

History Curriculum Map

Year	What do students learn?	Why?	Tier 3 keywords	Threshold concepts	Literacy	Assessment
KS2	Difficult to assess, due to primary schools covering History in different ways/depths. Usually an idea/ understanding that History is about events from the past but little understanding of historical skills. Common KS2 topics include: WWII (evacuees), Tudors (Henry VIII's 6 wives), Romans, Egyptians etc. National Curriculum goes up to 1066 (in theory).					
Year	What do students learn? Protected Characteristics are highlighted in this column in red font. *	Why?	Tier 3 keywords	Threshold concepts	Literacy	Assessment
7	<p>Unit 1 The Norman Conquest</p> <ul style="list-style-type: none"> Causes of the 1066 crisis Battle of Hastings Consolidation of Norman authority. <p><i>Key wider themes to explore: Chronology</i></p>	<p>Unit 1 aims to:</p> <ul style="list-style-type: none"> develop understanding of a key turning point in English History. develop knowledge which will be important later on in the crime and punishment unit at GCSE. introduce key concepts, such as cause and consequence, change and continuity etc. ensure that students have an understanding of baseline concepts such as chronology, sources and evidence etc. 	Feudalism Domesday Book Europe Anglo-Saxon Norman Claimant/ contender Fyrd/ housecarls/ cavalry Shield wall Bayeux tapestry	Conquest Invasion Authority Medieval Europe Monarchy Claimant/ contender Cause Change Continuity Chronology Source Significance/ importance Evidence	<p>Reading Use of 'DARTS' exercises Use of 'Great tales from English History' by Robert Lacey to allow pupils to engage with some longer pieces of writing.</p> <p>Writing Every unit contains at least one assessment which requires the use of extended writing.</p> <p>Oracy Every unit contains at least one class debate.</p>	<p>DOYA Assessment 1 <i>Life in the Middle Ages</i> Term 2</p> <p>School=designed Assessment Term 4 How Significant was the House of Wisdom? Extended writing focus.</p> <p>DOYA Assessment 2 Term 5 The English Reformation</p>

<p>Unit 2 Life in the Middle Ages</p> <ul style="list-style-type: none"> • Black Death • Peasants’ Revolt • 100 Years War and Joan of Arc <p><i>Parts of this unit addresses the protected characteristics of gender reassignment *</i></p> <p>Unit 3 Was life better under the Caliph or the King?</p> <ul style="list-style-type: none"> • Who were the Abbasid Caliphs? • The city of Baghdad and housing • Art • The House of Wisdom • Islamic Medicine • Extended writing – Was life better under the Caliph or the King? <p><i>This unit addresses the protected characteristics of race and ethnicity, religion and belief. *</i></p> <p>Unit 4 Tudor England and the Reformation</p> <ul style="list-style-type: none"> • Henry VIII, marriage and religion. • Edward VI and Mary <p><i>Key wider themes to explore: Black people in Tudor England (e.g. John Blanke).</i></p> <p><i>This unit addresses the protected characteristics of religion and belief, marriage and civil partnership *</i></p>	<p>Unit 2 aims to:</p> <ul style="list-style-type: none"> • study a society with different social organisation, values and belief systems to our own. The key wider theme allows for students to develop understanding of multicultural themes. • develop knowledge which will be important later on in the crime and punishment unit at GCSE. • ensure that students have an understanding of baseline concepts such as chronology, sources and evidence etc. <p>Unit 3 aims to:</p> <ul style="list-style-type: none"> • provide students with the opportunity to compare and contrast medieval English life and society with that of medieval Baghdad. • broaden students’ horizons, provide them with cultural capital and increase their knowledge and understanding of the world. • ensure that the history they learn is not entirely Euro-centric. <p>Unit 4 aims to:</p> <ul style="list-style-type: none"> • explore a key turning point in early modern English History and for the teaching of some key concepts in religious History (Catholic/ Protestant/ transubstantiation/ priesthood of all believers etc.) • develop knowledge which will be useful later on in the Elizabethan England unit at GCSE • develop key concepts, such as cause and consequence, change and continuity etc. The key wider theme allows for the exploration of some multicultural themes. 	<p>Plague Bubonic/ Buboes Pneumonic Flagellants Miasma Priest Revolt/ rebellion Peasants’ revolt</p> <p>Abbasid Anatomy Arab Astronomy Caliph Caliphate House of Wisdom Anaesthetic Antiseptic</p> <p>Reformation Latin Purgatory Indulgence Mass Monk Monasteries Dissolution Beheading/ Decapitation Burning at the Stake</p>	<p>Disease Priest Revolt/ rebellion Cause Change Continuity Chronology Source Significance/ importance Evidence Turning Point Inference</p> <p>Golden Age Scholar Source Importance Significance Legacy Compare Contrast Inference Infer</p> <p>Protestant Catholic Heir Corruption Cause Change Continuity Source Significance/ importance Evidence Turning Point Interpretation</p>		
