

Curriculum journey: History Year: 7 Autumn 2

Year 7				
The BIG Question: "How did the Normans conquest change England?"				
Order	Sub-BQs	Powerful Knowledge Skills	End Points	Links to KS2
1	<p>What was England like before 1066?</p> <p>Key Theme 1 – Power and Democracy</p>	<p>Key Terms: Earl (powerful Saxon landowner) Hierarchy (the order of importance or power in a country).</p> <p>Student understand that the Anglo-Saxons dominated England after the Romans left.</p> <p>Students look at a timeline of the Early Middle Ages – to link to the last unit on Roman. (A01) NB – this is surface level only.</p> <p>Students understand some key features of Anglo-Saxon England, including:</p> <ul style="list-style-type: none"> - Religion and two reasons for the power of Church - The hierarchy with the King and Earls at the top. - The features of society – rural, lacking in road and communication, sparsely populated. - England’s relative wealth and lack of defenses. (A01) <p>Students understand that the Godwin family were powerful in England.</p>	<p>Students can identify several key changes between England under the Romans and the Saxons. (A01)</p> <p>Students can describe key features of England in 1066. They can suggest reasons why England was suitable for invasion. (A01)</p>	<p>Student may have an awareness of Anglo-Saxon Britain from KS2.</p> <p>This links to the chronological understanding built earlier – showing a coherent picture of development of Britain.</p>

<p>2</p>	<p>Who wanted to be King in 1066?</p> <p>Key Theme 1 – Power and Democracy</p>	<p>Key concepts of Monarch, Succession and Heir. (A01)</p> <p>A) Monarchy – rule of one person usually inherited. B) Succession – when one monarch is replaced by another C) Heir – the next in line to take control of the country.</p> <p>Students understand key terms and apply them verbally to the recent change in the UK monarchy as a mental model.</p> <p>Students understand why there was a crisis in succession in 1066.</p> <p>Key concept: Kingship the qualities and skills to be a successful medieval ruler.</p> <p>Students will explore key features of a medieval king.</p> <p>Students understand who the three main claimants to the throne were (Edgar can be mentioned but not focused on) and the strengths and weaknesses of their relative claims.</p> <ol style="list-style-type: none"> 1) Harold Godwinson: English, noble, powerful, war-leader and the favorite of the Witan/ 2) Harald Hardrada (call him Hardrada to avoid confusion) Norwegian, powerful and infamous warrior. Had a distant claim through blood. 3) William of Normandy. Successful ruler, strong soldier, promised the throne by Harold, distant relative of Edward. (A01) 	<p>Students can briefly explain why there was a succession crisis in 1066. (A02)</p> <p>Students have an authentic understanding of Kingship – avoiding concepts such as “nice”. (A01)</p> <p>Students will record key details of the claimants and come to a decision by comparing them. (A01)</p> <p>Students will write an explanation of their choices. (A02)</p>	<p>Students will have some understanding of the concept of monarchy from KS2</p>
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<p>3</p>	<p>What happened at the Battle of Stamford Bridge?</p> <p>Key Theme 3 War and Conflict</p>	<p>Key Concepts: Housecarls (professional soldiers, armed with axes) Fyrd (part-time English soldiers) Shield Wall (basic Anglo-Saxon tactic).</p> <p>Students know the following key ideas: (A01)</p> <ul style="list-style-type: none"> - Hardrada invaded England in 1066 with a large army and Harold's brother. - Harold marched North very fast and caught the Vikings by surprise. - The Vikings were unarmoured - A lone Viking berserker is said to have held the Bridge. - Harold offered to make a deal with his brother. - The outnumbered Vikings fought but were slaughtered and few returned home. Hardrada was killed. <p>Students select one key feature of the Battle to suggest why this was the most important reason for Harold's victory. (A02 – Significance)</p>	<p>Students can sequence the key events of the Battle. (A01)</p> <p>Students can explain at least one key reason for the victory in a scaffolded paragraph (A02)</p>	<p>Students should be able to draw informed responses to the question at KS2.</p>
<p>4</p>	<p>Why did William win the battle of Hastings?</p> <p>Big Write</p> <p>Key Theme 3 War and Conflict</p>	<p>Key concepts: Tactics (Military strategies with a battle) Knight – mounted armoured professional soldiers.</p> <p>Students have an overview of why William invaded when he did and the problems Harold faced.</p> <p>Students have an overview of the main features of the two armies (building on their understanding of Housecarl and Fyrd) from the previous lesson. (A01)</p>	<p>Students can compare the different armies and pick out their strengths and weaknesses for different forms of combat. (A01)</p> <p>Students come to a simple judgement over whose army appears to be stronger prior to the battle. (A01)</p>	<p>Students may have some awareness of the Battle of Hastings.</p> <p>Student will understand the</p>

