

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

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'.	