

## History

### Curriculum Principles

**By the end of their secondary education, a student of history at Dixons Broadgreen will:**

- know how an understanding of the past is developed from the available evidence and how that understanding contributes both to their personal development and to their deeper engagement with the world around them.
- know how to organise and communicate their historical knowledge in different ways and reach substantiated conclusions.
- understand the value of a rigorous historical education

**Our uniting ‘sentence’ is: The History Department ensured that all students acquired the historical knowledge and habits of critical thought that empowered them to value how people, events and experiences have shaped their world.**

**In order to achieve a true understanding of history, topics have been intelligently sequence based on the following rationale:**

- academic and popular history deals mainly with the substance of the past – content, arranged according to perspective and interpretation. The History Department places great emphasis on both substantive knowledge and key concepts. Students will neither receive lessons that focus exclusively on knowledge retention nor on the deployment of ‘skills’. To this end the pedagogy deployed is much informed both by M. Riley’s ‘enquiry question’ and C. Counsell’s ‘hinterland’ of knowledge.
- as a departmental philosophy, we start with the understanding that the past and present are not the same and that people in the past were therefore different in their attitudes and beliefs in ways that were determined by the contexts in which they lived. This is termed ‘understanding of people in the past’, a designation which includes concepts such as chronological understanding, empathy and diversity. This understanding is used to ask further questions centred on concepts of cause, consequence, change and continuity – we call this category of concepts ‘describing and explaining the past’. Finally, we explore how history is and has been constructed, which includes concepts of significance and interpretations, which is termed ‘interpreting the past’.
- enquiry questions connect together longer sequences of lessons and, as such, lend structure and direction to a series of activities. Such enquiries provide the goal for a final, substantial and motivating activity through which students demonstrate understanding gleaned in the prior lessons.
- within individual lessons there is recognition that the quality of historical thinking is profoundly influenced both by pupils’ grasp of substantive knowledge and their use of second-order or procedural concepts that provide the foundation of history. Consequently, the importance of both is made explicit and consistently modelled so that students understand both what history is and how they can construct it for themselves. It is also by making these things explicit that students are able to understand how to get better at history as opposed to simply knowing more information.
- abstract concepts are continually revisited throughout the key stages and old learning interleaved with new in order to develop a coherent understanding of specialised terminology

## **The history curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:**

- history deals with the sum of human experience and requires familiarity with a body of information and ideas shared by educated citizens. In detail, or in passing, events, concepts and controversies are visited and revisited both over time and space. In the same way, familiarity with key cultural, religious, scientific and political figures is assumed by educated people. Advantaged students start to acquire this cultural capital at home; for the disadvantaged, history offers a particularly rapid exposure to it. As a Department, we are sensitive both to the fact that individual students come to the subject with different frames of reference and bodies of knowledge and to the opportunities we have to widen students' horizons.
- literacy is a key part of the historian's armoury. Throughout our teaching we prioritise handling text at the most sophisticated level possible, guiding students in accordance with their individual needs. Oral and visual sources are also used extensively, and here too we help students to grasp and critique the ideas and information offered. History is an excellent field for exploring material likely to enthuse students and can be accessed in different ways and at different levels.
- Empathy is a central requirement for any genuine understanding of the past and its value informs the present. individuals. By helping them to access the range of human experience recorded in history everyone acquires better perspective both on their own needs and experiences and those of others. On a broader scale, learning about the differences and similarities between cultures and societies enhances students' understanding of the present as well as the past.

## **We fully believe history can contribute to the personal development of students at DBA:**

- History leads to great personal development as it changes the way students see the world by providing a wider frame of reference than the present – aiding both our students and their communities at Dixons Broadgreen.
- Mastery: students are prepared to flourish in a society that exhibits high levels of literacy, numeracy, scientific understanding and aesthetic appreciation. The study of history is the study of what has shaped such a society.
- Powerful knowledge: knowledge is continually questioned, organised, analysed and interpreted so that our students are provided with the intellectual weapons to guard against intolerance and closed thinking.
- Be fair: the students' development of a detailed understanding of the identity of differing communities, cultures and nations, and knowledge of the past – however that past be constructed – provides our students with the tools to moderate their ever-developing personal beliefs and philosophies via informed and responsible scepticism. Coming to grips with the way that rival arguments can be constructed in good faith and require careful and considered judgements encourages an attitude of mind is thus of inestimable value for individuals and for the societies of which they are a part.

