

Year 7	Substantive Knowledge	Disciplinary Knowledge	Assessment
Half-term 1	<p><b>Why was 1066 a turning point in British history?</b></p> <ul style="list-style-type: none"> <li>• Life in Anglo-Saxon England</li> <li>• The Three Contenders</li> <li>• The Battle of Stamford Bridge</li> <li>• The Battle of Hastings</li> </ul> <p><b>How did William gain control of England?</b></p> <ul style="list-style-type: none"> <li>• Castle – building</li> <li>• The Feudal System</li> <li>• The Harrying the North</li> <li>• The Domesday Book</li> </ul> <p><b>Are historians right to say England changed forever?</b></p> <ul style="list-style-type: none"> <li>• Evaluation of changes in language, culture, and law.</li> </ul> <p><b>Key words:</b></p> <ul style="list-style-type: none"> <li>• Heir</li> <li>• Shield Wall</li> <li>• Feigned retreat</li> <li>• Motte and Bailey</li> <li>• Feudal system</li> </ul>	<ul style="list-style-type: none"> <li>✓ Cause and consequence</li> <li>✓ Source analysis (using evidence)</li> </ul> <p>✓ Change and continuity</p> <p>✓ Significance</p> <ul style="list-style-type: none"> <li>✓ Evaluation of historical interpretations</li> </ul>	<p><b>History Assessment 1</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Summative assessment:</b> Explain why William won the Battle of Hastings (causation)</li> <li><input type="checkbox"/> <b>Formative assessment:</b> “Life totally changed for everyone who lived in England after 1066” How far do you agree? (change and continuity)</li> <li><input type="checkbox"/> How did life changed after William invaded? (consequence) <b>Included in assessment 2</b></li> </ul>

<p>Half-term 2</p>	<p><b>Was the power of a medieval Monarch challenged between 1215 and 1381?</b></p> <p><b>Who was to blame for Becket's death?</b></p> <ul style="list-style-type: none"> <li>• The relationship between Becket and Henry</li> <li>• The death of Thomas Becket</li> </ul> <p><b>How did the Magna Carta limit the power of the King?</b></p> <ul style="list-style-type: none"> <li>• King John's problems during his reign</li> <li>• The Magna Carta and it's significance around the world</li> </ul> <p><b>Why were peasants angry in 1381?</b></p> <ul style="list-style-type: none"> <li>• The Black Death: causes, events, consequences</li> <li>• The Peasants Revolt</li> <li>• The death of Wat Tyler</li> <li>• Importance of the revolt</li> </ul> <p><b>Key words:</b></p> <ul style="list-style-type: none"> <li>• Excommunicate</li> <li>• Magna Carta</li> <li>• Miasma</li> <li>• Four Humours</li> <li>• Poll tax</li> <li>• Stature of Labourers</li> </ul>	<ul style="list-style-type: none"> <li>✓ Cause and consequence</li> <li>✓ Source analysis (using evidence)</li> <li>✓ Change and continuity</li> <li>✓ Significance</li> <li>✓ Evaluation of historical interpretations</li> </ul>	<p><b>History Assessment 2</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Summative assessment:</b> Who was to blame for the death of Becket? (source analysis)</li> <li><input type="checkbox"/> <b>Formative assessment:</b> 'The Peasant's Revolt laid the foundation for English freedom' Do you agree with this interpretation? (historical interpretation analysis)</li> </ul>
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	<ul style="list-style-type: none"> <li>• <b>Revolt</b></li> </ul>		
Half-term 3	<p><b>Why was there a ‘Religious Rollercoaster’ during the Tudor period?</b></p> <ul style="list-style-type: none"> <li>• Henry VIII’s leadership.</li> <li>• The Reformation and Martin Luther.</li> <li>• Henry’s break from the Catholic Church.</li> <li>• Edward VI’s leadership and how he changed churches.</li> <li>• Lady Jane Grey, the Nine Day Queen.</li> <li>• Mary I’s ‘brutal reign’</li> <li>• Elizabeth I’s problems when she became queen</li> <li>• The problem of Mary Queen of Scots</li> <li>• Spanish Armada – how the English won</li> </ul>	<ul style="list-style-type: none"> <li>✓ Cause and consequence</li> <li>✓ Source analysis (using evidence)</li> <li>✓ Change and continuity</li> <li>✓ Significance</li> <li>✓ Evaluation of historical interpretations</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Formative assessment:</b> Was Henry a bad King? (Interpretations)</li> <li><input type="checkbox"/> <b>Formative assessment:</b> Explain one way in which religion changed throughout the years 1500 – 1600? (Change and continuity)</li> </ul>