		<p>1) Harold' army were powerful infantry BUT less well trained and less mobile than William's</p> <p>2) William's army was more professional, better equipped, better range and mobility.</p> <p>Students then study the key events of the battle: (A01)</p> <p>A) Harold's excellent defensive location. B) Initial Norman failures to penetrate the shield-wall. C) William's death scare, changed tactics – the feigned retreat. D) Norman archers and the weakened shieldwall finally breaking.</p> <p>Students then categorize the key reason reasons why William lost the battle of Hastings. (A02)</p> <p>Extended Writing Task:</p> <p>Students will – after the previous lessons – write a scaffolded piece of work to explore in more depth the reasons for William's victory.</p> <p>I - WE - YOU Model will be followed.</p> <p>The most able will produce a more detailed account that may link factors together and will be encouraged to write an indepdent conclusion.</p>	<p>Students categorise the different reasons for William's victory</p> <p>Students respond to Marc Morris' interpretation that William's victory was mainly to do with luck. (A04)</p> <p>All students will have a modelled example, a co-constructed paragraph and an independent response. NB for some it may be necessary to scaffold the independent response further. (A02)</p>	<p>concept of a Historical interpretation from the previous unit/ KS2</p> <p>Students will explore the causes of William's victory and develop a structures response – this is taught at KS2</p>
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	<p>Less able will be able to write at least one largely descriptive paragraph about why William was able to win.</p> <p>NB. Students should be encouraged to write about CATEGORIES (i.e luck, tactics) and use specific examples to support their essay rather than building around single example.</p> <p><i>One key reasons that William was able to win were his tactics. For example, during the battle he changed his tactics when he was losing. He ordered his cavalry to have a feigned retreat, which tricked the English into leaving the shield-wall and allowed him to weaken the English. He then ordered his archers to fire high into the air, which led to the shield-wall weakening further. This eventually allowed the Normans to breakthrough and defeat the English as gaps appeared.</i></p>		
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<p>5</p>	<p>How did King Harold die?</p> <p>Key Theme 3 War and Conflict</p>	<p>Sources/ Interpretations are re-explained and recapped.</p> <p>Bayeux Tapestry – explained and contextualized as a Norman production by nuns under the control of William’s half-brother Odo.</p> <p>Students look at different stages of the Bayeux Tapestry – to step through the process of understanding why historians may have interpretations that differ.</p> <p>Students explore different sources of the death and interpret them. They may make simple judgements as to accuracy.</p> <p>Students also look at two interpretations of the battle – Simon Schama and Chris Dennis.</p> <ul style="list-style-type: none"> - Students will explain the view of each historian with a quote - Suggest which source has inspired which historian - Suggest which interpretation that they most agree with with a simple asserted reason why. 	<p>Students will write a short description of the death of Harold in the Bayeux Tapestry and suggest why it can be interpreted differently. (A03)</p> <p>Students record the reason for Harold’s death in several contemporary accounts. (A03)</p> <p>Students interpret different views of the battle and link the view of the Historian to the sources used. (A04)</p> <p>Students will give an overall response to big question scaffolded for most so they may lack clarity at this stage. (A02)</p>	<p>Source skills should be introduced at KS2 – including using a range of sources to answer an enquiry.</p> <p>Students build on their ability to interpret the past from the first unit</p>
<p>6</p>	<p>Why did William build castles?</p> <p>Key Theme 1 – Power and Democracy</p>	<p>Key concept – motte and bailey castles (quick to build, offers defense but lack durability.</p> <p>Students understand why William built motte and bailey castles: (A02)</p>	<p>Students describe why castles were built and the</p>	<p>Students should understand the concept of significance from previous lessons.</p>

