



# OCL History Curriculum

5 year plan

# Curriculum Intent

## Department Vision:

### Knowledgeable students

- Our curriculum is designed to ensure History sparks student's imagination about the past. Inspiring them to be curious about the events, beliefs and individuals that have shaped our present and future. Our intent is that pupils will be encouraged to explore a knowledge rich curriculum embedded with sources and interpretations whilst acquiring the skills to develop as inquisitive learners. This will help them become analytical thinkers who have the confidence to question the world around them. Where possible, an appreciation of Croydon and its environs will help them develop a more fulsome understanding of their local community.
- Through the teaching of History we endeavor to teach children to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.
- Their History vocabulary will be rich, allowing them to make sense of what they hear, read and encounter in the world. As a result, they can stand in any circle with confidence.
- The skills they acquire in History can be used in a wide variety of jobs such as journalism, politics, law, teaching and management.

### Knowledgeable teachers

- We want to ensure that our teachers, at all stages of their career are confident in their subject knowledge. We want to give them the time to differentiate lessons for their classes and have consistency in terms of what they teach our students.

## Curriculum Overview

In Y7, the OCL History curriculum aims to establish a critical platform for subsequent learning. As such, the very first thing that students will encounter are the various worlds where our curricular narrative will play out; European Christendom, Eastern Byzantium, and the Medieval Islamic World centred in Baghdad. This world-building enterprise at the beginning of the year will pay dividends, with pupils returning to these centres of medieval power and authority time and again. The year as a whole has 3 broad themes that run across and between the various sub topics we will teach.

At a fundamental level, our Y7 curriculum is a story of migration. Not, however, a straightforward migration of people (though this will, of course, feature heavily), but the complicated movement of ideas, objects and beliefs. It is the relationship between this movement of ideas and the people who encounter and adopt them that will help guide students through their first year of studying history at secondary school.

This gives rise to our second curricular narrative; the agency of those who inhabit the past. History is the story of great forces; social, political, economic dynamics that dramatically alter the currents of the past. But it is also the story of people. Our Y7 curriculum will give agency to the figures we encounter. From Mansa Musa to Martin Luther, and from Roger of Howden to Kilij Arslan, we will establish historical figures not as inanimate pawns who simply exist in the past, but as inhabitants of distinct and interrelated worlds, with the capacity to think, feel, and respond just as we do now.

Which brings us to the ultimate narrative of not just our Y7 curriculum, but perhaps History at large: power. The above movement of people, ideas, objects, beliefs and much more can also be told as the story of conquest, upheaval, rebellion and subversion. The story of power will lie at the heart of much of what students learn in Y7. Specifically, whose power? What power? And most critically the question of how power is forged, formed and, ultimately, lost. This may sound like the beginning of a tired, old curriculum in which the power of 'Great Men' feature heavily, but that would be wrong. Instead, by tackling these questions we see the contested power between institutions, the innate vulnerability of monarchy, the discrete power (and agency!) of women in the Medieval era, as well as myriad challenges to established authority.

These 3 curricular narratives will run throughout the course of Y7 and beyond, accompanied by the smaller narratives of trade, religion, authority and empire. They will build to a crescendo at the end of the year, where the story of Anglo-Spanish tension in the 16<sup>th</sup> Century will demand an understanding of the curriculum as a whole.