**At KS3, KS4 and KS4, our belief is that homework should be interleaved revision of powerful knowledge that has been modelled and taught in lessons. This knowledge is recalled and applied through a range of low stakes quizzing and practice.**



**Opportunities are built in to make links to the world of work to enhance the careers, advice and guidance that students are exposed to:**

- throughout their secondary education, students will encounter a wide-range range of both historic and current vocations. Each topic has a 'careers spotlight', where students will explore a profession linked to that particular unit of work.
- links between historical knowledge and skills and specific professional expertise will be explicitly highlighted. Of particular relevance here, are the promises of a career in law, politics, police and armed forces, journalism, research, or the media.
- guest speakers will be invited to speak to the students and model the value of a historical understanding

**A true love of history involves learning about various cultural domains. We teach beyond the specification requirements, but do ensure students are well prepared to be successful in GCSE examinations:**

- local history is highlighted as often as possible. The links between locality and historical significance enhance students' engagement with tangible artefacts to see, hear and touch.
- out of class resources are promoted in all lessons to extend students' knowledge and to encourage intrinsic curiosity.
- authentic sources – both pictorial and written – are used at all opportunities to invite debate about artistic and linguistic evolution.
- students are exposed to historiography and further reading is promoted.
- the ever-changing relationship between the present and the past is emphasised to show the continuing relevance of the discipline and its profound depths



## History Year 7

	Week 0	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
<b>Cycle 1</b>	<b>W/C 30/08</b>	<b>W/C 06/09</b>	<b>W/C 13/09</b>	<b>W/C 20/09</b>	<b>W/C 27/09</b>	<b>W/C 04/10</b>	<b>W/C 11/10</b>	<b>W/C 18/10</b>	<b>W/C 01/11</b>	<b>W/C 08/11</b>	<b>W/C 15/11</b>	<b>W/C 22/11</b>	<b>W/C 29/11</b>	<b>W/C 06/12</b>
	<b>Term 1 Inset 1 &amp; 2</b>		Medieval England, the Norman Conquest 1066-1087	Medieval England, the Norman Conquest 1066-1087	Medieval England, the Norman Conquest 1066-1087	Medieval England, the Norman Conquest 1066-1087	Medieval England, the Norman Conquest 1066-1087	Medieval England, the Norman Conquest 1066-1087	Norman Control 1066-1087	<b>Term 2 DIRT</b>	Norman Control 1066-1087	Norman Control 1066-1087	Norman Control 1066-1087	Data 1 Planning 1
	Orientation		Medieval England, the Norman Conquest 1066-1087	Medieval England, the Norman Conquest 1066-1087	Medieval England, the Norman Conquest 1066-1087	Medieval England, the Norman Conquest 1066-1087	Medieval England, the Norman Conquest 1066-1087	Medieval England, the Norman Conquest 1066-1087	Norman Control 1066-1087	Norman Control 1066-1087	Norman Control 1066-1087	Norman Control 1066-1087	Norman Control 1066-1087	Norman Control 1066-1087
<b>Cycle 2</b>		<b>W/C 13/12</b>	<b>W/C 20/12</b>	<b>W/C 03/01</b>	<b>W/C 10/01</b>	<b>W/C 17/01</b>	<b>W/C 24/01</b>	<b>W/C 30/01</b>	<b>W/C 07/02</b>	<b>W/C 14/02</b>	<b>W/C 28/02</b>	<b>W/C 07/03</b>	<b>W/C 14/03</b>	<b>W/C 21/03</b>
		Life in medieval England: religion; disease and social change	Life in medieval England: religion; disease and social change	<b>Term 3 Inset 3 &amp; 4</b>	Life in medieval England: religion; disease and social change	Life in medieval England: religion; disease and social change	Life in medieval England: religion; disease and social change	Life in medieval England: religion; disease and social change	Cycle 2 Assessment	Life in medieval England: religion; disease and social change	<b>Term 4 Data 2 Planning 2</b>	Life in medieval England: religion; disease and social change	Life in medieval England: religion; disease and social change	Life in medieval England: religion; disease and social change
		Life in medieval England: religion; disease and social change	Life in medieval England: religion; disease and social change	Life in medieval England: religion; disease and social change	Life in medieval England: religion; disease and social change	Life in medieval England: religion; disease and social change	Life in medieval England: religion; disease and social change	Cycle 2 Assessment	DIRT	Life in medieval England: religion; disease and social change	Life in medieval England: religion; disease and social change	Life in medieval England: religion; disease and social change	Life in medieval England: religion; disease and social change	Life in medieval England: religion; disease and social change
<b>Cycle 3</b>		<b>W/C 28/03</b>	<b>W/C 04/04</b>	<b>W/C 25/04</b>	<b>W/C 02/05</b>	<b>W/C 09/05</b>	<b>W/C 16/05</b>	<b>W/C 23/05</b>	<b>W/C 06/06</b>	<b>W/C 13/06</b>	<b>W/C 20/06</b>	<b>W/C 27/06</b>	<b>W/C 04/07</b>	<b>W/C 11/07</b>
		What was revolutionary about the period c.1450 - c.1750?	What was revolutionary about the period c.1450 - c.1750?	<b>Term 5</b>	What was revolutionary about the period c.1450 - c.1750?	What was revolutionary about the period c.1450 - c.1750?	What was revolutionary about the period c.1450 - c.1750?	What was revolutionary about the period c.1450 - c.1750?	Revision	Summer Exams Y7-10/12  Cycle 3 assessment (A-SFD)	DIRT	Data 3 Planning 3	What was revolutionary about the period c.1450 - c.1750?	What was revolutionary about the period c.1450 - c.1750?
		What was revolutionary about the period c.1450 - c.1750?	What was revolutionary about the period c.1450 - c.1750?	What was revolutionary about the period c.1450 - c.1750?	What was revolutionary about the period c.1450 - c.1750?	What was revolutionary about the period c.1450 - c.1750?	What was revolutionary about the period c.1450 - c.1750?	What was revolutionary about the period c.1450 - c.1750?	Revision	revision	Cycle 3 Assessment (B-application)	DIRT	What was revolutionary about the period c.1450 - c.1750?	What was revolutionary about the period c.1450 - c.1750?