		<ul style="list-style-type: none"> - For defense as he as outnumbered and unpopular - Quick and easy to build - Allowed the Normans to dominate areas militarily and symbolically. - The key features of the castles. - The strengths and weaknesses of the motte and bailey castles <p>Students understand that – over time – the castles became stone keep castles and:</p> <ul style="list-style-type: none"> - Were a permanent symbol of change and the new ruling class. - That they became places of taxation, justice and were often where towns grew around them – I,e Warwick, Kenilworth, Newcastle. - Most castles today are Norman in origin and attract tourists. 	<p>advantages/disadvantages of them. (A02)</p> <p>Students will explain why stone keep castles were an important change to England. (A02 – Significance)</p>	<p>Student can draw comparisons and begin to understand change across time.</p>
7	<p>What was the Feudal System and the Domesday book</p> <p>Key Theme 1 – Power and Democracy</p>	<p>Definition of Feudal System, Domesday book.</p> <p>Students understand why the feudal system was introduced, at least one of the following:</p> <ul style="list-style-type: none"> - Rewards - Tax - Control - Influence the Church. <p>Students understand and can rank the different elements of the feudal system in a simple way King – Barons (Tenants-in-chief) Knights – Peasants (A01)</p> <p>Domesday Book.</p> <p>Students understand the reason for the Domesday book (rebellion and threats from abroad, leading to the need to raise taxation).</p>	<p>Students explain in a scaffolded sentence what the Feudal system was and why William introduced it.</p> <p>Students can explicitly link it to William’s need to keep control and to the growth of Castles. (A02)</p> <p>Students can describe What and why the Domesday was introduced. (A02)</p>	<p>Student develop their understanding of an aspect of local history as at KS2.</p>

		<p>Students know the key features of it.</p> <p>Student look at an extract from the Domesday book linked to Coventry (local history) and investigate it. (A03) They should understand how land-ownership changed and how small Coventry was at this time.</p>	<p>Students should investigate an aspect of local history. (A03)</p>	
8	<p>How did the Normans change England? Big Write</p> <p>Key Theme 1 – Power and Democracy</p>	<p>Students will recall some of the changes that the Normans have made to England. (AO2 – Cause and Consequence)</p> <p>Students will sort various changes in terms of how long term their impact was (A02)</p> <ul style="list-style-type: none"> - Castles - Church - Landownership and power (Feudal system) - Royal Family - Language - Slaughter and upheaval - Law <p>NB – Royal Family, Language, Castles are the key focus for LA</p>	<p>Students can sort the impact of the Normans across a significant period of time</p> <p>Students select the most important and least important changes.</p> <p>Students justify at least one of their choices (A02)</p>	

Curriculum journey: History: 8

Year 8

The BIG Question: “Did the Industrial Revolution benefit the ordinary people of Britain?”