Year 7				
Theme	Enquiry questions	Second Order Concept	Justification	Substantive Concepts
The world in 1000	<ul style="list-style-type: none"> <li>What connected Constantinople with other worlds?</li> <li>Where did power truly lie in the medieval world?</li> </ul>	Similarity & Difference  Similarity & Difference	<b>Constantinople:</b> Hinge between Ancient Rome & Medieval World (continuity with KS2) but also hinge between East and West. Returned to throughout Year 7 & beyond. <b>Islam &amp; Christendom:</b> Establishing key themes and world building for rest of the curriculum.	Christianity, The Church, Islam, Empire, Conquest, Trade, Migration, Monarchy, Power, Dynasty, Knowledge, Society
Contested power	<ul style="list-style-type: none"> <li>To what extent did the Normans bring a truckload of trouble?</li> <li>How on earth did the Crusaders make it all the way in to Jerusalem?</li> </ul>	Change & Continuity  Causation	<b>Normans:</b> Key turning point in British History, setting the scene for Britain in the narrative and establishing key concepts (including conflict). <b>Crusades:</b> Interaction (conflict) of worlds established, England, Europe, Holy Lands. Picking up on themes from term 1.	Conquest, Rebellion, Christianity, Islam, Feudalism, Monarchy, Papacy, Holy War, Society
Empire, connection + trade	<ul style="list-style-type: none"> <li>What made Mansa Musa exceptional?</li> <li>How do you make a road out of silk?</li> </ul>	Significance  Consequence	<b>Mansa Musa:</b> Function of kingdoms and proto-empire, setting context for return to West Africa later but also reinforcing success outside of Europe. <b>Silk Roads:</b> Breadth unit – geographically and chronologically encompassing study so far and connecting key locations. Establishing relations through trade rather than just conflict. Migration of ideas.	Trade, Commerce, Governance, Power, Migration, Empire
Instability and new ideas	<ul style="list-style-type: none"> <li>Who can tell us about Medieval Life?</li> <li>Who really went to war in 1455?</li> </ul>	Evidential  Interpretation	<b>Medieval Life:</b> Establishing key elements in the Middle Ages (growth of Towns /role of women/ treatment of Jews) <b>War of Roses:</b> A transition from medieval England to the Tudor era, revisit royal instability, challenges to authority, role of women.	Settlements, Taxation, Monarchy, Feudalism, Succession, Dynasty, Power, Literacy/Knowledge, Gender, society
Religious revolution	<ul style="list-style-type: none"> <li>Martin Luther, father of the Reformation?</li> <li>To what extent was the Reformation in England a Car Crash?</li> </ul>	Causation  Change & Continuity	<b>Luther:</b> Return to daily religious life in Europe, pick up on themes of challenging authority, set Luther within this wider narrative. <b>Reformation:</b> Return to structure of government and build on this understanding. Build on tension between church and state. Critical for KS4.	Christianity, Sovereignty, Literacy, Catholic, Protestant, Papacy, Rebellion, Monarchy, Power, Advisors
Early Empire	<ul style="list-style-type: none"> <li>Streets paved with Gold: how on earth did the Aztecs do it?</li> <li>How did England come to rule the waves?</li> </ul>	Causation  Causation	<b>Aztecs:</b> Return to themes of governance, trade and empire. But also a chance to shift the lens of colonisation to the colonised. <b>Spain + England:</b> Bring it all together. Clash of empires, religious warfare, trade competition. Curriculum as a whole must be understood.	Culture, Trade, Governance, Society, Empire, Administration, Conquest, Migration, Exploration, Navigation, Subjugation

## Curriculum Overview

The Year 8 history curriculum builds upon the three big narratives established in Year 7, placing people and their actions at the heart of the shifting sands of Empire, technology, protest, revolution, and, ultimately, power.

From the beginning of the Mughal Empire in India in the 15<sup>th</sup> century through to the Peterloo Massacre at the beginning of the 19<sup>th</sup> century, students will once again explore British history in its place as part of a global narrative, where Britain was not always the premier power nor indeed the centre of events that arguably changed the course of history.

The year continues to establish the contiguity of events across the World, explicitly relating events taking place in one location to those they have studied taking place in other, continuing the world building and connectiveness from Year 7.

The narrative of migration, including both people and ideas, is further explored through the expansion of empires, forced movement of people as part of the transatlantic slave trade, and through ideas of revolution and enlightenment. But rather than just 'grand forces' at work, the role and actions of individuals both 'great' and 'ordinary' will underpin the study of the significant changes and events being analysed, from Charles I's actions eventually leading to his head being chopped off to Henry Hunt's progressive speech.

By the end of the year students will have seen the Mughal and British Empires rise and fall, France, America and Britain will have experienced revolutions, though not all of the same kind, and 'ordinary' people will have challenged the status quo.