---	---	---	---	--	--

	<p>Unit 5 Inventions Pre=1500 Range of inventions / objections pre 1500. Students must study at least one example of the following: European, non-European, British. Suggestions:</p> <ul style="list-style-type: none"> • China: gunpowder, mechanical clock, porcelain, paper making, paper money. • Europe: Germany – printing press, Italy – eyeglasses, public library, French – castles. • Africa: talking drum, smelting iron / metal tools, natural medicines. • Britain: Anglo-Saxon goldsmiths used a process similar to cementation as evidenced by the Staffordshire Hoard, armoury. <ul style="list-style-type: none"> • Explore through a common theme across studies – diagrams, time, weaponry <p>For each invention students must know / understand: How it was invented Significance assessed through the three R's from Christine Counsell's 5R's. More reading available in the folder.</p> <p><i>The parts of this unit which deal with Chinese and African inventions address the protected characteristics of race and ethnicity.*</i></p>	<p>Unit 5 aims to:</p> <ul style="list-style-type: none"> • Consider the concept of significance based up on <i>three of Christine Counsell's 5Rs (Remarkable, remembered (by a group of people) and resulted in change).</i> • To consider the role of the historian when using a range of evidence and sources to form an opinion on significance, impact and legacy. • To encourage students to evaluate and question historical interpretations 	<p>Talking Drum Smelting Mechanical Gunpowder Eyeglasses Armour Printing Press Infantry Siege cannons Alchemist Buddhist Sidepieces Monk</p>	<p>Source Importance Significance Legacy Invention Assassinated Archaeological Fortified</p>		
Year	What do students learn?	Why?	Tier 3 keywords	Threshold concepts	Literacy	Assessment
8	<p>Unit 1 Migration: From the Romans to the Windrush</p> <p><i>For each of these groups, the reasons for their migration and the attitude shown towards them by the inhabitants of Britain will be studied.</i></p> <p>Prehistoric</p> <p>Romans, 43 to 410 AD.</p>	<p>Unit 1 aims to</p> <p>To explore economic, political and other causes of migration; push and pull factors.</p> <p>To explore change and continuity and similarity and difference regarding the causes of migration</p> <p>To evaluate historical evidence and to make judgements based on this,</p> <p>To consider the experiences of different groups of migrants and the reception they received –</p>	<p>Prehistoric Roman Anglo-Saxon Viking Middle Ages Norman Jew Huguenot Windrush Immigrant Emigrant Commonwealth</p>	<p>Migration Migrant Push Factor Pull Factor Economic Political Causation Change Continuity Colonies Effect Empire Historical evidence Impact Importance.</p>	<p>Reading Reading Use of 'DARTS' exercises Use of 'Great tales from English History' by Robert Lacey to allow pupils to engage with some longer pieces of writing.</p>	<p>DOYA Assessment 3 Migration Term 2</p> <p><i>Department designed Assessment on Slavery and the Slave Trade Term 3. Extended writing focus</i></p> <p>DOYA Assessment 4 Democracy Term 5</p>

<p>Anglo-Saxon, Vikings.</p> <p>Middle Ages: Normans</p> <p>Optional: African migration - Ipswich Man,</p> <p>Jews</p> <p>Early Modern: French Huguenots, 1685.</p> <p>Bristol local study - Francis Billo.</p> <p>Optional: African migration.</p> <p>Industrial 18th and 19th centuries: Jews</p> <p>Indians / Irish</p> <p>Modern: Windrush, 1948-62. Local study.</p> <p><i>This unit addresses the protected characteristics of race and ethnicity, religion and belief. *</i></p> <p>Unit 2 Empire and Slavery</p> <ul style="list-style-type: none"> • What is slavery? • The Slave Trade in Africa and its impact • The Middle Passage • Plantation Life • Impact of the slave trade on Bristol • Abolition • Location and expansion of the British Empire. • India Case study • Was the Empire a force for good or evil? <p><i>This unit addresses the protected characteristic of race and ethnicity. *</i></p>	<p>comparison of these; change and continuity; similarity and difference</p> <p>Unit 2 aims to</p> <ul style="list-style-type: none"> • explore a key episode in British History which led to the formation of our current multicultural society. • To consider the role of slavery in the development of Bristol • allow students to learn some history of non-British societies. • evaluate interpretations such as whether the Empire was a force for good or evil. 	