

Recovery Curriculum Overview for Year 7

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Curriculum Content:</p> <p>Key skills (introduction to History) Staff to deliver a series of four lessons to ascertain student grasp of History as a discipline. This should cover:</p> <ul style="list-style-type: none"> Chronology, evidence/sources and enquiry. <p>Middle Ages – This builds on the key stage 2 curriculum and starts our chronological journey. Key ideas covered:</p> <ul style="list-style-type: none"> 1066 battles and power in England. (invasion and monarchy) Feudal System/Castle and defence. 	<p>Middle Ages part 2: This now focuses on the lives of citizens and how key ideas shaped medieval existence.</p> <ul style="list-style-type: none"> Religion The case/murder or Thomas Becket Towns/politics Magna Carta and King John. Plague (this acts as foundational work as this later becomes a case study in year 9) Peasants Revolt and War of the Roses. 	<p>Tudors: The beginning of this unit is to focus students minds on the change from medieval England to the Renaissance era (meaning re-birth) – hence they should grasp the developments in society.</p> <ul style="list-style-type: none"> England by 1485 – change focus. New ideas: Columbus, Da Vinci. Entertainment/education Poverty and problems under key monarchs starting with Henry VII – the first Tudor monarch. Monarchy and religious problems (Elizabeth and Mary). 	<p>Tudors part 2: The second stage of the Tudor era focuses on leadership and the impact that monarchs have on their 'people'.</p> <ul style="list-style-type: none"> Henry VIII Edward VI Bloody Mary Elizabeth (tying into year 10 content) Armada – invasion from a different era and style. 	<p>Empire and Slavery: Making the link between Tudor use of slavery and moving this theme chronologically forward. Key content to be covered includes:</p> <ul style="list-style-type: none"> Why did Britain want and Empire? Invasion of India and Mutiny. Raj and Independence. African Life and being 'civilised'. 	<p>Empire and Slavery part 2:</p> <ul style="list-style-type: none"> Slave Trade Triangle, Middle Passage. Auction and life on plantations Escape and Abolition. <p>20th Century Significant Individuals.</p> <ul style="list-style-type: none"> Wright Brothers Anastasia Mao and JFK Chernobyl Mandela and Apartheid. 	
<p>*Recovery: Essential Knowledge from KS2 previous term that needs revisiting. (<i>only valid for NC subjects</i>)</p>	<p>Chronology and understanding of History as a concept.</p>	<p>Developing sense of key aspects of history analysis – politics, social, economic.</p> <p>Use of evidence – sources.</p>	<p>Opportunity to analyse monarchy, power and hierarchy.</p> <p>Change and continuity across time – aspects that would have been covered under the KS2 curriculum.</p>	<p>Individuals – allowing students to grasp a key factor that people have a big impact on society and historical decisions.</p>	<p>Diversity – historical key concept that students may not have had the chance to review in KS2.</p>	<p>Diversity – historical key concept that students may not have had the chance to review in KS2.</p>
<p>Assessment:</p>	<p>The Norman Assessment (covering medieval content covered from the death of Edward the Confessor to the growing authority of William the Conqueror) This tests the following skills:</p> <ul style="list-style-type: none"> Knowledge retention (10 multiple choice questions) Describe features Following up source evidence <p>Explanation of key content using PEEL.</p>	<p>Black Death Multiple Choice Test – testing knowledge previously not covered in Autumn term 1</p>	<p>Tudor Multiple-choice Test – This knowledge focused assessment will also test medieval content.</p> <p>Previous knowledge re-tested: test covers middle ages from 1066 through to the Tudor era to cover more indepth sense of chronology.</p>	<p>Tudor assessment (half the multiple choice questions are based in the medieval era)</p> <p>Extended writing questions: One on the Battle of Hastings.</p> <p>Key skills:</p> <ul style="list-style-type: none"> Change and continuity Explanation (significance/importance) Interpretations How far do you agree – extent question. <p>Previous knowledge re-tested: test covers middle ages from 1066 through to the Tudor era to cover more indepth sense of chronology. Tudors are taken further than Spring term 1. Covering the monarchs.</p>	<p>No assessment – short half term, therefore allocated to knowledge development. In class AFL.</p>	<p>Slavery/Empire assessment (multiple-choice questions based in previous units – Medieval and Tudors)</p> <p>Key skills:</p> <ul style="list-style-type: none"> Description of key features Utility of a source Explanation PEEL <p>BD/Renaissance and Empire MCQ</p> <p>Previous knowledge re-tested: Year 7 SOL retested from Middle ages through to 19th century/20th century slavery – breadth study perspective.</p>