	<p><b>Key words:</b></p> <ul style="list-style-type: none"> <li>• Reformation</li> <li>• Dissolution</li> <li>• Protestant</li> <li>• Middle Way</li> <li>• Babington Plot</li> <li>• Armada</li> </ul>		
Half-term 4	<p><b>Was Elizabethan society that different from England today?</b></p> <ul style="list-style-type: none"> <li>• The social hierarchy under Elizabeth</li> <li>• The poor in Elizabethan society / The Poor Law</li> <li>• Comparison of Elizabethan schools to modern day</li> <li>• The role of theatre in Elizabethan England and Shakespeare</li> <li>• Colonising America</li> <li>• Difficulties colonising America / Raleigh's failed colonies</li> </ul> <p><b>Key words:</b></p> <ul style="list-style-type: none"> <li>• Social Hierarchy</li> <li>• Pauper</li> <li>• House of correction</li> </ul>	<ul style="list-style-type: none"> <li>✓ Cause and consequence</li> <li>✓ Source analysis (using evidence)</li> <li>✓ Change and continuity</li> <li>✓ Significance</li> <li>✓ Evaluation of historical interpretations</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Formative assessment:</b> Describe two features of the Poor Law. (Change)</li> <li><input type="checkbox"/> <b>Formative assessment:</b> Why did Raleigh's colony in America fail? (causation)</li> </ul> <p><b>Big Tudor Project for homework = 3 weeks.</b></p>

	<ul style="list-style-type: none"> <li>• Birch / hornbook / quill</li> <li>• Colony</li> <li>• Exploration</li> </ul>		
Half-term 5	<p><b>How did the Stuarts lose the crown?</b></p> <p><b>Was King James really ‘the scruffy Stuart’?</b></p> <ul style="list-style-type: none"> <li>• King James leadership – positives and negatives.</li> <li>• The Gunpowder Plotters</li> </ul> <p><b>Why did the English start fighting each other?</b></p> <ul style="list-style-type: none"> <li>• Causes of the English Civil War</li> <li>• Differences between Roundheads and Cavaliers</li> <li>• The Bolton Massacre in 1644</li> <li>• How Parliament won the Civil War</li> <li>• The execution of King Charles</li> </ul> <p><b>Key words:</b></p> <ul style="list-style-type: none"> <li>• Divine Right of Kings</li> <li>• Gunpowder Plot</li> <li>• Royalist / Parliamentarians</li> <li>• Cavalier / Roundheads</li> <li>• New Model Army</li> </ul>	<ul style="list-style-type: none"> <li>✓ Cause and consequence</li> <li>✓ Source analysis (using evidence)</li> <li>✓ Change and continuity</li> <li>✓ Significance</li> <li>✓ Evaluation of historical interpretations</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Formative assessment:</b> ‘Parliament was to blame for the Civil War’ How far do you agree? (causation)</li> <li><input type="checkbox"/> <b>Formative assessment:</b> The execution of Charles I (source analysis)</li> </ul> <p><b>END OF YEAR ASSESSMENT: Summative.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What can you infer from Source A about King James I? (Source analysis)</li> <li><input type="checkbox"/> How useful is Source B to a historian studying the leadership of Queen Elizabeth I? (Source analysis)</li> <li><input type="checkbox"/> Explain why the Spanish Armada was defeated in 1588. (Cause and consequence)</li> </ul>