<p>Slave</p> <p>Middle Passage</p> <p>Plantation</p> <p>Abolition</p> <p>Imperialism</p> <p>Colony/ colonisation/ colonists</p> <p>Indian mutiny</p> <p>Amritsar</p> <p>Empire/ Emperor/</p> <p>Empress Independence</p> <p>Rebellion</p>	<p>Cause</p> <p>Change</p> <p>Continuity</p> <p>Chronology</p> <p>Source</p> <p>Significance/ importance</p> <p>Evidence</p> <p>Turning Point</p> <p>Inference</p> <p>Interpretation</p>	<p>Writing</p> <p>Every unit contains at least one assessment which requires the use of extended writing.</p> <p>Oracy</p> <p>Every unit contains at least one class debate.</p>	
---	---	---	--	--	--

	<p>Unit 3 Development of Democracy</p> <ul style="list-style-type: none"> Magna Carta Reformation parliament English Civil War Glorious revolution Electoral reform in the 19th century Suffragists and suffragettes. Women get the vote. <p><i>Key wider themes to explore: The suffragettes in Bristol; Black suffragettes.</i></p> <p><i>Part of this unit address the protected characteristic of sex*</i></p>	<p>Unit 3 aims to:</p> <ul style="list-style-type: none"> explore British values and to understand the importance of democracy and exercising one's right to vote. explore change and continuity, similarity and difference and cause and effect and to evaluate historical interpretations. As a study in development, it will allow students to prepare for the development study they will undertake at GCSE. Development studies like this allow students to gain an idea of the development of Britain over an 800 year period. Tangentially, it is possible for them to explore a wide range of themes across British history, not just the main focus of this study. The key wider themes allow for the exploration of both local and black history. 	<p>Magna Carta Reformation Suffrage Franchise Reform Chartist Suffragist Suffragettes</p>	<p>Parliament Civil War Revolution Cause Change Continuity Chronology Source Significance/ importance Evidence Turning Point Inference Interpretation</p>		
Year	What do students learn?	Why?	Tier 3 keywords	Threshold concepts	Literacy	Assessment
9	<p>Unit 1: Who do we remember in World War One?</p> <ul style="list-style-type: none"> Introduction – War graves Causes of World War One Recruitment Changing Attitudes to the war. General Haig and the Battle of the Somme Soldiers of the Empire <p><i>Parts of this unit address the protected characteristic of race and ethnicity.*</i></p>	<p>Unit 1 aims to:</p> <ul style="list-style-type: none"> explore a key topic in the development of our modern world. explore key concepts such as cause and effect and provides opportunities for the evaluation of primary evidence and historical interpretations. link with content from last year on the British Empire and allows us to develop understanding of the multicultural theme of the role of other members of the British Empire in Britain's victory. 	<p>Western Front Trench warfare Machine gun Shell Truce Artillery Infantry Cavalry</p>	<p>Alliance Arms Race Truce Cause Change Continuity Chronology Source Significance/ importance Evidence Turning Point Inference Interpretation</p>	<p>Reading Use of 'DARTS' exercises Use of 'Great tales from English History' by Robert Lacey to allow pupils to engage with some longer pieces of writing.</p> <p>Writing Every unit contains at least one assessment which requires the use of extended writing.</p> <p>Oracy</p>	<p>DOYA Assessment 5 Term 2 World War One.</p> <p>Department -designed assessment on the Holocaust.Extended writing focus.</p> <p>DOYA Assessment 6 Term 6 End of Year 9 summative assessment</p>

	<p>Unit 2 What was life like in Nazi Germany? Content:</p> <ul style="list-style-type: none"> • Why was the signing of the Treaty of Versailles so unpopular? • Why did people vote for the Nazis? • How did Hitler become Fuhrer? • How did the lives of the German people change? <ul style="list-style-type: none"> - women – 3Ks - workers – Strength through Joy/Beauty at Work - youth – education and activities of the Hitler Youth/League of German Maidens - role of terror – Gestapo and SS and leaders. - Treatment of disabled and ‘asocials’ <p><i>Parts of this unit address the protected characteristic of sex, marriage, disability and sexual orientation.*</i></p> <p>Unit 3 How and Why Was the Holocaust Possible?