Recovery Curriculum Overview for Year 8

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Curriculum Content:</p> <p>Priority Essential knowledge and skills that will be taught.</p>	<p>Baseline Review: 100minutes focusing on:</p> <ol style="list-style-type: none"> Keywords and terms with their definitions from year 7. Chronology of timeframes studied in year 7) Knowledge recall – specific substantive knowledge questions. Applied skill – using knowledge in skills command questions – e.g. explain/inference/differences. <p>Living conditions – Industrial Era</p> <p>Timeframe focus 1700-1900s.</p> <p>This unit encourages students’ knowledge to develop in terms of change and continuity. It also highlights key differences across time as people (social) moved from rural to urban.</p> <p>Key content includes:</p> <ul style="list-style-type: none"> Factory conditions (Leeds local) Child Labour Transport, politics and health. Whitechapel: Policing and society. 	<p>World War One – Content starts prior to the war to encourage students to grasp the idea of long term and short term causes of an event. This key skill of causation then feeds into key events and ultimately the consequences of war such as the impact on the victorious and Germany.</p> <p>Key content includes:</p> <ul style="list-style-type: none"> MAIN causes of war, volunteering and Leeds Pals. Assassination of Franz Ferdinand Trench warfare – enabling a link to year 9 Medicine unit. 	<p>World War One part 2:</p> <ul style="list-style-type: none"> Battle of the Somme. Weapons and the impact on the Home Front Remembrance and the Treaty of Versailles. (empathy) <p>World War Two - Students are introduced to the war by first spending 5 lessons understanding the inter-war period. This is vital as a chronological bridge and for students to get the sense that fascism and politics within a space of 2 decades had a massive impact globally.</p> <p>Key content includes:</p> <ul style="list-style-type: none"> Wall Street Crash (economic) Hitler and the rise to power Treatment of minority groups Causes of WWII Battle of Britain <p>Blitz and local impact</p>	<p>World War Two –</p> <p>The summer term begins by ensuring that students understand fully why it is called a world war and not just a national picture. Improvements in technology plays a role and following this the Holocaust is covered.</p> <p>Key content includes:</p> <ul style="list-style-type: none"> Eastern Front A Bomb Noor Inayat Khan (narrative) D -Day 	<p>World War Two 1940s</p> <ul style="list-style-type: none"> Holocaust– Including evidence, preconceptions, ghetto life, camps and trials. <p>Time dependent we have extra resources to support development of this knowledge: Films, extra work on those in hiding and survivors.</p> <p>(the Holocaust unit lasts for 8 lessons).</p>	<p>Minority Rights:</p> <p>This unit has been designed to show the development of civil rights through the centuries. This breadth study supports students in their understanding of key historical concepts such as diversity and change. It also assess their grasp of significance and encourages them to consider the past from a different perspective.</p> <p>We have newly added to this unit to develop coverage of women and the Windrush generation.</p> <p>Key content includes:</p> <ul style="list-style-type: none"> Laws and race relations Key individuals e.g. Emmett Till Suffrage and women <p>Treatment of Windrush Generation.</p>