<p>Half-term 6</p>	<p><b>Was the ‘World really turned upside down’ after the English Civil War?</b></p> <ul style="list-style-type: none"> <li>• The controversy of Cromwell’s leadership</li> <li>• Charles II – The ‘Merry Monarch’</li> <li>• The Great Plague</li> <li>• Scientific versus Superstitious England</li> <li>• The Great Fire of London</li> <li>• Samuel Pepys</li> </ul> <p><b>Key words:</b></p> <ul style="list-style-type: none"> <li>• Renaissance</li> <li>• Royal Society</li> <li>• Plague Doctor</li> <li>• Miasma</li> <li>• Quarantine</li> </ul>	<ul style="list-style-type: none"> <li>✓ Cause and consequence</li> <li>✓ Source analysis (using evidence)</li> <li>✓ Change and continuity</li> <li>✓ Significance</li> <li>✓ Evaluation of historical interpretations</li> </ul>	<ul style="list-style-type: none"> <li>☐ <b>Formative assessment:</b> ‘People could effectively deal with the Great Plague in 1665. How far do you agree?’ (Consequence)</li> <li>☐ <b>Formative assessment:</b> How useful is Samuel Pepys diary for a historian studying the Great Fire of London? (Source analysis)</li> </ul>
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Year 8	Substantive Knowledge	Disciplinary Knowledge	Assessment
Half-term 1	<p><b>What impact did the Atlantic Slave Trade have on those involved?</b></p> <p><b>What is the Slave Trade?</b></p> <ul style="list-style-type: none"> <li>• History of slavery</li> <li>• The Slave triangle</li> <li>• Britain’s support for the slave trade with a focus on Liverpool</li> </ul> <p><b>What was life like as a slave?</b></p> <ul style="list-style-type: none"> <li>• Slave capture</li> <li>• The conditions of the Middle Passage</li> <li>• Slave Auctions</li> <li>• Treatment on plantations</li> <li>• Slave resistance</li> <li>• Equiano’s evidence of slavery</li> </ul> <p><b>How was slavery abolished?</b></p> <ul style="list-style-type: none"> <li>• <b>Abolition:</b> The role of campaigners, slaves and the economy</li> <li>• <b>Edward Colston’s statue</b></li> <li>• Assessing whether Britain should apologise for the slave trade</li> </ul>	<ul style="list-style-type: none"> <li>✓ Cause and consequence</li> <li>✓ Source analysis (using evidence)</li> <li>✓ Change and continuity</li> <li>✓ Significance</li> <li>✓ Evaluation of historical interpretations</li> </ul>	<p><b>History Assessment 1: Summative.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Give two things you can infer from Source A about Slave Auctions. (Source analysis)</li> <li><input type="checkbox"/> How useful is Source B for an enquiry into the <b>life of a plantation slave in the 1800s?</b> (Source analysis)</li> <li><input type="checkbox"/> Study Interpretations 1 and 2. They give different views about why slavery was abolished [ended.] <b>What is the main difference between the views?</b> (Evaluation of historical interpretations)</li> <li><input type="checkbox"/> <b>Formative assessment:</b> Why is Equiano’s evidence useful to a historian? (source analysis)</li> <li><input type="checkbox"/> <b>Formative assessment:</b> “Slavery was abolished due to the actions of Wilberforce” How far do you agree? (causation)</li> </ul>

	<p><b>Key words:</b></p> <ul style="list-style-type: none"> <li>• Raw materials</li> <li>• Slave Triangle</li> <li>• Planation</li> <li>• Trade</li> <li>• Auction / Scramble</li> <li>• Inferior / Superior</li> <li>• Abolition</li> </ul>		
Half-term 2	<p><b>How successful was the Civil Rights Movement in the USA?</b></p> <p><b>How did life change after slavery?</b></p> <ul style="list-style-type: none"> <li>• Harriet Tubman’s role in the Underground Railway</li> <li>• The American Civil War</li> <li>• Lincoln and Emancipation</li> <li>• The Jim Crow Laws</li> </ul> <p><b>Why did Black Americans have to fight for Civil Rights?</b></p> <ul style="list-style-type: none"> <li>• Little Rock Nine</li> <li>• The death of Emmet Till</li> <li>• Rosa Parks and the bus boycott</li> <li>• How the KKK got away with murder</li> <li>• MLK’s peaceful protest methods</li> <li>• The contrast of MLK and Malcom</li> </ul>	<ul style="list-style-type: none"> <li>✓ Cause and consequence</li> <li>✓ Source analysis (using evidence)</li> <li>✓ Change and continuity</li> <li>✓ Significance</li> <li>✓ Evaluation of historical interpretations</li> </ul>	<p><b>History Assessment 1: Summative.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explain one way life changed for black people after slavery was abolished in the USA. (Change and continuity)</li> <li><input type="checkbox"/> How useful are Sources A and B for a historian investigating how black people were treated by the Ku Klux Klan? (Source analysis)</li> <li><input type="checkbox"/> Study Interpretations 1 and 2. They give different views about the Little Rock Nine. <b>What is the main difference between the views?</b> (Evaluation of historical interpretations)</li> <li><input type="checkbox"/> <b>Formative assessment:</b> How important was Martin Luther King’s</li> </ul>