</p> <ul style="list-style-type: none"> • What was the Holocaust • Jewish Life before World War Two • What was lost? • Different kinds of antisemitism • Stages of development in the Holocaust • Resistance • The British Response 	<p>Unit 2 aims to consider:</p> <ul style="list-style-type: none"> • Causation: explaining how Hitler came to power. • Consequences: exploring the impact of the Third Reich regime on the lives of the people. <p>Unit 3 aims to:</p> <ul style="list-style-type: none"> • Consider what was unique about the Holocaust and how this affects its significance. • Consider change and continuity in European antisemitism. • Evaluate the interpretations of Goldhagen and Browning concerning the actions of Police Battalion 101. • Evaluate the art of David Olere as a source for what life in Auschwitz was like. • What factors made the Holocaust possible? 	<p>November Criminals Treaty of Versailles Weimar Republic War Guilt Clause Reparations Reichstag SA Third Reich 3’Ks’ – kinder, kirche und kuche. Strength through Joy Hitler Youth Aryan Gestapo SS</p> <p>Holocaust Genocide Ghetto Einsatzgruppen Concentration Camp Work Camp Death Camp Treblinka Operation Reinhard Auschwitz Birkenau Sonderkommando</p>	<p>Armistice abdication propaganda Treaty Republic Cause Consequence</p> <p>Chronology Interpretation Utility Significance Causation Prejudice Discrimination Resistance Persecution Antisemitism Atrocity Bystander Perpetrator</p>	<p>Every unit contains at least one class debate</p>	<p>There are three main written activities in this unit on the einsatzgruppen, the art of David Olere and in answer to the over all question: How and why was the Holocaust possible?</p>
--	--	---	--	--	--	---

	<p>Unit 4 The 1960s: A Decade of Revolution?</p> <ul style="list-style-type: none"> • Race relations and the Bristol Bus Boycott. • Space Race • Feminism • Social Reforms of Roy Jenkins <p><i>Parts of this unit address the protected characteristic of race and ethnicity, sex, pregnancy and maternity and sexual orientation.*</i></p>	<ul style="list-style-type: none"> • To consider why the 1960s was such an important turning point in British social History. • To explore the idea of Civil Rights and the Cold War in preparation for GCSE history • To explore key themes in black history. Women's history and LGBTQ+ history 	<p>Boycott Colony Civil Rights Discrimination Migrants</p>	<p>Cause Effect Change Continuity Impact. Importance Significance Interpretation Legacy Opinion Revolution</p>		
Year						Assessment
10	<p>GCSE Unit 1 Crime and punishment in Britain, c1000–present Nature and changing definitions of criminal activity including:</p> <ul style="list-style-type: none"> • Poaching • The Forest Laws • Heresy • Treason • Vagabondage • Witchcraft • Highway robbery • Smuggling • The Tolpudde Martyrs • Driving offences • Race crime • Laws against homosexuality and abortion • Hate crime • Drug crime • <p>The nature of law enforcement</p>	<p>GCSE Unit 1</p> <p>Development studies like this allow students to gain an idea of the development of Britain over a 1000 year period. Tangentially, it is possible for them to explore a wide range of themes across British history, not just the main focus of this study. As a result of studying this unit, students will understand how key features in the development of crime and punishment were linked with the key features of society in Britain in the periods studied.</p> <p>They should also develop an understanding of the nature and process of change. This will involve understanding patterns of change, trends and turning points, and the influence of factors inhibiting or encouraging change within periods and across the theme. They should also understand how factors worked together to bring about particular developments at particular times.</p>	<p>Assault Arson Poaching Heresy Treason Highwayman Footpad Smuggling Martyr Trade Union Home Secretary Vagabond Vagrant Deserving/ undeserving poor. Conscientious Objector Tithing Hundred Shire Reeve/ Sheriff Hue and Cry Constable Trial by ordeal</p>	<p>Crimes against the person Crimes against property Crime against authority Hate Crime Community Cause Effect Change Continuity Evidence Source Utility Evaluation Reform Capital Crime Retribution Deterrence Restitutuion Removal</p>	<p>Reading Pupils to be given the opportunity to engage regularly with real historical interpretations, written by real historians</p> <p>Writing Students will be given regular opportunities to answer the more extended 12 and 16 mark exam questions in each unit of work studied.</p> <p>Oracy</p>	<ul style="list-style-type: none"> • Y10 PPE • Termly formal assessments • Past exam questions at teacher discretion.