<p>Recovery:</p> <p>Essential Knowledge from previous term that needs revisiting.</p>	<p>Baseline Review for all of year 8 being completed by end of September with teacher analysis/moderation in the team determining key skills/gaps being identified.</p>	<p>Key skills, written work ongoing – curriculum content continued.</p> <p>Key skills/aspects</p> <ul style="list-style-type: none"> Suffrage Electorate Globalisation Trade Social history 	<p>New chronology/era/time period. Teachers will need to be explicit in their instruction when any comparisons/contrasts are made to year 7 work as some/all student have not been in school.</p> <p>Key skills/aspects</p> <ul style="list-style-type: none"> Consequences Assassination Militarism Imperialism Alliance Nationalism Treaty 	<p>New chronological bridge of time. Curriculum ongoing as ‘normal’</p> <p>Teachers ensuring that they take the time to pause on key terms and aspects that students may not so easily recall.</p> <p>Key skills/aspects</p> <ul style="list-style-type: none"> Economic history Dictatorship Minorities Persecution 	<p>New aspects planned in this year to ensure students get a broader sense of the world.</p> <p>Due to lockdown aspects such as slavery were not taught in school – some students therefore need a recap/clear instruction on global History beyond Britain.</p> <p>Key skills/aspects</p> <ul style="list-style-type: none"> Eastern Front Holocaust Preconceptions 	<p>Moving students to modern eras of time to ensure a flow between key stage 3 and 4.</p> <p>Key skills/aspects</p> <ul style="list-style-type: none"> Change and continuity Diversity Racism Equality Allied relationships
<p>Assessment:</p>	<p>Child Labour Assessment</p> <p>Contains and covers the following:</p> <ul style="list-style-type: none"> 10 quick knowledge questions Describe two features Inference skill Utility Difference between sources (what and why) Extended writing to reach a judgement 	<p>Industrial and Whitechapel Multiple Choice Quiz.</p> <p>Previous knowledge re-tested: Industrial era tested alongside the 20th century.</p>	<p>World War One/Jack the Ripper assessment.</p> <p>Students will need to practice key skills already picked up across key stage 3.</p> <ul style="list-style-type: none"> Description Utility of evidence – now confidently applying CNOP Following up source evidence and an awareness of key primary pieces of evidence. Explanation of key content.(PEEL) <p>Previous knowledge re-tested: Assessment covering world war one 1914-1918 as well as previous context in the century prior. Jack the Ripper 1888.</p>	<p>No formal assessment.</p> <p>In class AFL and skill practice – alongside homework.</p>	<p>World Wars multiple choice test. (Industrial component).</p> <p>Previous knowledge re-tested: This test also tests students on knowledge recall for Industrial/Living conditions and both world wars.</p>	<p>Women/WWII and rights multiple choice test.</p> <p>Previous knowledge re-tested: Year SOL reviewed. 1750-1900s.</p>

