

| Term | Week | Focus | Summary | Learning Outcomes | Learning skills |
|-----------------|------|---------------------------|--|---|--|
| Term 2.1 | 1 | Democracy Vs Dictatorship | Students will explore the characteristics of a democracy and a dictatorship. | To explore and ally the characteristics of a democracy and a dictatorship. | Agile Example Meta thinking Collaborative Classroom |
| | 2 | Benito Mussolini | To explore the characteristics and features of Mussolini's rise to power using the work of Historian, Frank Dikotter. | To explain how Benito Mussolini came to power. To explain the role the Cult of Personality played in establishing and maintaining Benito Mussolini's dictatorship in Italy. | Collaborative Classroom Agile Example Hard-working Meta thinking Critical thinking |
| | 3 | Josef Stalin | To explore the characteristics and features of Stalin's rise to power using the work of Historian, Frank Dikotter. To compare the leadership of Stalin and Mussolini. | To explain how Joseph Stalin secured his dictatorship. To compare Stalin's dictatorship to Benito Mussolini's | Collaborative Classroom Agile Example Hard-working Meta thinking Critical thinking |
| | 4 | Adolf Hitler | To explore the characteristics and features of Hitler's rise to power using the work of Historian, Frank Dikotter. | To explain how Adolf Hitler came to power. To explain how Adolf Hitler was able to maintain his position as dictator. To compare the dictatorships of Hitler, Stalin and Mussolini. | Collaborative Classroom Agile Example Hard-working Meta thinking Critical thinking |
| | 5 | Mao Zedong | To explore the characteristics and features of Mao Zedong's rise to power using the work of Historian, Frank Dikotter. | To explain how Mao Zedong came to power. To explain the role the Cult of Personality played in establishing and maintaining Mao's dictatorship in China to support the iGCSE unit. | Collaborative Classroom Agile Example Hard-working Meta thinking Critical thinking |
| | 6 | Mastery | Student's will be given the opportunity to demonstrate that they have mastered the historical concept of change and continuity. | To demonstrate that I have mastered the historical concept of change and continuity. | Hard-working Analytical Linking Critical Thinking |



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| Term 2.2 | 1 | The Manchurian Crisis | To explore the causes of the Manchurian Crisis and the reasons for the League of Nations actions. | To explore the causes of the Manchurian Crisis and make a judgement on the role of the League of Nations. | Collaborative Classroom Hard-working Linking Critical Thinking |
| | 2 | Was the Spanish Civil War owed to women? | To explore the causes of the Spanish Civil War and the role of women during the conflict. | To make a judgement as to how far the Spanish Civil War was owed to the role of women. | Linking Meta thinking Agile Example Hard-working |
| | 3 | The crisis in Abyssinia. | To explore the causes of the crisis in Abyssinia and the reasons for the League of Nations actions. | To explore the causes of the crisis in Abyssinia and make a judgement on the role of the League of Nations. | Collaborative Classroom Agile Example Meta Thinking Linking |
| | 4 | The Munich Crisis | Students will use a decision-making activity to explore the events and consequences of the Munich Crisis. | To explore the outcomes of the Munich Crisis using our own decisions and reflections. | Evaluating Evidence Critical Thinking Meta Thinking |
| | 5 | Appeasement | Student's will explore whether the events surrounding Appeasement showed that the 'League of Nations was a child without parents'. | To make a judgement as to whether the events surrounding the Munich Crisis and Appeasement reflected that the 'League of Nations was a child without parents'. | Hard-working Analytical Linking Critical Thinking |
| | 6 | Mastery | Student's will be given the opportunity to discuss whether they believe that the 'League of Nations was a child without parents'. | To demonstrate their ability to answer the enquiry question that the 'League of Nations was a child without parents'. | |