<p>and punishment including:</p> <ul style="list-style-type: none"> • Tithings • The hue and cry • The parish constable • The use and end of the Saxon Wergild • Town watchmen • Transportation • The Bloody Code • The Fielding Brothers • Police forces • CID • Prison reform • Neighbourhood Watch • Science and Technology • Young offender institutions • Non-custodial alternatives <p>Case studies</p> <ul style="list-style-type: none"> • The influence of the Church on crime and punishment in the early thirteenth century • The Gunpowder Plotters • Matthew Hopkins • Pentonville prison • Robert Peel • Conscientious objectors • The Derek Bentley case <p>Whitechapel, c1870–c1900: crime, policing and the inner city</p> <ul style="list-style-type: none"> • The local context of Whitechapel. The problems of housing, overcrowding, workhouses and prostitution • The prevalence of lodging houses and pubs creating a fluctuating population without ties to the community. • The organisation of policing in Whitechapel. • Investigative policing in Whitechapel: The development of CID, the role of the Home Secretary and of Sir Charles Warren, public attitudes towards the police. • Knowledge of local sources e.g. housing and employment records • Knowledge of national sources relevant to the period and issue, e.g. national newspapers. 	<p>The Whitechapel study also allows for the consolidation and development of source evaluation skills.</p>	<p>Bloody Code Bow Street Runners Metropolitan Police Pentonville System Borstal Transportation Hanging, Drawing and Quartering</p> <p>Lodging Houses Rookeries H Division Census records Immigrant Docker Prostitution Forensic Whitechapel Vigilance Committee Anarchist Model housing</p>	<p>Rehabilitation Social Crime</p> <p>Immigrant Sanitation Cause Effect Change Continuity Evidence Source Utility Evaluation</p> <p>Feature</p>	<p>Every unit contains at least one class debate/ role play.</p>	
--	---	--	---	--	--

<p><i>Parts of this unit address the protected characteristics of pregnancy and maternity, sex, disability, sexual orientation, age and race and ethnicity.*</i></p> <p>GCSE Unit 2: Early Elizabethan England</p> <ol style="list-style-type: none"> 1. The situation on Elizabeth's 2. Accession 3. Gender and marriage 4. The 'settlement' of religion 5. Challenge to the religious Settlement 6. Plots and revolts at home 7. Relations with Spain and the Armada 8. Elizabethan society in the Age of Exploration, 1558–88 <p><i>Parts of this unit address the protected characteristics of pregnancy and maternity, marriage and civil partnership and race and ethnicity.*</i></p>	<p>GCSE Unit 2</p> <p>In contrast to the previous unit, this is a depth study. This is an opportunity to focus on a substantial and coherent short time span and to develop understanding of the complexity of a society or historical situation and the interplay of different aspects within it. The choice of Elizabethan England gives us the opportunity to study social, economic, political, religious and military aspects of this society.</p> <p>We also believe that it is important to include a period of earlier British History in our GCSE course to contrast with some of the more modern content covered elsewhere in the GCSE specification.</p> <p>Students will be assessed on their knowledge and understanding. Assessment questions will target key features and causation, and may also target other second order concepts (change, continuity, consequence, similarity, difference, significance). It is important to include a period of earlier British History in our GCSE course to contrast with some of the more modern content covered elsewhere in the GCSE specification.</p>	<p>Legitimacy Supremacy Uniformity Heresy Puritan Vestments Crucifix Circumnavigation Privateer Armada Vagrant Vagabond Deserving/ Undeserving Grammar School Petty School</p>	<p>Cause Effect Change Continuity Significance/ importance Protestant Catholic Treason Rebellion Parliament Invasion Empire Colony Invasion</p>	<p>Reading Pupils to be given the opportunity to engage regularly with real historical interpretations, written by real historians</p> <p>Writing Students will be given regular opportunities to answer the more extended 12 and 16 mark exam questions in each unit of work studied.</p> <p>Oracy Every unit contains at least one class debate/ role play.</p>	<ul style="list-style-type: none"> •Y10 PPE • Termly formal assessments • Past exam questions at teacher discretion.