Recovery Curriculum Overview for Year 9

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Curriculum Content:</p> <p>Priority Essential knowledge and skills that will be taught.</p>	<p>Medieval Medicine 1250-1500</p> <p>Key content includes:</p> <ul style="list-style-type: none"> • Medieval beliefs – religious and supernatural • Role of individuals such as Galen and Hippocrates • Treatment and prevention e.g. miasma, quarantine • Black Death 1348-1353 – plague. 	<p>Renaissance Medicine 1500-1700 (start Industrial by November)</p> <p>Key content includes:</p> <ul style="list-style-type: none"> • Role of technology and individuals such as Vesalius and Harvey • The Great Plague of 1665 • Edward Jenner and smallpox • Germ theory and public health <p>Industrial key aspects – Cholera, John Snow, hospitals and Florence Nightingale.</p>	<p>Industrial Medicine 1700-1900 into Modern Medicine 1900-modern day</p> <p>Key content includes:</p> <ul style="list-style-type: none"> • Student must understand the sheer levels and degrees of progress in medicine made by this stage: they will learn about the use of anaesthetics and antiseptic surgery and grasp the extent to which this has increased survival rates. <p>Modern Medicine –The role of the NHS and new treatments. Lung Cancer case.</p>	<p>Medicine case study – Western Front 1914-1918</p> <p>Key content includes: To achieve 10% of their GCSE students must delve into the World War. They will analyse this through the use of sources.</p> <ul style="list-style-type: none"> • Trench warfare • Wounded and transportation • Infections and blood 	<p>New unit – Elizabethan England 1558-1588</p> <p>Key content includes: What was society like in 1558? This unit of work requires students to understand content in depth as the paper does not have any sources. This unit requires students to assess key concepts of religion, politics and social progress.</p> <ul style="list-style-type: none"> • Education and poverty • Exploration • Legitimacy • Religious division • Mary Queen of Scots 	<p>Elizabethan England – later stages of topic 1580s and assessment of Golden Age</p> <p>Key content includes: Catholic plots – the continuing influence of Mary Queen of Scots and the growing discontent in the North of England and mainland Europe. Walsingham and her spy network Spanish Armada</p>
<p>Recovery: Essential Knowledge from previous term that needs revisiting.</p>	<p>New key stage – development of skills and eras.</p> <p>Medieval era was covered for this year group when they were in year 7 – in school.</p>	<p>Renaissance era was also taught in year 7 – though more with a focus on monarch and individuals. This medical angle can draw references to this.</p>	<p>Students in this year group covered the industrial era in the Autumn term of year 8 – this was completed prior to lockdown – therefore key chronology, ideas, content was covered.</p> <p>Teachers will respond via SA/PA/R4R and AFL to inaccuracies and arising misconceptions in line with the MTP.</p>	<p>Students completed WW1 to the point of the Treaty of Versailles prior to lockdown.</p> <p>Knowledge can be applied and referenced.</p>	<p>New content (have studied Queen Elizabeth before in the Tudor sequence).</p>	<p>New content</p>
<p>Assessment:</p>	<p>Mini PPE – Medieval Medicine:</p> <p>1. Explain why there was no change of ideas about disease 1250-1500. (12 mark example)</p> <p>Total marks: 32. Including 4 marks for SPAG.</p>	<p>Mini PPE – Medieval and Renaissance Medicine:</p> <p>“There was little improvement in medicine in the years c.1350 – c.1750”. How far do you agree?</p> <p>Total marks: 36. Including 4 marks for SPAG.</p> <p>Previous knowledge re-tested/assessed every double lesson of every week in knowledge recall books): covering medieval and aspects of Renaissance era studied by this point.</p>	<p>Mini PPE – Industrial Medicine</p> <p>Explain one way in which care in hospitals 1250-1500 was different from hospital care offered in 1700-1900.</p> <p>Total marks: 36. Including 4 marks for SPAG.</p> <p>Previous knowledge re-tested/assessed every double lesson of every week in knowledge recall books): Assessment will ascertain their recall and understanding of Medieval to Industrial Medicine 1250-1900.</p>	<p>Medicine through Time PPE</p> <p>How useful are Sources A and B for an enquiry into the treatments that were available for wounded soldiers on the Western Front?</p> <p>Total Marks: 52. Including 4 marks for SPAG. Full paper 1.</p> <p>Previous knowledge re-tested/assessed every double lesson of every week in knowledge recall books): Assessing students grasp of the breadth topic study from medieval through to modern and taking into consideration the case study on WWI – its own impact for 10%</p>	<p>In class AFL, Practice skills questions and feedback following yearly PPE process.</p> <p>Developing new skills and commands for paper 2.</p> <p>Previous knowledge re-tested/assessed every double lesson of every week in knowledge recall books) – extended writing will cover explanation of previous medicine unit alongside new Elizabethan focus. Homework covers all interleaved.</p>	<p>In class AFL, Practice skills questions and feedback following yearly PPE process.</p> <p>Developing new skills and commands for paper 2.</p>