	<p>X</p> <ul style="list-style-type: none"> <li>• Assessing whether we have made progress since MLK's dream speech</li> <li>• Significant of the Civil Rights Movement</li> </ul> <p><b>Key words:</b></p> <ul style="list-style-type: none"> <li>• Emancipation</li> <li>• Underground Railway</li> <li>• Segregation</li> <li>• Boycott</li> <li>• Protest</li> </ul>		<p>leadership in the Civil Rights Movement? (significance)</p>
<p>Half-term 3</p>	<p><b>How revolutionary was the Industrial Revolution?</b></p> <ul style="list-style-type: none"> <li>• Changes for Britain in the Industrial Revolution</li> <li>• Domestic System to Factory System</li> <li>• Life for child workers</li> <li>• Conditions in Industrial towns</li> <li>• The Great Stink of 1858</li> <li>• John Snow and Cholera</li> <li>• The role of Florence Nightingale</li> <li>• Mining 'Black Gold'</li> <li>• Changes in transport: impact of railways</li> <li>• Peterloo: How close was a British</li> </ul>	<ul style="list-style-type: none"> <li>✓ Cause and consequence</li> <li>✓ Source analysis (using evidence)</li> <li>✓ Change and continuity</li> <li>✓ Significance</li> <li>✓ Evaluation of historical interpretations</li> </ul>	<ul style="list-style-type: none"> <li>❑ <b>Formative assessment:</b> How useful are Sources B and C to a historian studying who was to blame for the 'Peterloo Massacre' in 1819? (Source analysis)</li> <li>❑ <b>Formative assessment:</b> Study Interpretation 1. Do you agree with the historian's view that Chartism was a success? (Evaluation of historical interpretations / significance)</li> </ul>

	<p>Revolution?</p> <ul style="list-style-type: none"> <li>• Elizabeth Fry</li> </ul> <p><b>Key words:</b></p> <ul style="list-style-type: none"> <li>• Domestic System</li> <li>• Pauper</li> <li>• Work house</li> <li>• Cholera</li> <li>• Privy</li> <li>• Back-to-back housing</li> <li>• Revolution</li> <li>• Manufacture</li> </ul>		
Half-term 4	<p><b>Was the British Empire a force for good or evil?</b></p> <ul style="list-style-type: none"> <li>• Reasons for Empire</li> <li>• Life in India before the British</li> <li>• The invasion of India</li> <li>• Causes, events and consequences of the Indian mutiny/war of independence</li> <li>• Life under British rule</li> <li>• Positives and negatives of Britain's Empire</li> </ul> <p><b>Key words:</b></p> <ul style="list-style-type: none"> <li>• Trade</li> <li>• Colony</li> </ul>	<ul style="list-style-type: none"> <li>✓ Cause and consequence</li> <li>✓ Source analysis (using evidence)</li> <li>✓ Change and continuity</li> <li>✓ Significance</li> <li>✓ Evaluation of historical interpretations</li> </ul>	<p><b>END OF YEAR ASSESSMENT:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Write a narrative account analysing the Indian Mutiny of 1857. (Cause and consequence)</li> <li><input type="checkbox"/> Interpretations C and D give different views on the impact of British control of India. What is the main difference between the views? (Evaluation of historical interpretations)</li> <li><input type="checkbox"/> How far do you agree with <b>Interpretation C</b> about the impact of British control of the British Empire? (Evaluation / significance)</li> <li><input type="checkbox"/> <b>Formative assessment:</b> Explain one</li> </ul>

