

History

Curriculum Intent

Overarching Humanities Philosophy

Our curriculum strives to actively enrich the knowledge of the students in our critical subjects, enabling them to apply this knowledge effectively in the pursuit of their personal academic zenith. Equally, we aim to prepare our students socially and personally to assume an active role in our current and future world of environmental, political and cultural challenge, enabling to not only hold thoughtful opinions and convictions, but also to justify them in a reasoned fashion.

By the end of year seven History....students should have knowledge of the Norman Conquest, why William won the Battle of Hastings and how Medieval England developed through such concepts as castle building, the Peasant's Year, the Black Death and the Peasant's Revolts. Students should be able to identify and articulate concepts such as chronology, causation and consequence

By the end of year eight History.....students will understand the break with Rome, how this caused turbulence in the Tudor monarchy and how this culminated in the Spanish Armada. Students should have knowledge of the Civil War and the Republic that it resulted in and how the monarchy was restored. Students will comprehend how the slave trade contributed to Britain's wealth and power, and the role of the slaves themselves in bringing down the slave trade. Students will continue to develop their understanding of cause and consequence, whilst introducing the notion of opinion and interpretations in History.

By the end of year nine History.....students will be able to relate their knowledge the slave trade and empire to develop an understanding of the causes of World War One and develop empathy with the impact it had on those that fought it. Students should be able to connect the two World Wars through the Treaty of Versailles and identify crucial turning points in the war, such as Dunkirk, the Battle of Britain and Pearl Harbour. Critical events such as the Holocaust and the use of the first Atomic Bombs should be understood in the context of their lasting impact through the use of sources and an understanding of their provenance and context.

By the end of Key Stage four History....students should be able to use the skills acquired in Key Stage Three and apply them to the knowledge gained in the GCSE course. Students will understand the concepts of change and continuity, as embodied through Medicine in Britain, cause, consequence and the developing narrative through the American West Depth study, interpretations of History in the USA 1954-75 and the impact of Elizabeth 1st in the making of the United Kingdom 1558-88.

Curriculum Implementation

Year	When	Lead	Topic	Summary	Skills and Knowledge	Assessment for learning	Big Questions	Key Words
7	AUT 1	NBe	What is History and the Battle	Students experience induction through a	<ul style="list-style-type: none">• Chronology• Sourcework• Timelines	-Cold Calling -Questioning -Homework	-What is History?	Chronological Order Timelines

			of Hastings in 1066	check and reprise of crucial historical skills, followed by a study of England in 1066 and the Battle of Hastings	<ul style="list-style-type: none"> • England pre-1066 • The four candidates for King • The Battle of Stamford Bridge • Norman preparations • William's victory at Hastings • The death of King Harold 	-Paired/group work -Retrieval practice -Whole class feedback	-What is the timeline of my life? -What was England like before 1066? -Who should be King? -What were Harold's movements in 1066? -Why did William win the Battle of Hastings? -How did Harold die?	Sources Evidence Secret Ballot Explanation Interpretation Conclusion
7	AUT2	NBe	How did William establish control of England?	Students undertake an investigation of the challenges faced by William after the battle and how he faced these challenges in order to take control	<ul style="list-style-type: none"> • Establishing bias by looking at two interpretations of the battle and using evidence from those sources • Examination of the pros and cons of each option facing William and a justification of their decision • Overview of William's methods, including taxation, castle building, boosting the army and making laws • Investigation of the Feudal System, how it worked and how it 	-Cold Calling -Questioning -Paired/group work -Homework -Retrieval practice -Whole class feedback -Common Assessment task	-What is bias and the Battle of Hastings? -What should William do next? -How did William keep control? -What was the Feudal System and who were its winners and Losers?	Bias Armoury Mint Cathedral Taxation Laws Loyalty Feudal System Barons Knights Peasants