Recovery Curriculum Overview for Year 10

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Curriculum Content:</p> <p>Priority Essential knowledge and skills that will be taught.</p>	<p>Baseline Review: 100minutes focusing on:</p> <ol style="list-style-type: none"> Keywords and terms with their definitions from year 7. Chronology of timeframes studied in year 7) Knowledge recall – specific substantive knowledge questions. Applied skill – using knowledge in skills command questions – e.g. explain/inference/differences. <p>Weimar and Nazi Germany 1918-1929 This new unit is a depth study allowing students to become fully immersed in this era and to see change across time especially in terms of the impact extreme politics has on the world/Europe.</p> <p>Students will begin by ascertaining the legacy of World War One (supported by year 8 unit)</p> <ul style="list-style-type: none"> Weimar Constitution Treaty of Versailles Left and Right wing threats Hyperinflation/Ruhr Gustav Stresemann 	<p>Weimar and Nazi Germany – specifically focusing on the 1920s and Hitler becoming Chancellor in 1933</p> <p>Key content includes:</p> <p>Early years for the Nazis – the growth and increasing influence of Hitler and his party.</p> <ul style="list-style-type: none"> NSDAP Munich Putsch – failures and successes Wall Street Crash 1929 1930-1932 political instability Hitler as Chancellor – Night of the Long Knives 	<p>Nazi Germany ensuring students have a secure understanding of how the Nazis controlled different aspects of life.</p> <p>Key content includes: Students move from the political scene in Autumn term 2 to the more social influences the Nazis had on citizens and organisation.</p> <ul style="list-style-type: none"> Church Propaganda Oppression of women Treatment with young people 	<p>Nazi Germany – consolidating their power and impact of racial beliefs on minority groups.</p> <p>Key content includes: Continuing from Spring 1.</p> <ul style="list-style-type: none"> Education Unemployment and labour Workers and economic outcomes of Nazi life Racial beliefs/Fascism Persecution of the Jews and anti-Semitism. 	<p>Superpower relations and the Cold War 1941-1991</p> <p>Key content includes: This new unit shows the breadth and political developments across five decades. This unit is complex as it deals with ideology and abstract concepts.</p> <ul style="list-style-type: none"> Causes of the Cold War Early rivalry and the Conferences – Tehran, Yalta and Potsdam Stalin and Truman – Doctrine and Marshall Plan 	<p>Superpower relations and the Cold War 1941-1991</p> <p>Key content includes: Chronological development in summer term 2 – students must respond to the growing narrative and understand the consequences that decisions in a nuclear age have on nations.</p> <ul style="list-style-type: none"> Berlin 1948 and 1958 Arms Race Hungarian Uprising Cuban Missile Crisis
<p>Recovery: Essential Knowledge from previous term that needs revisiting.</p>	<p>Spring Term 2 – re-teaching Medicine case study (105) – Western Front 1914-1918</p> <p>Key content includes: To achieve 10% of their GCSE students must delve into the World War. They will analyse this through the use of sources.</p> <ul style="list-style-type: none"> Trench warfare Wounded and transportation Infections and blood <p>WF will be completed by October half term.</p>	<p>To be taught as this topic was never reached in school: New unit – Elizabethan England 1558-1588</p> <p>Key content includes: What was society like in 1558? This unit of work requires students to understand content in depth as the paper does not have any sources. This unit requires students to assess key concepts of religion, politics and social progress.</p> <ul style="list-style-type: none"> Education and poverty Exploration Legitimacy Religious division Mary Queen of Scots 	<p>Elizabethan England – later stages of topic 1580s and assessment of Golden Age.</p> <p>Key content includes: Catholic plots – the continuing influence of Mary Queen of Scots and the growing discontent in the North of England and mainland Europe. Walsingham and her spy network Spanish Armada</p>	<p>As above – from Weimar – no recovery: new content.</p>	<p>As above – from Weimar – no recovery: new content</p>	<p>As above – from Weimar – no recovery: new content</p>
<p>Assessment:</p>	<p>October – exam practice in class extended writing alongside homework's and recall.</p>	<p>Exam practice in class extended writing alongside homework's and recall.</p> <p>Previous knowledge re-tested/assessed every double lesson of every week in knowledge recall books): Medicine/Elizabeth interleaved in class and through assessed homeworks.</p>	<p>Mini PPE paper 3: Three questions/half a full paper. Key skills to be tested:</p> <ul style="list-style-type: none"> Inference Utility Interpretations <p>Previous knowledge re-tested/assessed every double lesson of every week in knowledge recall books) Germany Weimar era is now assessed.</p>	<p>Mini PPE paper 3: Three questions/half a full paper. Key skills to be tested:</p> <ul style="list-style-type: none"> Explanation (causation) – extended writing Differences between sources (what and why) Extended writing based on interpretations <p>Previous knowledge re-tested/assessed every double lesson of every week in knowledge recall books) Alongside Germany unit being assessed fully from 1919-1939, previous topics from year 9 are interleaved.</p>	<p>Integrated exam practice questions into scheme of learning –</p> <ul style="list-style-type: none"> Narrative account Consequences Explaining the importance <p>Previous knowledge re-tested/assessed every double lesson of every week in knowledge recall books) Medicine, Elizabeth and Germany knowledge quizzing and homework's – 4 every half term.</p>	<p>Paper 2 PPE – Elizabeth and Cold War Paper 3?</p> <p>Two assessments in the hall during PPE week.</p> <p>Previous knowledge re-tested/assessed every double lesson of every week in knowledge recall books) PPEs now cover three units studied bringing students back through year 9 and 10.</p>