Year 8				
Theme	Enquiries	Second Order	Justification	Substantive Concept
Emerging Empires	<ul style="list-style-type: none"> <li>Conquest or Culture, what should the Mughal Dynasty be remembered for?</li> <li>Surviving the starving time: what did it mean for the Empire in America?</li> </ul>	Significance/ Consequence	<b>Mughals:</b> Developing empire schema and explicitly focussing on meaning of culture and interaction of non-Christian religions. <b>Jamesstown:</b> Provide contrast of beginnings of British Empire with power of Mughals as well as developing contiguous chronological framework.	Empire, arts, culture, dynasty, conquest, trade, colonialism, society,
Contested power	<ul style="list-style-type: none"> <li>Why did people chose sides in the Civil War?</li> <li>When did the Monarchy lose its power?</li> </ul>	Causation  Change & Continuity	<b>Power of the Monarchy:</b> Develops schema of power and monarchy, establishing fluctuation over time. Challenges notion of linear decrease as well as rise of parliament and its functions. <b>Civil War:</b> Zooming in to the specific challenge parliament presented to monarchy during civil war, context given to the disagreement but focus will be on the human aspect of Civil War.	Civil War, Absolutism, Constitutional, Monarchy Taxation, Parliament, government, public, democracy, power,
Expanding Empires	<ul style="list-style-type: none"> <li>Abolitionists or agency, why was Slavery Abolished?</li> <li>"Good thing vs Era of Darkness", why has the British Empire been seen so differently?</li> </ul>	Causation  Interpretations	<b>Transatlantic Slavery:</b> Develops schema of migration through the exploration of forced migration, establishing the roles and actions of slaves in bringing about the end of slavery. <b>British Empire:</b> Develops on themes/concepts from Year 8 theme 1 and Year 7 themes 5 & 6, especially charting the shift in power towards European Empires as well.	Empire, subjugation, colonialism, trade, commerce, imperialism, capitalism, globalism, jingoism, slavery, society
Revolution + technology	<ul style="list-style-type: none"> <li>Was the Enlightenment really Scottish?</li> <li>Why was the 18<sup>th</sup> Century a century of revolution?</li> </ul>	Similarity & Difference  Causation	<b>Enlightenment:</b> Provides context for major challenges to the status quo of the 18 <sup>th</sup> century. <b>Revolutions:</b> Explores major challenges to status quo, developing schemas of power and monarchy beyond the British context of theme 2 and emphasising migration of ideas.	Revolution, Enlightenment, Taxation, knowledge, ideology, popular protest, agency, liberation, representation
Revolution + technology	<ul style="list-style-type: none"> <li>"Disastrous and terrible", an apt description of the Industrial Revolution?               <ul style="list-style-type: none"> <li>What makes Birmingham's 'lunatics' worth learning about</li> </ul> </li> </ul>	Change & Continuity  Significance	<b>Agricultural Development/Industrial Revolution:</b> Adds strand to the schema of revolution and provides opportunity for local history to be used to explore major changes in British society <b>Lunar Society:</b> Use the Birmingham Lunar Society to link Britain to the wider world via trade and ideas.	Revolution, Industrial, Agricultural, Social Class, representation, settlement, agency, urbanisation, consumerism, knowledge, globalism, poverty
Fighting for freedom	<ul style="list-style-type: none"> <li>Was there more continuity than change in British-Jamaican relations 1760-1870?               <ul style="list-style-type: none"> <li>How should we remember the Peterloo Massacre?</li> </ul> </li> </ul>	Chance & Continuity  Significance	<b>Stories of slavery &amp; Peterloo:</b> Forefronts the stories of 'ordinary' people and concepts explored throughout the year, emphasising agency of individuals rather than 'great forces' <b>Victorian town:</b> Provides opportunity to reflect on changes in society since start of Year 7 Curriculum and provides context for Year 9	Oppression, agency, representation, emancipation, democracy, power, colonial society, popular protest, poverty, class

## Curriculum Overview

Driving the Year 9 curriculum is the question of progress. Having reached this through exploring the key features of the 20<sup>th</sup> century, students will analyse attitudes and 'achievements' across the globe, allowing them to judge the 'progress' that has been made since the start of their studies in Year 7

The three big narratives of agency, power and migration still underpin the themes that students will engage with throughout the year whilst the Great Depression serves as another piece of the framework that ties themes together, helping to establish a continuous timeline of events.

The idea of power is further explored through the analysis of the increasing franchise in Britain, picking up where Year 8 left off, with idea of a 'parliament for the people' extending beyond just the number of people who could vote to the legal position of specific groups within society, both UK and abroad.

The narrative of power also ties in to the migration of ideas, with the expansion and collapse of numerous ideologies across the planet, from Imperial Japan to Fascist Italy, as well as explicitly linking movements such as Civil Rights across continents, rather than presenting events in isolation of each other.

The power and agency of individuals is repeatedly analysed, from the impact of the Suffragettes to Civil Rights leaders and the marchers who took part in the Jarrow Crusade. Specific emphasis is placed on campaigning and protest as a vehicle for change, with a focus on the individuals who were not willing to abide by the status quo, drawing on themes from Year 8.