					helped William maintain control			
7	SPR1	NBe	Medieval Society	Students use their knowledge of the Feudal System to build on the concept of peasantry, the difference between Villeins and Freemen, the manifestation of the Peasant's Year and the evolution of castle building	<ul style="list-style-type: none"> How the lives of Villeins and Freemen differed Using a range of sources to establish the monthly routines of peasants and utilising a diary to explain what tasks were performed, when and why Students identify the salient features of Motte and Bailey castles Students engage in a chronological exercise, identifying and explaining castle developments in response to differing methods of attack 	<ul style="list-style-type: none"> Cold Calling Questioning Paired/group work Homework Retrieval practice Whole class feedback Peasant's Year Diary 	<ul style="list-style-type: none"> What were the differences between the lives of the Villeins and the Freemen? How was the Peasant's Year organised? What was a Motte and Bailey Castle? How and why were castles developed? 	<ul style="list-style-type: none"> Villeins Freemen Lord Explanation Motte Bailey Attack Defence Advantages Disadvantages Conclusion
7	SPR2	NBe	The Church and the State	Students examine the tension between the Church and the State, through the death of Thomas Becket, progressing through the natural continuation of other tensions with the nobility,	<ul style="list-style-type: none"> Students justify the location of a castle from five possible options Students identify the tensions between Church and State Students produce an eyewitness account of the death of Becket Students explain the causes and 	<ul style="list-style-type: none"> Cold Calling Questioning Paired/group work Homework Retrieval practice Whole class feedback Common Assessment Task 	<ul style="list-style-type: none"> Where is the best location for a castle? What were the problems between the King and the Church? Why was Thomas Becket murdered in Canterbury Cathedral? 	<ul style="list-style-type: none"> Eyewitness Democracy Cause Consequence Pope Arch Bishop Martyr Democracy Magna Carta

				culminating in Magna Carta	consequences of Magna Carta		-What were the causes of the Magna Carta? -What were the consequences of the Magna Carta?	
7	SUM1	NBe	Plague and Rebellion	Students investigate the causes of the Black Death and complete a piece of extended writing on whether it was a disaster. Outcomes of the Black Death are subsequently connected to the causes, events and outcomes of the Peasant's Revolt, including an introduction to Interpretations of History.	<ul style="list-style-type: none"> • Students identify the cause symptoms of the Black Death • Students compare this to how those at the time believed Black Death was caused and how they attempted to prevent it • Students analyse a variety of sources to evaluate whether the Black death was a disaster • Students assess the causes of the Peasant's Revolt • Students analyse two interpretations of who was to blame for the Peasant's Revolt, using appropriate evidence from provided sources to support both arguments 	-Cold Calling -Questioning -Paired/group work -Homework -Retrieval practice -Whole class feedback -Peer Assessment -Self- Assessment	-What were the symptoms of Black death? -How did people try to prevent the Black Death? -Was the Black Death a disaster? -What were the causes of the Peasant's Revolt? -Who was to blame for the Peasant's Revolt?	Symptoms Infectious Buboes Pestilence Population Famine Taxation Revolt Commons Monarchy
7	SUM2	NBe	The structure of Tudor Society	Students investigate Tudor Society and its stratification,	<ul style="list-style-type: none"> • Students create a pyramid of Tudor Society 	-Cold Calling -Questioning -Paired/group work	-Was life hard or sweet in Tudor Times?	Gentlemen Citizens Yeomen Rogues

				<p>focusing on poverty. Students will also compare Tudor family life and entertainments with their contemporary experience of the same.</p>	<ul style="list-style-type: none"> • Students identify the difference between the Rogues and the Deserving Poor • Creation of a 'Wanted Poster' for a rogue of your choice • Tudor family magazine, focusing on the role of women, childcare and education 	<p>-Homework -Retrieval practice -Whole class feedback -Peer Assessment -Self-Assessment -Common Assessment task</p>	<p>-How was Tudor society organised? -Who were the Rogues and the Deserving Poor? -How to spot a rogue -What was Tudor family life like? -How did the Tudors enjoy themselves</p>	<p>Deserving Poor Wet Nurse Scold's Bridle Cock Fighting Bear Baiting 'Olimpick' Games</p>
8	AUT1	NBe	Henry VIII & the Reformation	<p>Students investigate the Tudor succession, why Henry VIII reformed the church of England and how this was developed by the succession of Edward VI</p>	<ul style="list-style-type: none"> • Students create a storyboard of how the initial break from Rome occurred • Letter from Henry to either Elizabeth or Mary, explaining the fate of their respective mothers • Comparison of Catholic and Protestant religions • Students explain the reasons for the break with Rome • Students explain the impact of the closure of the Monasteries • Interpretations on who changed the church more, Edward or Henry 	<p>-Cold Calling -Questioning -Paired/group work -Homework -Retrieval practice -Whole class feedback -Peer Assessment -Self-Assessment</p>	<p>-How did Henry VIII break with the Roman Catholic Church? -What happened to Mary/Anne and why? -How did the Catholic and Protestant religions differ? -Why did Henry reform the Church of England? -Who did the closure of the monasteries effect? -Who changed the church more, Henry or Edward?</p>	<p>Reformation Pope Succession Dynasty Heir Illegitimate Catholic Protestant Sexism Monasteries Cross referencing Purgatory Indulgences Predestination Monasteries</p>