	<ul style="list-style-type: none"> <li>• Settlers</li> <li>• Conquest</li> <li>• East India Company</li> <li>• Sepoy</li> <li>• Mutiny</li> <li>• Viceroy</li> </ul>		cause of the Indian Mutiny. (Causation)
Half-term 5	<p><b>Did the Suffragettes help or hinder the votes for women campaign?</b></p> <ul style="list-style-type: none"> <li>• Women's rights in the 19<sup>th</sup> Century</li> <li>• Difference between Suffragettes and Suffragists</li> <li>• Emily Davison's death</li> <li>• Reasons for women gaining the vote in 1918</li> <li>• Women in WW1</li> </ul> <p><b>Did the Great War change Britain forever?</b></p> <ul style="list-style-type: none"> <li>• Causes of the Great War</li> <li>• Reasons why men joined up to fight</li> <li>• Conscientious objectors</li> <li>• Life in the trenches</li> <li>• The shooting of Harry Farr</li> <li>• Life on the Home Front</li> </ul>	<ul style="list-style-type: none"> <li>✓ Cause and consequence</li> <li>✓ Source analysis (using evidence)</li> <li>✓ Change and continuity</li> <li>✓ Significance</li> <li>✓ Evaluation of historical interpretations</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Formative assessment:</b> Emily Davison did NOT intend to kill herself in 1913 at The Derby. How far do you agree? (Consequence)</li> <li><input type="checkbox"/> <b>Formative assessment:</b> The actions of the 'Black Hand' were the most important cause of the Great War. How far do you agree? (causation)</li> <li><input type="checkbox"/> <b>Formative assessment:</b> 'Lions led by donkeys' (evaluation of historical interpretations)</li> </ul>

	<p><b>Key words:</b></p> <ul style="list-style-type: none"> <li>• Suffragette / Suffragist</li> <li>• Election</li> <li>• Martyr</li> <li>• Democracy</li> <li>• Suffrage</li> <li>• Subordination</li> <li>• Patriotism</li> <li>• Alliance</li> <li>• Trench</li> </ul>		
Half-term 6	<p><b>Did the Great War change Britain forever?</b></p> <ul style="list-style-type: none"> <li>• The impact of propaganda during the Great War</li> <li>• Medical advancements</li> <li>• The role of Empire soldiers</li> <li>• The League of Nations</li> <li>• Was the Great War worth winning?</li> </ul> <p><b>Key words:</b></p> <ul style="list-style-type: none"> <li>• Shell shock</li> <li>• Trench foot</li> <li>• Red Cross</li> <li>• Empire</li> <li>• League of Nations</li> </ul>	<ul style="list-style-type: none"> <li>✓ Cause and consequence</li> <li>✓ Source analysis (using evidence)</li> <li>✓ Change and continuity</li> <li>✓ Significance</li> <li>✓ Evaluation of historical interpretations</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Formative assessment:</b> How useful is Source A for an enquiry into why men joined up to fight? (Source analysis)</li> <li><input type="checkbox"/> <b>Formative assessment:</b> Describe 2 features of ill-health on the Western Front.</li> </ul>