Migration is repeatedly addressed, through the movement of people and ideas, picking up on themes established in Year 7 & 8. The movement of people, their impact and treatment are particularly evident in the Rights, Laws and attitudes themes as well as in the World at War.

The year will challenge students to characterise the nature of the 20<sup>th</sup> century itself while drawing together the strands sown throughout Year 7 & 8.

Students choosing not to study history at GCSE will leave year 9 with a chronological grasp of global history from the early Middle Ages through to the end of the 20<sup>th</sup> century, whilst those choosing to continue their historical education will have built a solid grounding on which the GCSE course develops, without simply repeating content

Year 9				
Theme	Enquiry questions	Second Order Concept	Justification	Substantive Concepts
Parliament of the People	<ul style="list-style-type: none"> <li>When did the UK get a "parliament of the people"?</li> <li>'A waste of time', a valid assessment of the Jarrow March?</li> </ul>	Consequence  Significance	<b>Democracy:</b> Picks up on a number of themes from Year 8 to establish nature of democracy in Britain and the impact the growing franchise had on class in Britain, with agency and actions of specific groups driving the narrative. <b>Great Depression:</b> Introduces a recurring feature in the following themes and establishes North/South divide in the UK	Democracy, Poverty, Representation, class, Great Depression, Suffrage, parliament, protest, Welfare
Rights, Laws & Attitudes	<ul style="list-style-type: none"> <li>"New laws but same attitudes", an accurate reflection of the 20<sup>th</sup> century?</li> <li>What does the Eldorado reveal?</li> </ul>	Change & Continuity  Interpretations	<b>'Toleration':</b> Questions ideas of progress through history (and the curriculum), focussing on the legal position and attitudes towards women and LGBTQ+ individuals in at the start of and throughout the 20 <sup>th</sup> century in Britain. <b>Eldorado:</b> Weimar Germany provides comparative context to the treatment of LGBTQ+ people in Britain whilst establishing the context for the rise of Nazi Germany.	Society, Toleration, equality, government, legislation, liberal, representation, ideology, discrimination, Gender, Sexuality
The World at War	<ul style="list-style-type: none"> <li>Why was one World War not enough?</li> <li>What was the experience of war in the 20<sup>th</sup> century?</li> </ul>	Causation/ Consequence  Similarity & Difference	<b>World Wars:</b> Draws together the various worlds explored throughout the curriculum to explore their repeated collision in the 20 <sup>th</sup> century and setting the scene for the later exploration of ideologies. <b>Experience of War:</b> focusses on the changing nature of warfare on impact of war on civilians as well as soldiers (beyond home-front in Britain and white soldiers on the Western Front)	Appeasement, Empire, Imperialism, Nationalism, Militarism, Alliances, Diplomacy, ideology
Rights, Laws & Attitudes	<ul style="list-style-type: none"> <li>What did Civil Rights leaders really want?</li> </ul>	Similarity & Difference	<b>Civil Rights:</b> Picks up the narrative of Year 8 theme 3 and Year 9 Theme 2 but aims to challenge simplistic narratives and misconceptions of racial tension as being solely a US issue by putting race into a wider global context in the 20 <sup>th</sup> century.	Civil Rights, Segregation, emancipation, legislation, society, protest, Racism, Apartheid, repression
Emerging Ideologies	<ul style="list-style-type: none"> <li>"Liberation", the broken promise of all ideologies of the 20<sup>th</sup> century?</li> </ul>	Similarity & Difference/ Consequence	<b>Ideology:</b> Develops the schema of ideology through the introduction to both new and legacy ideologies that dominated the 20 <sup>th</sup> century and provide context for understanding the current state of the World	Liberation, Ideology, communism, Imperialism, Democracy, Capitalism, Revolution, Fascism
Tolerant World	<ul style="list-style-type: none"> <li>Who was responsible for the Holocaust?</li> <li>How can we explain genocide in Rwanda?</li> </ul>	Interpretations  Causation	<b>Holocaust:</b> Forefronts agency of individuals in all positions in society in the holocaust. Builds on the previous theme to explore the impact of ideologies and again question ideas of progress in the 20 <sup>th</sup> century. <b>Rwanda:</b> Ties in themes of empire, ideology and conflict to examine horror of genocide in Rwanda.	Holocaust, Genocide, Empire, Conflict, ideology, legislation,

## Curriculum Overview

Whilst obviously based on the specification of the Edexcel (9-1) GCSE history course, the Year 10 curriculum continues to build on the big narratives, second order & substantive concepts and chronology established during and driving the KS3 curriculum.

