate why the First World War started, the changing nature of conflict and cooperation, the main events of the war (with a focus on local history) and how the end of the war affected the rest of the 20th century.</p> <p>‘Would someone from 1750 have recognised England in 1920?’</p> <p>Dates – 1750-1920</p> <p>The time available is about 27 lessons. Within this time the students should have been taught about the changes made by the Industrial Revolution, living and</p>	<p>Overall themes – to investigate the challenges facing Britain and Europe, changing political ideas and ideas around race and the role of significant individuals – ‘Was the Final Solution an inevitable consequence of the Treaty of Versailles? Was the creation of Israel an inevitable consequence of the Final Solution? Can the atomic bombs be morally justified?’</p> <p>Dates - 1918 – 1948</p> <p>The time available is about 18 lessons. Within this time the students should have been taught about the immediate consequences of the Treaty of Versailles</p>	<p>Overall themes – To investigate the challenges facing Great Britain, Europe and the rest of the world as a result of changing political ideas and terrorist attacks against the established order and to look at the role of significant individuals - ‘Is terrorism a modern idea and is it always a crime?’</p> <p>Dates - 1900-2018 with a recap introduction using the case study of Guy Fawkes</p> <p>The time available is about 9 lessons. Within this time students should have revisited the Guy Fawkes plot and the various theories surrounding it, have been</p>

working conditions for adults and children, changes to the system of policing (Focus on Jack the Ripper), the main inventions of the period and changes to the class system (focus on the Titanic). Students should also have been taught about why the First World War started, the main events of the war, how it affected Bedford, why and how the war ended and the future impact of the Treaty of Versailles. By the end of the unit students should have substantive knowledge about the events and their significance and should have had practise of the skills outlined above.

Lessons need to address the following enquiry questions –

- Was life good and simple before the Industrial Revolution?
- Did Britain need an Industrial Revolution?
- Who made the revolution, Children or entrepreneurs?
- Were the children exploited?
- Would you have preferred working in a coalmine, mill or workhouse?
- Two up, two down? How were the houses?
- How did people die during the Industrial Revolution?
- Was the greatest killer disease?
- 'Two men in one cell was a Victorian value' ..... How was justice during the Industrial Revolution?

for Germany and how it helped Hitler come to power. They should know about the reasons for appeasement, why Germany went to war and occupied most of Europe, the important milestones of the war and how they were defeated, the involvement of Japan, the attack on Pearl Harbour and the atomic bombs that ended the war. They should also have been taught about the history of European antisemitism and specifically antisemitism in Germany, the Nuremburg Laws, the idea of the Final Solution, the events of the Holocaust, the Nuremburg Trials and the creation of Israel. By the end of the unit students should have substantive knowledge about the events and their significance and should have had practise of the skills outlined above.

Lessons need to address the following enquiry questions –

- Was the Treaty of Versailles an act of revenge?
- Why did the allies appease Hitler for so long?
- Was the Munich Conference a waste of time? Was the invasion of Czechoslovakia inevitable?
- What was Blitzkrieg?
- Who were the 'so few' and who were the 'so many'?
- What was the 'so much'?
- Do I really need to be evacuated mum? What is powdered egg?
- Was there really a Blitz spirit?
- Did the Battle of the Atlantic change the course of the war?
- Was the war won in the desert?
- Did General Winter win the war for the allies?

taught about the reasons for the KKK and their impact, considered the reasons for and issues around the Suffragette movement and considered whether their actions were terrorist. They should also have an understanding of the main themes around the Northern Ireland troubles and have examined the main issues around the rise of Islamic fundamentalism and the strand of terrorism arising from this. By the end of the unit students should have substantive knowledge about the events and their significance and should have had practise of the skills outlined above.

Lessons need to address the following enquiry questions –

- Is one mans terrorist another mans freedom fighter?
- Was Guy Fawkes a terrorist or a fall guy?
- Were the KKK really a threat to America or just to the African Americans?
- Should the Pankhurts have been imprisoned for life?
- Were the British responsible for the troubles in Northern Ireland either historically or from a contemporary perspective?
- So what's so bad about being part of the UK? Why did the Catholics really care?
- Do religious texts say it is OK to murder?
- Why was America attacked in 2001?
- Why did the ISIS caliphate fall?
- Is terrorism ever OK?

<p>The assessment for the Industrial Revolution needs to include the skills of contemporary source interpretation and interpretation recognition.</p> <p>Did conditions in Whitechapel make it easier for Jack the Ripper?          Were the victims really all prostitutes?          Was it really a member of the Royal Family?          Were the police really Raw lobsters and blue devils?          Should the police have caught the Ripper?          Should they have seen the ice burg?          Was the Titanic a reflection of the class system of the time?</p> <p>The assessment for Autumn 2 needs to include the skills of understanding cause and consequence and developing causal reasoning.</p> <p>Was it all about empire, nationalism and bigger guns?          Why were there conditions for a world war in 1914?          Did they really need the propaganda to encourage women to push the men to the recruiting office?          Why are there so many different historical opinions on the war?</p>	<p>Why were the Americans so unprepared in December 1941?          Is all fair in love and war? Were the atomic bombs a war crime?</p> <p>The assessment for the Second World War needs to include the skills of understanding cause and consequence and causal reasoning and to include the skills required to recognise change and continuity, similarity and difference and significance.</p> <p>Why have the Jews suffered since the time of Christ?          Was the stab in the back really a Jewish knife?          Why could you not be Jewish and German?          What was life like in the Ghettoes?          What really happened at Wannsee?          Does the saving of one life really save the entire world?          Did work really set you free?          Were the Nuremburg Trials fair?          Why was the Israeli state created in 1948?</p> <p>The assessment for the Holocaust needs to include the skills of contemporary source interpretation and interpretation recognition.</p>	<p>The assessment for the Terrorism unit needs to include the skills of understanding cause and consequence and causal reasoning and to include the skills required to recognise change and continuity, similarity and difference and significance.</p>
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Did the taxis do it? Should the Germans have won in the first few months?

'It's stale in these trenches mate ' Was it all about lice and trenchfoot?

Did technology win it? How important were the new weapons?

How did the war effect Bedford?

'Were the donkeys really to blame? The Somme.

' Dying for your country ?' but for refusing to fight.

Should the Germans have won?

'Not a treaty but a truce for 20 years?'

The assessment for Spring 1 needs to include the skills of contemporary source interpretation and interpretation recognition.