## History Year 11

	Week 0	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
<b>Cycle 1</b>	<b>W/C 30/08</b>	<b>W/C 06/09</b>	<b>W/C 13/09</b>	<b>W/C 20/09</b>	<b>W/C 27/09</b>	<b>W/C 04/10</b>	<b>W/C 11/10</b>	<b>W/C 18/10</b>	<b>W/C 01/11</b>	<b>W/C 08/11</b>	<b>W/C 15/11</b>	<b>W/C 22/11</b>	<b>W/C 29/11</b>	<b>W/C 06/12</b>
	<b>Term 1 Inset 1 &amp; 2</b>		Edecel GCSE What was the position of Hitler and the Nazi Party in January 1933?	What was the position of Hitler and the Nazi Party in January 1933? Application	Democracy to dictatorship 1934	DIRT	terror	revision	revision	Yr 11 Exams	Year 11 exams	religion	children	Economy
	<b>Orientation</b>		January 1933	DIRT	Democracy to dictatorship 1934	Judges and Gestapo	propaganda	Children	Revision			religion	Opposition	Economy
			January 1933	Democracy to dictatorship 1934	Application	terror	propaganda	Economy	Revision			women	opposition	persecution
<b>Cycle 2</b>		<b>W/C 13/12</b>	<b>W/C 20/12</b>	Democracy to Dictatorship	<b>W/C 10/01</b>	<b>W/C 17/01</b>	<b>W/C 24/01</b>	<b>W/C 30/01</b>	<b>W/C 07/02</b>	<b>W/C 14/02</b>	<b>W/C 28/02</b>	<b>W/C 07/03</b>	<b>W/C 14/03</b>	<b>W/C 21/03</b>
		persecution	application	<b>Term 3 Inset 3 &amp; 4</b>	Paper 1 Historic Environment	Paper 1 Historic Environment	Paper 1 Historic Environment	Paper 1 Historic Environment	Paper 2 Elizabeth Problems on accession	Catholic challenge: nobility, Papacy and foreign powers	<b>Term 4</b> Data 2 Planning 2	Cecil/Walsingham spymaster	DIRT	Spanish Armada
		persecution	application	Paper 1 Historic Environment	Paper 1 Historic Environment	Paper 1 Historic Environment	Paper 1 Historic Environment	Paper 1 Historic Environment	Elizabeth's religious Settlement	MQS	Plots 2	Execution MQS	Rivalry with Spain	Spanish Armada
		application		Paper 1 Historic Environment	Paper 1 Historic Environment	Paper 1 Historic Environment	Paper 1 Historic Environment	Paper 1 Historic Environment	The Church of England: its role in society Puritan challenge	Plots 1	Plots 3	Application	Rivalry with Spain	Education/Leisure/culture
<b>Cycle 3</b>		<b>W/C 28/03</b>	<b>W/C 04/04</b>	<b>W/C 25/04</b>	<b>W/C 02/05</b>	<b>W/C 09/05</b>	<b>W/C 16/05</b>	<b>W/C 23/05</b>	<b>W/C 06/06</b>	<b>W/C 13/06</b>	<b>W/C 20/06</b>	<b>W/C 27/06</b>	<b>W/C 04/07</b>	<b>W/C 11/07</b>
		Poverty	Roanoke 1	DIRT	Targeted revision	Targeted revision	Targeted revision	Targeted revision	<b>Term 6</b> Targeted revision	Targeted revision	Targeted revision			
		Poor Laws	Roanoke 2	Drake & Raleigh	Targeted revision	Targeted revision	Targeted revision	Targeted revision	Targeted revision	Targeted revision	Targeted revision			
		Discovery	Application	Eliz maintenance of power	Targeted revision	Targeted revision	Targeted revision	Targeted revision	Targeted revision	Targeted revision	Targeted revision			