		Powerful Knowledge Skills	End Point	Links to Year 7
1	<p align="center">What was the Industrial revolution?</p> <p>Key Theme 2. Religion, Progress and Ideas</p>	<p>Define Industrial (“work” that is mainly done in factories using machines)</p> <p>Revolution (a rapid change that can be political, social, economic, scientific) (A01)</p> <p>Students understand that the Industrial Revolution entailed great changes to British life:</p> <ul style="list-style-type: none"> - Population growth and urbanization (growth of town and cities may be used by students, especially LA) - Transport - Work - Landscape - Living conditions. <p>Students apply their understanding to judge the extent of IR changes, largest changes and identify groups that may have suffered. (A02)</p> <p>Students then analyse Toynbee’s interpretation of the Industrial Revolution – and reach a conclusion.</p>	<p>Students should categorize the key changes (A01)</p> <p>Student should write brief but supported judgements regarding the pace, extent of change as well as groups who may have suffered.</p> <p>Students interpret and comment on an interpretation. (A04)</p> <p>Some will make a more detailed response and may already draw links with the TAST.</p>	<p>Many students will have studied Victorians at KS2.</p> <p>In Year 7, students studied Christmas Carol in English and have also looked at the Ruby in the Smoke so there will be parallels that can be drawn.</p>

<p>2</p>	<p>How have we uncovered the lives of unheard people in Industrial Britain</p> <p>Key Theme 4 Equality and Diversity</p>	<p>Key concepts: Liberty (the freedom to succeed, make choices) Working Class (the “lower class” who work for others usually doing physical labour) Interpretation (the view of an historian (in this instance)).</p> <p>Students should understand that Griffin’s work challenges old ideas and is based on NEW research. (A01)</p> <p>Student should use some of Griffin’s sources and interpret them to discover key features of the industrial revolution. (A03) Students may be begin to query the utility of autobiographies as these may:</p> <ul style="list-style-type: none"> - Not represent all (i.e the more educated, small sample) - May under represent children and women. - May include exaggeration or inaccuracies. <p>Students should understand how Griffin (and by extension other historians) research about the past by using sources and uncover “unheard voices”</p>	<p>Students should write a response showing understanding about Griffin’s new interpretation on the Industrial Revolution (A04)</p> <p>Students should write a scaffolded response showing how EG’s research led to new insights. (A04)</p> <p>Students will question the validity of the autobiographies in terms of their utility. (A03)</p>	<p>Many students will have studied Victorians at KS2.</p> <p>In Year 7, students studied Christmas Carol in English and have also looked at the Ruby in the Smoke so there will be parallels that can be drawn.</p> <p>Parallels may be drawn with slavery</p>
<p>3</p>	<p>Did family life really improve for some working class people?</p> <p>Key Theme 4 Equality and Diversity</p>	<p>Key terms: Textile mill (the production of thread and cloth in a factory) Cholera – a disease spread by contaminated water.</p> <p>Students understand many of the negative impacts of the IR and begin to understand that it impacted different groups in different ways. (A01)</p>	<p>Students can describe several key problems caused by changes in the IR.</p>	<p>This may link to the KS2 as students will often study the</p>

		<ul style="list-style-type: none"> - Housing - Disease - Working patterns for women - Childcare issues and marriage <p>Students uses sources to question the interpretation of Griffin (AO3/AO4) finding evidence to support or reject the view.</p> <p>Students come to a judgement regarding Griffin’s view about men and women during the Industrial revolution.</p> <p>Students are introduced to the specific issues faced by some children. (NB this may go into the next lesson, depending on timing).</p>	<p>Students can specifically identify issues faced by women – both positive and negative.</p> <p>Students use sources to reach a conclusion on Griffin’s ideas.</p> <p>Some may reach a more balanced and nuanced conclusion. (A02)</p>	<p>Victorians as part of their post – 1066 study.</p> <p>Students will be revisiting their understanding of social development.</p>
4	<p>Were children the real victims of Industrial Britain?</p> <p>Key Theme 4 Equality and Diversity</p>	<p>Key concept – Pauper Apprentice (orphan sold to a master until 21 to train as apprentice)</p> <p>Scavenger – a child who cleaned machines whilst working. (A01)</p> <p>Students should interpret and infer from Source 1-3 about working conditions as class/in small groups. (A03)</p> <ul style="list-style-type: none"> - Students should take brief notes describing this. - Students should then look independently at other sources and information and produce an extended description of the position of children in the Industrial Revolution. - Role, conditions, accidents, food, punishments, hours <p>Student interpret and comment on Griffin’s view that it was a “disaster” for children and reach a judgment based on specific evidence. (A03/4)</p>	<p>Students should interpret and infer from sources both as a group and independently.</p> <p>Students will produce an independent description of the conditions faced by children, using sources and other material. (A02)</p> <p>Students will respond to an interpretation based on their own understanding of the topic. (A04)</p>	<p>This builds on previous source skills at KS2 and Year 7.</p>