							-What is the message of the painting depicting the ascension of Edward VI?	
8	AUT 2	NBe	Issues of the Tudor Succession	Students will be studying how Mary I attempted to re-instate the Catholic religion and how she went about this process. Students will then examine the reign of Elizabeth the first with a particular focus on the Causes, events and consequences of the Armada	<ul style="list-style-type: none"> • Students use sourcework on Lady Jane Grey to bridge the gap between Protestant Edward and Catholic Mary • Local History focusing on the role of Framlingham Castle in hosting Mary's forces in the counter movement against attempts to usurp her • Examination of Mary's options in successfully re-introducing the Catholic religion • 'Bloody' Queen Mary and the burning of Latimer and Ridley • Examination of the challenges facing Elizabeth on her ascension to the throne • The Spanish Armada; causes, event and effects 	<ul style="list-style-type: none"> -Cold Calling -Questioning -Paired/group work -Homework -Retrieval practice -Whole class feedback -Peer Assessment -Self-Assessment -Common Assessment task 	<ul style="list-style-type: none"> -How significant was Framlingham Castle in enabling Mary's rightful Succession? -Could Mary successfully re-introduce the Catholic Religion? -What impact did the burning of Latimer and Ridley have on the reign of Mary I? -How did portraits of Elizabeth help establish her succession? -What factors caused the Spanish Armada? -What were the main events of the Spanish Armada? 	<ul style="list-style-type: none"> Usurp Succession Bloody Mary Heretic Martyr Portrait Papal Bull Mary Queen of Scots Regicide Colonies Singeing the King of Spain's beard Beacons Crescent formation Gravelines Scurvy Fireships Manoeuvrability 'God breathed and they were scattered'

							-Why did Spain lose? What were the effects of the Spanish Armada?	
8	SPR1	NBe	The Stuart Succession, Civil War, Republic and Restoration	Students examine the Stuart Succession and how tensions between Crown and Parliament led to the gradual deterioration in relations culminating in the Civil War. Students further explore Cromwell and the Republic, before establishing why the Monarchy was restored in 1660	<ul style="list-style-type: none"> -Students connect the reign of the heirless 'Virgin Queen' with the succession of her second cousin, James I -Students use a gradually filling jug to identify the cumulative causes of the Civil War -Students identify the constituents of the two sides through examination of a variety of sources -Students use the painting 'When did you last see your Father' to construct an historical novel focused on the impact of the Civil War on families -Sourcework on how the Civil War impacted civilians -Case Study of the Battle of Marston Moor -The Trial of Charles I-did Charles deserve to die? Class debate -Eyewitness account of the execution of Charles I -Interpretations of Oliver Cromwell 	<ul style="list-style-type: none"> -Cold Calling -Questioning -Paired/group work -Homework -Retrieval practice -Whole class feedback -Peer Assessment -Self-Assessment 	<ul style="list-style-type: none"> -What were the causes of the Civil War? -Who was more to blame for the Civil War? -Who fought Whom? -When did you last see your Father? -Were both sides responsible for War Crimes? -Why was Marston Moor a turning point? -Did the King deserve to die? -What was the execution of Charles I like? -Was Oliver Cromwell a hero or a villain? Why was the monarchy restored in 1660? 	<ul style="list-style-type: none"> -James I -Charles I -Parliament -Government -Taxation -Economics -Political -Roundheads -Cavaliers -Cross referencing -Prince Rupert -Eyewitness -Monarchy -Republic -Quarter -Hypocrite -Lord Protector -Narcissism -Hereditary -Ermine -Coronation -Restoration -Charles II