## History Year 12

	Week 0	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
	<b>W/C 30/08</b>	<b>W/C 06/09</b>	<b>W/C 13/09</b>	<b>W/C 20/09</b>	<b>W/C 27/09</b>	<b>W/C 04/10</b>	<b>W/C 11/10</b>	<b>W/C 18/10</b>	<b>W/C 01/11</b>	<b>W/C 08/11</b>	<b>W/C 15/11</b>	<b>W/C 22/11</b>	<b>W/C 29/11</b>	<b>W/C 06/12</b>
Cycle 1	<b>Term 1 Inset 1 &amp; 2</b>	What was the state of Russia in 1855?	How successfully did the Emancipation of the Serfs meet its aims?	How successful were Alexander II's military and economic reforms?	DIRT	What were the causes, nature, and results of the Russo-Japanese War?	Why did the Tsar survive the 1905 Revolution?	Why was there a revolution in February/March 1917?	Unit 2 – WW1 What was Europe like at the turn of the century?	How did events in Morocco and the Balkans contribute to growing tension pre 1914?	What happened in Sarajevo?	Historiography	What was the nature of war on the Western Front?	Why did the central powers lose WW1?
	Orientation	What was the state of Russia in 1855?	How successfully did the Emancipation of the Serfs meet its aims?	Assessment point 1 To what extent did Alexander II achieve his aims – plan and structure? plan	From II to III – to what extent did Alexander III undermine the reforms of his father?	What were the long-term causes of the 1905 Revolution?	DIRT	Assessment point 3 Why did Nicholas II survive the 1905 revolution, but lose his throne in the February/ March 1917 revolution?	What impact did the alliance system have on European Diplomacy?	How did events in Morocco and the Balkans contribute to growing tension pre 1914?	Why were key leaders during the July Crisis willing to risk a major European war?	Assessment 5: Analyse the long and short term causes of WW1 plan	How did the German experience of World War One trench warfare differ from that of the Allies?	Why did the central powers lose WW1?
	Who ruled Russia in 1855?	Why were the serfs emancipated?	How successful were Alexander II's political reforms?	Assessment point 1 write up	How stable was Russia by the end of Alexander III's reign?	What were the short-term causes of the 1905 Revolution?	How successful was Stolypin in modernizing Russia?	Factual test	What impact did militarism have on European Diplomacy?	Assessment 4 Why did the events of 1905-1913 not lead to a European war? planning	DIRT	Assessment write up	What impact did technology have in WW1?	Why did the central powers lose WW1?
	Who ruled Russia in 1855?	Why were the serfs emancipated?	How successful were Alexander II's political reforms?	How far did the growth of opposition undermine the Tsars regime?	How successful was Witte in modernizing Russia?	Assessment 2 Examine the causes of the 1905 Revolution.	How stable was Russia by 1917?	DIRT	What were the events which led to WW1?	Assessment write up	Historiography	What was the course and nature of the war?	What was the domestic impact of WW1?	Assessment 6: Evaluate the reasons for Allied victory in the First World War
		<b>W/C 13/12</b>	<b>W/C 20/12</b>	<b>W/C 03/01</b>	<b>W/C 10/01</b>	<b>W/C 17/01</b>	<b>W/C 24/01</b>	<b>W/C 30/01</b>	<b>W/C 07/02</b>	<b>W/C 14/02</b>	<b>W/C 28/02</b>	<b>W/C 07/03</b>	<b>W/C 14/03</b>	<b>W/C 21/03</b>
Cycle 2	<b>Unit 3: Peacekeeping and Peace-making</b>	What was decided about Germany?	<b>Term 3 Inset 3 &amp; 4</b>	Assessment 7: Paper 1 practice	DIRT	How successfully did the League deal with the Abyssinia Crisis?	IA	IA	IA	<b>Term 4 Data 2 Planning 2</b>	The October Revolution: Rising of the masses or coup d'etat?	Assessment 10 Why was there a second Revolution in 1917?	Did the Civil war turn Bolshevik revolutionaries into Communist dictators?	
	What were the immediate results of WW1?	What was decided about the other Central Powers?	<b>Inset 3 &amp; 4</b>	Why didn't the USA join the League?	How successfully were the Treaties enforced?	Evaluation	IA	IA	IA	Unit 4: Lenini's Russia Was Russia ready for the transformation to socialism/communism by 1917?	The October Revolution: Rising of the masses or coup d'etat?	How did the Bolsheviks survive the first few months in power?	Assessment prep	
	Why was it so difficult to make peace?	How did countries react to the TOV?	What were the economic impacts of the Paris Peace Treaties?	What were the strengths and weaknesses of the LON in the 1920s?	What was the impact of the Great Depression?	Assessment 9: How far was the Abyssinian Crisis the most significant reason for the collapse of the LON?	IA	IA	IA	Who were the key players in Russia after February?	The October Revolution: Rising of the masses or coup d'etat?	Did the Civil war turn Bolshevik revolutionaries into Communist dictators?	Assessment 11 The Civil War forced the Communists to become dictators in order to ensure their own, and the Revolution's survival. Do you agree?	
	Why was it so difficult to make peace?	What were the geopolitical impacts of the Paris Peace Treaties?	Assessment 7: Paper 1 practice	Assessment 8: Paper 1 practice	How successfully did the League deal with the Manchuria Crisis?					The October Revolution: Rising of the masses or coup d'etat?	The October Revolution: Rising of the masses or coup d'etat?	Did the Civil war turn Bolshevik revolutionaries into Communist dictators?	Peer marking	