Recovery Curriculum Overview for Year 11

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Curriculum Content:</p> <p>Priority Essential knowledge and skills that will be taught.</p>	<p>Baseline Review: 100minutes focusing on:</p> <ol style="list-style-type: none"> Keywords and terms with their definitions from year 7. Chronology of timeframes studied in year 7) Knowledge recall – specific substantive knowledge questions. Applied skill – using knowledge in skills command questions – e.g. explain/inference/differences. <p>Superpower relations and the Cold War 1941-1991</p> <p>Key content includes:</p> <p>Finalising the Cold War era –</p> <ul style="list-style-type: none"> Prague Spring/Czechoslovakia Détente and the 1970s Improving relations SALT I/II USSR invades Afghanistan Fall of the USSR 	<p>Revision: Medicine through time 1250-modern day Elizabethan England 1558-1588</p> <p>Medicine revision lesson planned by SMO</p> <p>Elizabeth revision planned by KD</p>	<p>Revision: Elizabethan England 1558-1588 Weimar and Nazi Germany 1918-1939</p> <p>Elizabeth revision planned by KD</p> <p>Germany revision planned by AS</p>	<p>Revision: Weimar and Nazi Germany 1918-1939 Superpower relations and the Cold War 1941-1991</p> <p>Germany revision planned by AS</p> <p>Cold War revision planned by RAE</p>	GCSE Examinations	GCSE Examinations/Complete
<p>Recovery: Essential Knowledge from previous term that needs revisiting.</p>	<p>Under Ofqual/Edexcel guidance: History are able to drop a unit of work.</p> <p>We have opted to take 'Option 3' which sees us having to deliver:</p> <ol style="list-style-type: none"> Medicine through time (completed in year 9 2019) Elizabeth 1 completed from year 9 into year 10 2019-2020 Autumn term) Weimar and Nazi Germany which we are part way through. <p>We are eliminating: Superpower relations/Cold War which means that we gain the time back to catch up the Germany unit and the time missed in the delivery of the summer term 2020.</p> <p>Nazi Germany ensuring students have a secure understanding of how the Nazis controlled different aspects of life.</p> <p>Key content includes: Students move from the political scene in Autumn term 2 to the more social influences the Nazis had on citizens and organisation.</p> <ul style="list-style-type: none"> Church Propaganda Oppression of women Treatment with young people <p>Nazi Germany – consolidating their power and impact of racial beliefs on minority groups.</p> <p>Key content includes: Continuing from Spring 1.</p> <ul style="list-style-type: none"> Education Unemployment and labour Workers and economic outcomes of Nazi life Racial beliefs/Fascism Persecution of the Jews and anti-Semitism. 	<p>As above</p> <p>Medicine revision planned by SMO</p> <p>Christmas round of PPEs. – CG planning PPE revision sessions.</p>	<p>As above</p> <p>Elizabeth revision planned by KD</p>	<p>Revision: Weimar and Nazi Germany 1918-1939</p> <p>Germany revision planned by AS</p>	Gained revision time depending on exam timetable announcements?	

<p>Assessment:</p>	<p>October Half Term assessment: Mini PPE</p> <p>Previous knowledge re-tested/assessed every double lesson of every week in knowledge recall books) Year 9 and 10 knowledge covered weekly in class and as a set homework which is marked/feedback given either in green pen or using model answers.</p>	<p>PPE week – December Two papers to sit.</p> <p>Previous knowledge re-tested/assessed every double lesson of every week in knowledge recall books) PPEs cover year 9 and 10 knowledge and skills.</p>	<p>Previous knowledge re-tested/assessed every double lesson of every week in knowledge recall books) Paper 3 covers Germany unit studied in year 10.</p>	<p>March PPE – one paper.</p> <p>Previous knowledge re-tested/assessed every double lesson of every week in knowledge recall books) WTMs are completed and R4R/WCF is integrated for each unit studied.</p>	<p>Paper 1: Medicine through time 1250- modern day (30%)</p> <p>Paper 2: Elizabethan England 1558-1588 and Superpower relations and the Cold War 1941-1991 (40%)</p> <p>Paper 3: Weimar and Nazi Germany 1918-1939 (30%)</p>	
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