



Subject: History

Term 2

Overarching Topic: How did WWII change the face of Europe?

<p>Why is this topic being studied at this time?</p> <p>How does it fit into the wider subject curriculum?</p>	<p>WWI had been intended to be the war to end all wars. However, barely two decades later and the continent had descended into another bloody and costly war. We will examine how this happened, the key turning points of the war and the effects it had on the peoples of Europe and beyond. Within this unit we will also study the Holocaust and its place both within and outside of the war – we will challenge students to consider what the industrial murder of millions of innocents reveals to us about the very worst aspects of mankind.</p>
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	Critical	Core	Pinnacle
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<p>The Big Questions (What questions will students be able to answer upon mastery of the topic?)</p>	<p>Who were the key combatants in WWII? Why did Hitler and Stalin want to control Poland? Why did Hitler attack the Soviet Union? What happened at Leningrad? What happened at Stalingrad? Why did Churchill, Stalin and Roosevelt work together in WWII? What were Nazi racial ideas? What are propaganda and censorship?</p>	<p>How did Hitler challenge the treaty of Versailles? Why did Hitler and Stalin sign the Nazi-Soviet Pact? What happened at Katyn in Poland? How did the lives of German citizens change? What impact did WWII have on the German Home Front? What impact did WWII have on the Soviet Home Front? Why was the siege of Leningrad so protracted? To what extent was Stalingrad a turning point in WWII? What was the journey to the Final Solution? How did Hitler maintain control? How did Stalin maintain control?</p>	<p>Were the seeds of WWII really sown by the Treaty of Versailles? What does the Nazi-Soviet Pact reveal about political pragmatism? To what extent was WWII a ‘total war’? Does the <i>Sonderweg</i> thesis really explain the Holocaust? Can ideologically-driven governments ever survive without both coercion and consent?</p>
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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?
	Interpretations analyses and evaluations Assessing the relative utility of sources and interpretations	Studying a range of historical interpretations and developing approaches to effective analysis and evaluation of their utility and reliability Practising comparative evaluations of the usefulness of different sources and cross-referencing these evaluations with interpretations