		<p>Assessment.</p> <p>Students will then complete an assessment, where they will comment on the overall view of Griffin, as well as other PK outlined so far.</p>	<p>Formative assessment – to be reviewed and fed back.</p>	
5	<p>Why was crime a major problem during Industrial Revolution?</p> <p>Key Theme 4 Equality and Diversity</p>	<p>Capital Crimes: crimes that carried the death penalty.</p> <p>Transportation: being sent to a foreign colony.</p> <p>Deter: Put people off from committing crime by severe punishments.</p> <p>Student know that there was a link between urbanization, poverty and rising crime rates, especially</p> <ul style="list-style-type: none"> - Crowded streets - Lack of a police force. <p>Students understand different penalties for crime and assess if they are effective</p> <p>Students look at the case study of John Smith (youth in a Victorian prison) and understand the conditions faced by young people in prison.</p> <ul style="list-style-type: none"> - Age - Confinement - Labour 	<p>Students can describe why industrialization caused increased crime. (A01)</p> <p>Students can offer simple judgments as the effectiveness of the criminal justice system. (A02)</p> <p>Student write a comparison using evidence from the case study and other materials used. (A02)</p>	<p>Students are used to comparing crime and punishment at different period of time.</p>

		<p>Students compare the modern criminal justice system with that in Industrial Britain noting at least one difference in:</p> <ul style="list-style-type: none"> - Punishment - Type of Crime 		
6	<p>Who was Jack the Ripper?</p> <p>Key Theme 4</p> <p>Equality and Diversity</p>	<p>Investigation: formal enquiry or research to solve a problem/issue. Serial Killer – a killer who has killed more 3 victims. (A03)</p> <p>Students should use sources to explore key comprehension questions about JTR including:</p> <ul style="list-style-type: none"> - Where? - Who was killed? - How? - Why did the police struggle to solve the case? - Why was the case so famous <p>Students should explore a series of witness statements from the time, to come up with a description of the key suspects in the case. (A03)</p> <p>Students will draw conclusions from the evidence and begin to question the reliability of the sources.</p> <p>Students will come to a judgment about who they believe the Ripper to be – based on several key suspects and their own ideas.</p>	<p>Students should have a written understanding of the key elements of the case, albeit in an undeveloped way. (A01)</p> <p>Students will record their conclusions about the suspects. (A03)</p> <p>Students will come to an overall decision based on their own enquiries. (A03)</p> <p>students may evaluate the witness statements. (A03)</p>	<p>Building on source skills developed at KS2 and KS3.</p> <p>Students developing their own enquiries</p>

7	<p>How significant were the Match Stick girls in bringing changes to rights?</p> <p>Key Theme 2. Religion, Progress, and Ideas</p>	<p>Misogyny – a belief that women are inferior to men. (A01)</p> <p>Student recap the role of women from earlier in the unit.</p> <p>Students use this interpret and explain the meaning of Source A – the auction of a women in 1832. (A03)</p> <p>Students explore a text and understand ways in which women campaigned and achieved improved rights. (A01)</p> <ul style="list-style-type: none"> - Two laws (custody of children allowed under 7, women could divorce (not expected to recall the acts) - Reduced working hours, improved jobs opportunities and education. <p>Students then look at the case study of the Match Stick girls understanding that: (A01)</p> <ul style="list-style-type: none"> - They had low pay / long hours - The causes and effects of Phossy Jaw. - How they protested - The results of that protest and their legacy. <p>Students use two interpretations to help them answer the BQ How significant were the Match Stick girls in bringing changes to rights?</p>	<p>Students can explain at least ways in which women gained improved rights during the 1800s. (A02)</p> <p>Students can explain the case study of Match Stick girls and link this to the broader significance of their struggle by exploring interpretations (A03)</p>	<p>Link to the role of Mary Prince and (potentially others) during the period of slavery.</p>