<p>GCSE Unit 3: The USA 1954-75 Conflict at Home and Abroad</p> <p>Part 1: Vietnam</p> <ol style="list-style-type: none"> 1. Reasons for US involvement in the conflict in Vietnam, 1954–63 2. Escalation of the conflict under Johnson 3. The nature of the conflict in Vietnam, 1964–68 4. Changes under Nixon, 1969–73topic 	<p>GCSE Unit 3</p> <p>This modern depth study allows students to focus on a substantial and coherent short time span and to develop understanding of the complexity of a society or historical situation and the interplay of different aspects within it. This depth study allows us to study social, economic, political, cultural and military aspects which also have links to other units taught in</p>	<p>Domino Theory Gulf of Tonkin Incident Partition Guerrilla Napalm Agent Orange Vietnamisation Draft Draft Dodger</p>	<p>Inference Cause Effect Utility Source Evidence Interpretation Similarity and difference</p>	<p>Reading Pupils to be given the opportunity to engage regularly with real historical interpretations, written by real historians</p>	

	<p>5. Opposition to the war</p> <p>6. Support for the war.</p> <p>7. The peace process and end of the war.</p> <p>8. Reasons for the failure of the USA in Vietnam</p> <p><i>Parts of this unit addresses the protected characteristics of race and ethnicity, religion and belief. *</i></p>	<p>the GCSE course, such as the Cold War and African American Civil Rights. Assessment questions focusing solely on knowledge and understanding will target causation.</p> <p>Other assessment questions will target the ability to analyse and evaluate contemporary sources and later interpretations. Students will be introduced to a range of evidence that can be used to reach conclusions and justify different interpretations. Students will also be taught to consider range of reasons why interpretations might differ. They should also be aware that differences based on conclusions drawn from evidence are legitimate and can be explained. Students will also be taught to evaluate given interpretations using their own knowledge of the period. This is an opportunity for students to study a dedicated “black history” unit as part of the GCSE course, allowing us to develop understanding of key themes such as prejudice, discrimination and segregation.</p>	<p>My Lai Massacre</p> <p>Tet Offensive</p> <p>Kent State University Shootings</p> <p>National Guard</p> <p>Federal Congress</p> <p>Vietnamisation</p> <p>Hard hat</p>	<p>Evaluation</p> <p>Veteran</p> <p>Federal Congress</p>	<p>Writing</p> <p>Students will be given regular opportunities to answer the more extended 12 and 16 mark exam questions in each unit of work studied.</p> <p>Oracy</p> <p>Every unit contains at least one class debate/ role play.</p>	
Year	What do students learn?	Why?	Tier 3 keywords	Threshold concepts	Literacy	Assessment
11	<p>GCSE Unit 3: The USA 1954-75 Conflict at Home and Abroad</p> <p>Part 2: Civil Rights</p> <ol style="list-style-type: none"> The position of black Americans in the early 1950s Progress in education The Montgomery Bus Boycott and its impact, 1955–60 Opposition to the civil rights movement Progress, 1960–62 Peaceful protests and their impact, 1963–65 Malcolm X and Black Power, 1963–70 The civil rights movement, 1965–75 <p><i>This unit addresses the protected characteristics of race and ethnicity, religion and belief. *</i></p>	<p>GCSE Unit 3</p> <p>This modern depth study allows students to focus on a substantial and coherent short time span and to develop understanding of the complexity of a society or historical situation and the interplay of different aspects within it.