8	SPR2	NBe	Plague and Fire	<p>Students re-visit the Black death in a new guise, identifying new measures to control the spread of the disease and highlighting their success or otherwise. This naturally evolves into an investigation of a second disaster, the Great Fire of London</p>	<ul style="list-style-type: none"> -Students the Ring O Roses nursery rhyme to introduce the topic -Students reprise as many of the symptoms of the Black Death/Plague that they can recall from Year Seven -Students recall the true origins of the disease -Students analyse a range of measures taken to combat Plague and comment on their prospective success, including a diagram of the houses from the period -Students create a 'Plague Diary' from summer 1665 -Students analyse the origins of the Great Fire of London and why it spread so quickly -Student examine attempts to put it out and the devastation it caused -Outcomes of the Great Fire of London 	<ul style="list-style-type: none"> -Cold Calling -Questioning -Paired/group work -Homework -Retrieval practice -Whole class feedback -Peer Assessment -Self-Assessment -Common Assessment task 	<ul style="list-style-type: none"> -What were the symptoms of the Great Plague? -What measures were taken to combat the plague? -Where and why did the Great Fire of London start? -Why did the fire spread so quickly? -Why did attempts to extinguish the fire fail? -What was the long- term impact of the fire? 	<ul style="list-style-type: none"> -Symptom -Ring o Roses -Buboes -Spasms -'Lord have mercy upon us' -Six feet under -Searchers -Examiners -Plague Doctor -Plague Certificate -Dog Killers -Flammable -Fire triangle -East Wind -Extinguish -Effects -St Paul's Cathedral
8	SUM1	NBe	Jacobites and Slavery 1	<p>Discussion of how the end of the Stuart Succession and the Glorious Revolution led to the ascension of the Hanoverians and the subsequent Jacobite</p>	<ul style="list-style-type: none"> -Examination of family tree to establish the line of succession between the Stuarts and the Hanoverians -Causes of the Jacobite rebellion -Events of the Jacobite Rebellion -Consequences of the Jacobite Rebellion 	<ul style="list-style-type: none"> -Cold Calling -Questioning -Paired/group work -Homework -Retrieval practice -Whole class feedback 	<ul style="list-style-type: none"> -Why did the Stuart line of succession come to an end? -What were the causes of the '45 Jacobite Rebellion? 	<ul style="list-style-type: none"> -Glorious Revolution -Hanoverians -James Stuart -Warming pan baby -Battle of the Boyne -William and Mary

				Rebellions, particularly the '45. Opening part of the unit on slavery and how it helped lead to the flourishing of the British Empire	- 'This is Your Life, Bonnie Prince Charlie' - The Trade Triangle - Who were the winners and losers?	- Peer Assessment - Self-Assessment	- What were the events of the '45? - What were the effects of the '45? - What was the Trade Triangle? - Who were the Winners and Losers of the Trade Triangle?	- The Old & Young Pretenders - Bonnie Prince Charlie - Clans - Trade Triangle - Slave ships - Plantations
8	SUM2	NBe	Slavery conclusion	Conditions on the Slave ships and on the Plantations. Attitudes in Britain and how they relate to the present day, concluding with the abolition of slavery	- Conditions on the slave ships, focusing on the case of the <i>Zong</i> - Slave Punishments - Source based investigation to explore interpretations of whether the British were racist - Interpretations of the abolition of Slavery, focusing on abolitionists, actions of the working class, the actions of the slaves and economics	- Cold Calling - Questioning - Paired/group work - Homework - Retrieval practice - Whole class feedback - Peer Assessment - Self-Assessment - Common Assessment task	- What were the conditions like onboard the slave ships? - How were the slaves punished on the plantations? - Were the British racist? - Why was slavery abolished?	- Middle passage - Neck ring - Fugitive slaves - Olaudah Equiano - Interpretations - Racism - Charles Dickens - Abolitionists - William Wilberforce - Granville Sharp - Josiah Wedgewood
9	AUT1	NBe	World War One	Causes of the war, developments in weaponry, the nature of Trench warfare and the Battle of the Somme	- Causes of World War One, including empire, the arms race, tensions in Europe, the alliance system and the assassination of Arch Duke Franz Ferdinand - Developments in weaponry and how this led to trench warfare	- Cold Calling - Questioning - Paired/group work - Homework - Retrieval practice - Whole class feedback	- What were the causes of World War One? - How did weapons develop prior to the outbreak of World War One?	- Empire - Arms Race - Alliance - Assassination - Arch Duke Ferdinand - Gavrilo Princip - Long term causes