		W/C 28/03	W/C 04/04	W/C 25/04	W/C 02/05	W/C 09/05	W/C 16/05	W/C 23/05	W/C 06/06	W/C 13/06	W/C 20/06	W/C 27/06	W/C 04/07	W/C 11/07
Cycle 3		Why was War Communism introduced in 1918 and replaced by the NEP in 1921?	IA	Unit 5: Mussolini's Italy What is fascism?	Assessment 12: Mussolini became the Prime Minister of Italy because of the March on Rome. Do you agree?	How did Mussolini establish a dictatorship?	How many economic battles did Mussolini win?	Assessment 13: To what extent did Mussolini establish a totalitarian dictatorship in Italy?	Term 6 IA	Unit 6: Spanish Civil War	What caused the Spanish Civil War?	What were the main events of the SCW?	What has art got to do, got to do with it?	What were the effects of the SCW?
		Why was War Communism introduced in 1918 and replaced by the NEP in 1921?	IA	What was the Italian context in 1922?	How did Mussolini establish his rule 1922-1924?	How did Mussolini consolidate his rule?	What was the nature of opposition in Fascist Italy?	What was the nature of Fascist foreign policy?	IA	Who was Primo de Rivera?	Interpretations	What were the main events of the SCW?	Why did Franco win the SCW?	What were the effects of the SCW?
		Lenin: an evaluation	IA	Why did Mussolini become leader of Italy in 1922?	How did Mussolini establish his rule 1922-1924?	What was the domestic impact of Mussolini's rule?	To what extent was Mussolini's Italy a totalitarian state?	What was the nature of Fascist foreign policy?	IA	What caused the Spanish Civil War?	Assessment 14: aper 1 practice 3 – Spanish Civil War	What were the main events of the SCW?	Why did Franco win the SCW?	Why did Spain remain neutral during WW2?
		Lenin: An evaluation	IA	Why did Mussolini become leader of Italy in 1922?	DIRT	What was the domestic impact of Mussolini's rule?	To what extent was Mussolini's Italy a totalitarian state?	DIRT	IA	What caused the Spanish Civil War?	What were the main events of the SCW?	Why did Germany get involved in the SCW?	Assessment 15: To what extent did foreign involvement affect the outcome of the Spanish Civil War?	IA

