



Subject: History – Yr8 Summer 1 & 2

Term 3

Overarching Topic: Nationalism and Genocide

<p>Why is this topic being studied at this time?</p> <p>How does it fit into the wider subject curriculum?</p>	<p>The great age of Romanticism and scientific revolution led to an altogether more sinister and dangerous idea – that of ethnic nationalism: the belief that only peoples of the same ‘race’ belong together in a ‘nation’. In the nineteenth-century this led to the development of the nation state, but in the twentieth-century the very idea of the nation gave rise to WWI and WWII. Big ideas, dark consequences – we will challenge ourselves in dealing with some of the very worst aspects of humanity and in so doing confront the ultimate question: what does it mean to be human?</p>
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	Critical	Core	Pinnacle
<p>The Big Questions (What questions will students be able to answer upon mastery of the topic?)</p>	<p>Why are there different nations? What does it mean to belong to a nation? Why did nationalism develop in the 1800s? What did Europe look like in 1914? Who were the Nazis? What is prejudice? What is discrimination? Who was the Tsar and why was he unpopular? Who were the Bolsheviks? Who were Lenin and Stalin?</p>	<p>How did MANIA lead to WWI? What role did nationalism play in the Treaty of Versailles? How did nationalism help the Nazis come to power? How did Hitler try to undermine the Treaty of Versailles? Why did Hitler hate the Jews? How did the Nazis persecute people before WWII? (Asocials; Aktion T-4; Nuremberg Laws; Kristallnacht) Why was Russia difficult to rule in the early twentieth-century? Why was there a revolution in Russia in October 1917? How did the Bolsheviks win the Russian Civil War? How did Stalin seize power after Lenin’s death? How did Stalin use genocide as a form of political control?</p>	<p>Is a nation a real thing or an imagined construct? What was the relative significance of the aspects of MANIA? How did Wilson try to combat nationalism in Europe after WWI? To what extent was anti-Semitism just a German problem? Where did Nazi racial theory come from? To what extent is Marx’s historical dialectic applicable to Russia? To what extent did the Bolsheviks adhere to Marx’s idea about Communism?</p>

The Key Skills/ Techniques	The sophistication and application of skills will become more advanced as students' progress through the critical, core and pinnacle knowledge.		
	Skill/Technique	How will this skill be developed?	
	Assessment of causation	Assessment of categories of causation – moving into relative importance for pinnacle.	
	Assessment of significance	Assessment of short-term and long-term significance – moving into Carpenter assessment of significance for pinnacle.	
	Interpretations	Why do historians come to different conclusions? How do we decide which interpretation is more accurate? How do we apply RAD OK to our analysis and evaluation of interpretations? – moving into introducing historiography as pinnacle.	