Crime & Punishment, c1000-Present explores the changing power(s) shaping crime, law enforcement & punishment, often directly linked the migration of people and ideas. The focus on factors driving change and continuity, highlighting the role of key individuals as well as attitudes in society furthers students schema of 'agency' and the impact of actual people and their actions, both 'big', such as William I and 'small', such as the Tolpuddle Martyrs and the outcry from the public over their transportation.

The position of paper 1 at the beginning of Year 10 and the breadth of its scope gives students the chance to re-tread and develop much of the chronological framework they have developed through Year 7, 8 and 9, in some cases re-visit specific events and periods through a new lens. The study of Whitechapel and the Ripper Murders is a prime example of this, building on prior knowledge of life following the industrial revolution.

This scale switching is further complemented by the study of the Early Reign of Elizabeth, which again builds on prior knowledge from KS3 and the Early Modern aspects of Paper 1. Power, agency and migration once again underpin students' study, with the role and lives of women a key feature of this theme.

## Year 10

Theme	Topics	Second Order Concept	Justification	Substantive Concepts
<b>Crime &amp; Punishment</b> †	<ol style="list-style-type: none"> <li><u>Middle Ages (1066-1500)</u> Anglo Saxon (C,P, LE); Norman (C, P,LE); Late-Medieval (C,P,LE); Case Study: Power of Church</li> <li><u>Early Modern (1500-1700)</u> Crime; Punishment; Law Enforcement; Case Study: Witchcraft; Case Study: Gun powder plot</li> <li><u>Industrial Revolution (1700-1900)</u> Crime; Punishment; Law Enforcement; Case Study: Prison Reformers ; Case Study: Toll Puddle Martyrs</li> <li><u>Modern Period (1900 -present)</u> Crime; Punishment; Law Enforcement; Case Study: Conscientious Objectors; Case Study: Capital Punishment</li> </ol>	<p>Change &amp; Continuity</p> <p>Similarity &amp; Difference</p> <p>Causation</p>	<b>Crime &amp; Punishment in Britain, c1000-Present</b> presents students with the opportunity to expand on their knowledge of a broad spectrum of periods through the specific lens of crime, law enforcement and punishment, building and drawing on prior knowledge from all three years of KS3. The breadth of the unit and the comparative element presents with a new opportunity to reflect on the similarities and differences across the periods. The narratives of power, agency and migration are continued through this topic, with a heavy emphasis on the role of individuals in the changes that have taken place.	Abolition, authority capital punishment, Civil War, community, conquest, conscientious objectors, corporal punishment, custodial, deterrence, economic, execution, government, heresy, law enforcement, martyr, metropolitan, Neighbourhood, ordeal, offence, parish, penal, poaching, political, prevention, prosecution, reform, religious, retribution, sanctuary, social, transportation, treason, trial, vagabondage, power
<b>Historic environment</b> †	<ol style="list-style-type: none"> <li><u>Conditions in Whitechapel</u> Accommodation, Work, Poverty, Workhouse, Crime, immigration</li> <li><u>Police</u> Recruitment, Equipment, Problems, Divisions &amp; Cooperation</li> <li><u>Ripper Murders</u> Murders, Police investigation, White Chapel Vigilance Committee, Press, Problems</li> </ol>	Evidential Enquiry	<b>Whitechapel:</b> this topic provides for a switch in scale from Crime & Punishment to zoom in to the conditions in the East End that set the scene for the Ripper murders. The topic draws and builds upon student knowledge of the industrial revolution and the conditions it created whilst developing students source analysis.	Satire, poverty, law and order, migration, social class, Social Reform, Vice
<b>Early Reign of Elizabeth</b> †	<ol style="list-style-type: none"> <li><u>Threats to Elizabeth</u> Early Life, Early Threats, Religious Settlement, Puritans, Northern Earls, Catholic Plots, Mary Queen of Scots, War with Spain, Spanish Armada</li> <li><u>Life in Elizabethan England</u> Increase in Poverty, Vagabonds, Education, Theatre, Golden Age</li> <li><u>Exploration</u> Drake, Raleigh, Virginia</li> </ol>	Causation	<b>Elizabeth:</b> This paper builds on a number of themes and specific concepts that students have developed throughout KS3 and Paper 1, with the questions of power, gender and religion driving this topic. The context for Elizabeth's reign has been set through the study of the reformation and European rivalries established back in Year 7.	Catholic, circumnavigation, clergy, colonisation, Commons, deserving poor, enclosure, financial, idle poor, inflation, legitimacy, Lords, Monarch, navigation, nobility, Papacy, privateers/privateering, Privy Council, Puritan, real wages, the slave trade, vagabondage, vestments