<p>8</p>	<p>Big Write Key Theme 2. Religion, Progress and Ideas Key Theme 4 Equality and Diversity</p>	<p>Students should revise and organize their ideas from the unit to answer the overall enquiry question.</p> <p>They can categorize under the following headings (these are not exhaustive):</p> <ul style="list-style-type: none"> - Women - Young people - Men - Crime <p>Students should then write an answer to the overall BQ: “Did the Industrial Revolution benefit the ordinary people of Britain?”.</p> <p>This will require scaffolding and modelling depending the needs of the group.</p> <p>However it should be largely indepdent.</p>	<p>Students should be able to organize and then express their ideas about the benefits and problems of the Industrial revolution in a multi-paragraph answer, reaching their own interpretation of the past based on evidence.</p> <p>A02</p>	
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Curriculum journey: History: 9

Year 9				
The BIG Question: “Who should we hold accountable for the Holocaust?”				
		Powerful Knowledge Skills	End Point	Links
1	1. What is the history of Anti-Semitism?	<p>Define Anti-Semitism, Genocide. Scapegoat. Discrimination. (A01)</p> <p>Students apply knowledge to analyze a medieval picture of British treatment of the Jews, and the testimony of Roman Halter in Poland. (A03)</p> <ul style="list-style-type: none"> - They should be able to identify where elements of genocide etc. exist within the sources. - They should be able to identify the <ul style="list-style-type: none"> A) Religious basis of the discrimination – Christ-killer B) Elements of the discrimination – the wearing of badges. 	<p>All students can define and explain key terms independently. (A01)</p> <p>Students will apply understanding and produce an analysis of two sources, with a least one being independent. (A03)</p>	<p>Students should have link to Black Death – blamed on Jewish people.</p>
	2. How were the Nazis able to turn the German people against the Jews?	<p>Define – propaganda. Stereotypes Indoctrinate. (A01)</p> <p>Students understand the range of propaganda methods (radio, cinema, art, education) that Hitler used to indoctrinate the German people with a focus on (A03)</p> <ul style="list-style-type: none"> - Mass propaganda (poster of the Eternal Jew) - Education (Poisonous Mushroom – aimed at younger children) - Math problems (aimed at older school children.) <p>Students will analyse an extract from the Poisonous Mushroom and comment on its utility</p>	<p>Students will be able to describe the methods used, giving several valid examples. (A01)</p> <p>Students will independently analyse the utility of a source based on their contextual understanding. (A03)</p>	<p>Links back to the start of Year 9 – link to Hitler’s use of propaganda to get power.</p>

		<ul style="list-style-type: none"> - They can identify its purpose of indoctrinating young children. - They can link this to their prior understanding of the key concepts – for example the use of stereotypes and find examples of those concepts. - Comment on the utility of the source. 		
3. Why did the Nazis persecute the Jews in the 1930s? Extended writing.	<p>Key concepts – Persecution, Aryan, Racial Hygiene, Eugenics.</p> <p>Student understand and can apply the key concepts of Nazi racial policy – including racial hygiene.</p> <p>Students can identify across time:</p> <ul style="list-style-type: none"> - The increasing severity of anti-Semitic legislation. - Students can categorise the treatment into: <ul style="list-style-type: none"> ● Racial Hygiene ● Economic ● Political. ● Violence <p>They understand that the Nazis sought to force the Jews to leave Germany and to prevent mixed marriage.</p> <p>Student understand that Kristalnacht marks the start of more explicit and extreme violence and persecution.</p>	<p>Student can explain why the Nazis persecuted the Jews in the 1930's with several different examples of the persecution explained. (A02 – Cause and Consequence)</p> <p>Some may go further in developing a more sophisticated analysis of the events.</p>	<p>Students will have some preconceptions about the Jewish population</p>	
4. What were the ghettos created in Poland in WWII?	<p>Key Concept: ghettos segregation</p> <p>Students understand that the ghettos in Poland were created to:</p> <ul style="list-style-type: none"> - Isolate the Jews from the population. 	<p>Students can explain why the Nazis created ghettos in Poland (A02)</p>	<p>Students understand how the conquest of Poland led to an increased number of Jewish people being</p>	