Year 9	Substantive Knowledge	Disciplinary Knowledge	Assessment
Half-term 1	<p><b>How did life change in Hitler's Germany?</b></p> <ul style="list-style-type: none"> <li>• Conditions in Germany after WW1</li> <li>• Germany's reaction to the Treaty of Versailles</li> <li>• Adolf Hitler's life and beliefs</li> <li>• Reasons why Hitler became popular</li> <li>• Life for young people in Nazi Germany</li> <li>• Life for women in Nazi Germany</li> <li>• Using propaganda and terror to control the German people</li> <li>• Opposition to the Nazi party (homework)</li> <li>• How Hitler broke the Treaty of Versailles</li> <li>• Britain's policy of appeasement</li> </ul> <p><b>Key words:</b></p> <ul style="list-style-type: none"> <li>• Appeasement</li> <li>• Aryan</li> <li>• Dictatorship</li> <li>• Putsch</li> <li>• Gestapo</li> </ul>	<ul style="list-style-type: none"> <li>✓ Cause and consequence</li> <li>✓ Source analysis (using evidence)</li> <li>✓ Change and continuity</li> <li>✓ Significance</li> <li>✓ Evaluation of historical interpretations</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Formative assessment:</b> What can you infer from Source A about the role of the family in Nazi Germany? (Source analysis)</li> <li><input type="checkbox"/> <b>Formative assessment:</b> "Appeasement was a complete failure" How far do you agree? (evaluation of historical interpretations)</li> </ul> <p><b>History Assessment 1: Summative.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How useful are Sources A and B for an enquiry into the popularity of Nazi policies towards women? (Source analysis)</li> <li><input type="checkbox"/> Study Interpretations 1 and 2. They give different views about the success of Nazi policies towards women. What is the main difference between the views? (Evaluation of historical interpretations)</li> <li><input type="checkbox"/> Explain one way the Nazi party controlled the German people. (Change and continuity)</li> </ul>