# Curriculum Overview

While the Year 11 curriculum covers the remaining aspects of the Edexcel 9-1 History specification, the themes are once again framed in light of the previous four years of the curriculum. Power, Agency and Migration, as well as questions about the perceived absence of these, are central to understanding and analysing the rise of the Nazis and destruction of the Indian way of life.

Second order concepts not addressed during Year 10 are covered in year 11, with students building their disciplinary understanding of interpretation and significance on top of further developments in their causal reasoning.

Both themes cement that Britain was not the centre of all historical significance, but contextual Britain's role in events, emphasising the connected nature of history and the increasing globalisation that student's explored at KS3.

In particular, Year 11 challenges notions of democracy, toleration, and liberalism as being the desired status quo, looking at how perceptions of identity influenced the actions of governments and people as well the treatment of minority groups

# Year 11

Theme	Topics	Second Order Concept	Justification	Substantive Concepts
<b>Superpower Relations &amp; the Cold War 1941-91</b>	<ol style="list-style-type: none"> <li>1. When did the Grand Alliance lose its shine?</li> <li>2. "Grand Alliance to Greatest of Enemies", why did tension grow between the USA and the USSR?</li> <li>3. "On the brink", why did the Cold War almost turn hot between 1958 and 1968?</li> <li>4. "Greatest enemies to relaxed relations", how accurate is this description of detente?</li> </ol>	<p>Consequence</p> <p>Significance</p> <p>Causation</p>	<p><b>Superpower Relations &amp; the Cold War</b> : This paper continues some of the themes studied in Year 9. Particularly the focus on ideologies. This unit examines how the World War II alliance against Hitler quickly dissolved into an armed stand off between the two countries most responsible for the defeat of Nazi Germany. Their effect on these allied to them, how nuclear war was narrowly averted and what brought it to an end. Key historical concepts will be addressed throughout the study of this unit.</p>	<p>USA United States of America USSR Union of Socialist Soviet Republics, a.k.a Soviet Union Superpowers Ideology, Capitalism Communism, Democracy Grand Alliance, 'Big Three' Satellite State, Eastern Block/Bloc Détente, hostility</p>
<b>Weimar &amp; Nazi Germany</b>	<ol style="list-style-type: none"> <li>1. <u>Birth of Weimar Germany &amp; Golden Age</u> End of WWI, Dolchstoß, Treaty of Versailles, Uprisings, Weimar Constitution, Occupation of the Ruhr, Hyperinflation, Stresemann, Life in Weimar Germany,</li> <li>2. <u>Birth of the Nazi Party</u> Hitler's Early life, Munich Putsch,</li> <li>3. <u>Lean Years, Wall Street Crash/rise of the Nazi party</u> Lean Years, Wall Street Crash, Great Depression, Elections, Elimination of opposition/obstacles</li> <li>4. <u>Life in Nazi Germany</u> Police State, Women, Youth, Living Standards, Church, Opposition</li> </ol>	<p>Causation</p> <p>Interpretation</p> <p>Evidential Enquiry</p>	<p><b>Weimar &amp; Nazi Germany</b>: This paper builds specifically on many of themes explored during Year 9, connecting the Great Depression, ideology, and ideas of 'tolerance', and providing a counter to the notion of democracy being the inevitable end-point. Weimar &amp; Nazi Germany delves deeper into the inter-war period explored during Year 9, and once again questions power and agency, with the exploration of the extent to which ordinary Germans resisted the Nazis. The Paper also emphasises competing interpretations, building on this concept from KS3</p>	<p>Abdication, armistice, communist, conformity, constitution, democracy, depression, Führer, hyperinflation, Kaiser, Left, monarchy, persecution, putsch, rearmament, Reichstag, reparations, republic, Right, trade union, treaty</p>