</p> <p>This depth study allows us to study social, economic, political, cultural and military aspects which also have links to other units taught in the GCSE course, such as the Cold War and African American Civil Rights. Assessment questions focusing solely on knowledge and understanding will target causation. Other assessment questions will target the ability to analyse and evaluate contemporary sources and later interpretations. Students will be introduced to a range of evidence that can be used to reach conclusions and justify different interpretations. Students will also be taught to consider range of reasons why interpretations might differ. They should also be aware that differences based on conclusions drawn from evidence are legitimate and can be explained. Students will also be taught to</p>	<p>NAACP</p> <p>CORE</p> <p>SCLC</p> <p>SNCC</p> <p>Brown/ Topeka</p> <p>Plessy/ Fergusson</p> <p>Supreme Court</p> <p>Non-violent direct action</p> <p>Sit-in</p> <p>Black Power</p> <p>Black Nationalist</p> <p>Black Panther</p> <p>Nation of Islam</p> <p>Segregation</p> <p>Integration</p> <p>Desegregation</p> <p>Boycott</p>	<p>Civil Rights</p> <p>Inference</p> <p>Cause</p> <p>Effect</p> <p>Utility</p> <p>Source</p> <p>Evidence</p> <p>Interpretation</p> <p>Similarity and difference</p> <p>Evaluation</p> <p>Inference</p> <p>Cause</p> <p>Effect</p> <p>Utility</p> <p>Source</p> <p>Evidence</p> <p>Interpretation</p> <p>Similarity and difference</p> <p>Evaluation</p> <p>Federal Congress</p>	<p>Reading</p> <p>Pupils to be given the opportunity to engage regularly with real historical interpretations, written by real historians</p> <p>Writing</p> <p>Students will be given regular opportunities to answer the more extended 12 and 16 mark exam questions in each unit of work studied.</p> <p>Oracy</p> <p>Every unit contains at least one class debate/ role play.</p>	<ul style="list-style-type: none"> • Y11 PPE (November and February.) • Termly formal assessments • Past exam questions at teacher discretion

	<p>GCSE Unit 4: Superpower Conflict Early tension between East and West</p> <ol style="list-style-type: none"> 1. Early tension between East and West 2. The development of the Cold War 3. The Cold War intensifies 4. Increased tension between East and West 5. Cold War Crises 6. Reaction to the crises 7. Attempts to reduce tension between East and West 8. Flashpoints 9. The collapse of Soviet control of Eastern Europe 	<p>evaluate given interpretations using their own knowledge of the period. This is an opportunity for students to study a dedicated “black history” unit as part of the GCSE course, allowing us to develop understanding of key themes such as prejudice, discrimination and segregation.</p> <p>GCSE Unit 4</p> <p>This period study allows students to focus on a substantial and coherent medium time span of at least 50 years and to understand the unfolding narrative of substantial developments and issues associated with the Cold War.</p> <p>This is an opportunity to develop understanding of a major theme in modern world history which has played a major part in creating the world in which we live today.</p> <p>Students will be assessed on their knowledge and understanding. Assessment questions will target: consequence; significance (of specified events in relation to situations and unfolding developments); and analytical narrative (requiring students not only to describe what happened, but also to analyse events to find connections that explain the way in which events unfolded).</p>	<p>Cold War Truman Doctrine Marshall Aid Blockade Airlift ICBM SLBM Airlift NATO Warsaw Pact Cominform Comecon Trizonia Reparations Dove Hawk Brinkmanship Brezhnev Doctrine Communism with a human face Détente SALT 1 Helsinki Accords Mujahaddin Glasnost Perestroika Star Wars/ SDI</p>	<p>Cause/ Consequence Change/ continuity Analytical Narrative Significance Containment Arms Race Refugee Defection Currency Revolution Reform Uprising</p>	<p>Reading Pupils to be given the opportunity to engage regularly with real historical interpretations, written by real historians</p> <p>Writing Students will be given regular opportunities to answer the more extended 12 and 16 mark exam questions in each unit of work studied.</p> <p>Oracy Every unit contains at least one class debate/ role play.</p>	<ul style="list-style-type: none"> • Y11 PPE (November and February.) • Termly formal assessments • Past exam questions at teacher discretion
--	--	--	---	--	--	--