<p>Half-term 2</p>	<p><b>Did British people really ‘keep calm and carry on’ during the Second World War?</b></p> <ul style="list-style-type: none"> <li>• The evacuation of Dunkirk</li> <li>• The Battle of Britain</li> <li>• Evacuation of children</li> <li>• The Blitz</li> <li>• <b>Local history:</b> Leigh during the Blitz (homework)</li> <li>• Britain’s attitude towards the Blitz</li> <li>• Life on the Home Front</li> <li>• The bombing of Dresden</li> <li>• Medical advancements in WW2</li> <li>• Development of penicillin</li> <li>• Pearl Harbour</li> <li>• The atomic bomb</li> <li>• Controversy surrounding Churchill on the £5 note</li> </ul> <p><b>Key words:</b></p> <ul style="list-style-type: none"> <li>• Operation Dynamo</li> <li>• Operation Sealion</li> <li>• RAF</li> <li>• Luftwaffe</li> <li>• Morale</li> <li>• Total War</li> </ul>	<ul style="list-style-type: none"> <li>✓ Cause and consequence</li> <li>✓ Source analysis (using evidence)</li> <li>✓ Change and continuity</li> <li>✓ Significance</li> <li>✓ Evaluation of historical interpretations</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Formative assessment:</b> How useful are Sources A and B for an enquiry into the Dunkirk evacuation, May 1940? (Source analysis)</li> <li><input type="checkbox"/> <b>Formative assessment:</b> Does Churchill deserve to be on a £5 note? (significance)</li> </ul> <p><b>History Assessment 2: Summative.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explain why penicillin was developed in the 1940s. (Causation)</li> <li><input type="checkbox"/> Study Interpretations 1 and 2. They give different views about Britain’s attitude during the Blitz. What is the main difference between the views? (Evaluation of historical interpretations)</li> </ul>
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<p>Half-term 3</p>	<p><b>Who was to blame for the Holocaust?</b></p> <ul style="list-style-type: none"> <li>• How anti-Semitism developed in Europe</li> <li>• Pre-war Jewish life</li> <li>• Treatment of Jewish people in Nazi Germany</li> <li>• Kristallnacht</li> <li>• How extremism developed into extermination (camps)</li> <li>• Jewish resistance</li> <li>• Attitudes towards the Holocaust – Britain / Kindertransport</li> <li>• Anne Frank</li> <li>• Elsbeth Rosenfeld</li> <li>• Other minority groups affected by the Holocaust</li> <li>• Remembering the Holocaust</li> </ul> <p><b>Key words:</b></p> <ul style="list-style-type: none"> <li>• Anti-Semitism</li> <li>• Discrimination</li> <li>• Prejudice</li> <li>• Final Solution</li> <li>• Extermination Camp</li> <li>• Minority</li> </ul>	<ul style="list-style-type: none"> <li>✓ Cause and consequence</li> <li>✓ Source analysis (using evidence)</li> <li>✓ Change and continuity</li> <li>✓ Significance</li> <li>✓ Evaluation of historical interpretations</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Formative assessment:</b> Describe two features of Jewish resistance.</li> <li><input type="checkbox"/> Explain how Nazi policies changed the lives of German Jews in the years 1933 to 1938. (Change and continuity)</li> <li><input type="checkbox"/> How <b>useful</b> is Source B to a historian studying the consequences of the Nazis 'Final Solution'? (Source analysis)</li> </ul>
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<p>Half-term 4</p>	<p><b>How did Britain change after the Second World War?</b></p> <ul style="list-style-type: none"> <li>• The decline of the British Empire</li> <li>• Migration to Britain after WW2</li> <li>• Significance of the Empire Windrush</li> <li>• Life for the Windrush generation in Britain</li> <li>• Bristol Boycott</li> <li>• Significant turning points for race relations: 'Mangrove Nine', Notting Hill Riot, New Cross Fire, Black People's Day of Action and the murder of Stephen Lawrence</li> <li>• Changes in Britain due to immigration</li> </ul> <p><b>Key words:</b></p> <ul style="list-style-type: none"> <li>• Empire</li> <li>• Migration</li> <li>• Partition</li> <li>• Refugees</li> <li>• Immigrants</li> <li>• Racism</li> <li>• Cultural</li> </ul>	<ul style="list-style-type: none"> <li>✓ Cause and consequence</li> <li>✓ Source analysis (using evidence)</li> <li>✓ Change and continuity</li> <li>✓ Significance</li> <li>✓ Evaluation of historical interpretations</li> </ul>	<ul style="list-style-type: none"> <li>☐ <b>Formative assessment:</b> Why did people migrate to Britain during the 20<sup>th</sup> Century? (causation)</li> <li>☐ How did the Empire generation's experiences in Britain differ? (source analysis)</li> </ul>
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<p>Half-term 5</p>	<p><b>Why did the Cold War never turn hot?</b></p> <p><b>How did the Cold War develop?</b></p> <ul style="list-style-type: none"> <li>• Differences between Communism and Capitalism</li> <li>• Early tensions in the Cold War: Conferences, Telegrams, Iron Curtain Speech, Atom bomb</li> <li>• McCarthyism and the Red Scare</li> <li>• The Berlin Crisis: Blockade &amp; Airlift</li> <li>• The Korean War</li> </ul> <p><b>Key words:</b></p> <ul style="list-style-type: none"> <li>• Communism</li> <li>• Capitalism</li> <li>• Freedom of Speech</li> <li>• NATO</li> <li>• 38<sup>th</sup> Parallel</li> </ul>	<ul style="list-style-type: none"> <li>✓ Cause and consequence</li> <li>✓ Source analysis (using evidence)</li> <li>✓ Change and continuity</li> <li>✓ Significance</li> <li>✓ Evaluation of historical interpretations</li> </ul>	<p><b>END OF YEAR ASSESSMENT: Summative (mixture of multi-cultural Britain and the Cold War)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ‘The Mangrove Nine was the most significant event for race relations. How far do you agree?’ (interpretations, significance)</li> <li><input type="checkbox"/> Study <b>Source A</b>. How useful is Source A to a historian studying the causes of the Cuban Missile Crisis? (Source analysis)</li> <li><input type="checkbox"/> Write an analytical narrative of the Berlin Crisis 1948-49. (Causation / consequence)</li> </ul>
<p>Half-term 6</p>	<p><b>What were the main turning points in the Cold War?</b></p> <ul style="list-style-type: none"> <li>• The Berlin Wall</li> <li>• The Cuban Missile Crisis</li> <li>• Preparations of nuclear war</li> <li>• The arms race</li> <li>• The space race</li> <li>• The Vietnam War</li> </ul>	<ul style="list-style-type: none"> <li>✓ Cause and consequence</li> <li>✓ Source analysis (using evidence)</li> <li>✓ Change and continuity</li> <li>✓ Significance</li> <li>✓ Evaluation of historical interpretations</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Formative assessment:</b> Explain two consequences of the Cuban Missile Crisis. (Consequence)</li> <li><input type="checkbox"/> <b>Formative assessment:</b> Give two things you can infer from Source A about why the Cold War ended. (Source analysis)</li> </ul>

- Sport in the Cold War
- The end of the Cold War

**Key words:**

- Missiles
- Hotline
- Guerrilla attacks
- New thinking