		<ul style="list-style-type: none"> - Begin the process of genocide through disease, restriction of food. - Ensure that the Jews were under Nazi control. 		<p>under Nazi control – Linking back to lesson 1</p>
5.	Was the Jewish uprising in the Warsaw ghetto important?	<p>Key concept / misconception. Agency. Victimhood.</p> <p>Students understand that Jews are often portrayed as victims but that there were elements of Jewish resistance during the Second World War. (A01, A02)</p> <p>Students understand:</p> <ul style="list-style-type: none"> - Why the Jews decided to resist - The methods they used. - The German reaction to the resistance. <p>Students understand that the resistance is important as an example of:</p> <ul style="list-style-type: none"> - Agency / Symbolic resistance - Inspired the later Polish uprising. - But it achieved little concrete benefit. 	<p>Student can explain what the Warsaw uprising was and judge its significance. (A02 – Significance).</p>	<p>Students might link this to the KS3 – the struggle of enslaved people for freedom, the study of the struggle for Women’s Suffrage and democracy.</p>

6. What was the Final Solution? (2 lessons)	<p>Key Concepts: Final Solution. Holocaust Concentration Camp. Einsatzgruppen.</p> <p>Students should understand the discussion regarding the term Holocaust (A01)</p> <p>Students can understand that:</p> <ul style="list-style-type: none"> - Prior to final solution, Einsatzgruppen had been used to exterminate the Jews. - Concentration camps had been used prior to the Final Solution – as prison and labour camps but that they had an element of “Destruction through Work”. - The Final Solution was decided at the Wannsee Conference. - The nature of the Final Solution – especially the use of gas and trains to industrialise the genocide. Students understand the case study of Chelmno. <p>A01, A03</p>	<p>Students can explain what the Holocaust was and that it can be controversial including at least one reason that it is controversial. (A03)</p> <p>Student can explain what the goals of the final solution were and how they were put into practice. (A02)</p>	<p>Students develop their understanding of causation.</p>
7. Was the Holocaust planned from the start?	<p>Key Concepts: Intentionalist (that the Holocaust was planned from the start) Functionalist (A04)</p> <p>Students should look at the Intentionalist v Functionalist debate amongst historians and understand that there is scholarly disagreement. (A04)</p> <ul style="list-style-type: none"> • Students should explore 1 functionalist argument and identify the key reasons for this view. • They should include 1 intentionalist and identify the key reasons for this view. • Students should identify the key differences and make their own decisions on the Interpretations 	<p>Students should compare the different interpretations (A04)</p> <p>Students should answer the BQ both verbally and through an extended written answer including at least one alternative view. (A02, A04)</p>	<p>Students build on their work on interpretations in a more detailed way.</p>

		Students should use these views, and their prior learning to come their own decision to the BQ		
	<p>7. Who should we hold accountable for the Holocaust? Big Write</p>	<p>Students should know that there is shared accountability for the Holocaust. (AO1)</p> <ul style="list-style-type: none"> - Hitler and the Nazi senior leadership – (ideology) - The SS (carry out the genocide) - Those civilians who assisted – such as the train drivers and clerks. (Supporting the genocide) - The German people as a whole. <p>Students should weight the relative contribution of the different groups to the Holocaust and come to a decision. (A02)</p>	<p>How far were the German people as a whole responsible for the Holocaust?</p> <p>Students write an extended piece that looks at least 2 different groups and concludes. (A02)</p>	<p>Students continue to build in their ability to reach judgements about the past, based on evidence.</p>