## History Year 13

	Week 0	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
<b>Cycle 1</b>	<b>W/C 30/08</b>	<b>W/C 06/09</b>	<b>W/C 13/09</b>	<b>W/C 20/09</b>	<b>W/C 27/09</b>	<b>W/C 04/10</b>	<b>W/C 11/10</b>	<b>W/C 18/10</b>	<b>W/C 01/11</b>	<b>W/C 08/11</b>	<b>W/C 15/11</b>	<b>W/C 22/11</b>	<b>W/C 29/11</b>	<b>W/C 06/12</b>
	<b>Term 1 Inset 1 &amp; 2</b>	Key topics review	How did Mussolini establish a dictatorship?	How many economic battles did Mussolini win?	Unit 7: Mao's China	Nature of civil war	IA	IA	Cultural revolution	Year 11- 13 exams	Year 11- 13 exams	Authoritarian control	Weimar Germany	Data 1 Planning
	Orientation	IA review	How did Mussolini consolidate his rule?	What was the nature of opposition in Fascist Italy?	LT causes of Civil War	Nature of Civil War	IA	IA	Cultural revolution			Authoritarian control	Weimar Germany	DIRT
		Paper 1 review	What was the domestic impact of Mussolini's rule?	To what extent was Mussolini's Italy a totalitarian state?	LT causes of Civil war	Why did CCP win?	IA	IA	Assessment			SCW/CCW comparison	Weimar Germany	Weimar Germany
		Paper 1 feedback	What was the domestic impact of Mussolini's rule?	To what extent was Mussolini's Italy a totalitarian state?	LT causes of Civil war	Revision	IA	IA	Gang of 4			Authoritarian rulers comparison	Weimar Germany	Weimar Germany
<b>Cycle 2</b>		<b>W/C 13/12</b>	<b>W/C 20/12</b>	<b>W/C 03/01</b>	<b>W/C 10/01</b>	<b>W/C 17/01</b>	<b>W/C 24/01</b>	<b>W/C 30/01</b>	<b>W/C 07/02</b>	<b>W/C 14/02</b>	<b>W/C 28/02</b>	<b>W/C 07/03</b>	<b>W/C 14/03</b>	<b>W/C 21/03</b>
		Weimar Germany	Review	<b>Term 3 Inset 3 &amp; 4</b>	Nazi Germany	Nazi Germany	Nazi Germany	Nazi Germany	Causes WW2 Europe	Paper 1 Prac	<b>Term 4 Data 2 Planning 2</b>	Nature of war	End of War Europe	End of War Pacific
		Weimar Germany	Weimar Germany	<b>Inset 3 &amp; 4</b>	Nazi Germany	Nazi Germany	Nazi Germany	Nazi Germany	Causes WW2 Europe	DIRT	Causes WW2 Pacific	Nature of war	End of War Europe	End of War Pacific
		Weimar Germany	Weimar Germany	Nazi Germany	Nazi Germany	Nazi Germany	Nazi Germany	Nazi Germany	Causes WW2 Europe	Causes WW2 Pacific	{Paper 1 prac	Nature of War	End of War Europe	End of War Pacific
		Weimar Germany		Nazi Germany	Nazi Germany	Nazi Germany	Nazi Germany	Nazi Germany	Causes WW2 Europe	Causes WW2 Pacific	DIRT	Nature of War	End of War Europe	End of War Pacific
<b>Cycle 3</b>		<b>W/C 28/03</b>	<b>W/C 04/04</b>	<b>W/C 25/04</b>	<b>W/C 02/05</b>	<b>W/C 09/05</b>	<b>W/C 16/05</b>	<b>W/C 23/05</b>	<b>W/C 06/06</b>	<b>W/C 13/06</b>	<b>W/C 20/06</b>	<b>W/C 27/06</b>	<b>W/C 04/07</b>	<b>W/C 11/07</b>
		Paper 2 prac	revision	revision	revision	revision	revision	revision	<b>Term 6 IA</b>					
		DIRT	revision	revision	revision	revision	revision	revision						

	revision	revision	revision	revision	revision	revision	revision						
	revision	revision	revision	revision	revision	revision	revision						