					<ul style="list-style-type: none"> -Conditions in the trenches, researched through a set of primary sources and expressed through the diary of frontline infantryman -Source analysis of Haig's role as commander in chief -Extended writing on interpretations of Haig's leadership 	<ul style="list-style-type: none"> -Peer Assessment -Self-Assessment 	<ul style="list-style-type: none"> -What were the conditions on the Western Front trenches? -Was General Sir Douglas Haig the 'Butcher of the Somme'? 	<ul style="list-style-type: none"> -Short term causes -Howitzer -Machine gun -Mining -Trenchfoot -Trench fever -Dug outs -Rations -Brutality -Going over the top -Firing squads -Snipers -General Sir Douglas Haig -Lions led by Donkeys -Butcher of the Somme -Verdun -Attrition -Hypocrite -Man of his time
9	AUT2	NBe	World War One and the impact at home	Perspectives of War including war poetry, Propaganda and women's emancipation.	<ul style="list-style-type: none"> -Interpretations of War Poetry, including Suicide in the Trenches and Dulce et Decorum Est -Recruitment posters and their effect on the targeted audience, including focused sourcework -Women's changing role in Society before WW1 	<ul style="list-style-type: none"> -Cold Calling -Questioning -Paired/group work -Homework -Retrieval practice -Whole class feedback -Peer Assessment 	<ul style="list-style-type: none"> -How does Poetry reflect the experiences of war? -What was the impact of censorship and propaganda on recruitment and conscription? -Why did women get the vote 	<ul style="list-style-type: none"> -Siegfried Sassoon -Rupert Brooke -Wilfred Owen -Suicide in the Trenches -Dulce et Decorum Est -Conscription -Recruitment -Propaganda -Censorship

					<ul style="list-style-type: none"> -The impact of the Suffragettes, using a range of written and pictorial sources -Women's war work and its impact, including the Silvertown explosion 	<ul style="list-style-type: none"> -Self-Assessment -Common Assessment task 	<ul style="list-style-type: none"> after World War One? 	<ul style="list-style-type: none"> -Patriotism -Inference -Cross reference -Universal suffrage -Suffragettes -Suffragists -Emmeline Pankhurst -Emily Davison -Martyr -Emancipation
9	SPR1	NBe	Causes and Preparations for World War Two	<ul style="list-style-type: none"> Analysis of the Treaty of Versailles and its role in the wider causes of WW2, including the rise of Hitler, Appeasement and British preparations for war 	<ul style="list-style-type: none"> -Group work creating a bespoke Treaty and comparing with the actual finished article -Class debate on the Treaty of Versailles -Adolf Hitler profile -Analysis of the causes of WW2 -Extended writing analysing interpretations of Appeasement -Sourcework analysis on Appeasement cartoon -British preparations for war, including Anderson shelters, the Black out, Gas Masks and evacuation. -Analysis of range of sources on the experiences of evacuation 	<ul style="list-style-type: none"> -Cold Calling -Questioning -Paired/group work -Homework -Retrieval practice -Whole class feedback -Peer Assessment -Self-Assessment 	<ul style="list-style-type: none"> -What was the impact of the Treaty of Versailles? -Who was Adolf Hitler? -Why did World War Two break out in 1939? -Was Appeasement a mistake? -What is the message of this (appeasement) cartoon? -How did the British prepare for war? -What were children's experiences of evacuation? 	<ul style="list-style-type: none"> -Treaty -Big Three -Dictator -Adolf Hitler -Election -Nazi Party -Nationalism -Hyperinflation -Enabling Act -Depression -Rearmament -Appeasement -Annexation -Betrayal -Anderson Shelter -The Black Out -Gas Masks -Evacuation -Poverty -Urban -Rural

9	SPR2	NBe	World War 2, 1939-41	An examination of the early years of the war, when Britain faced the Nazis alone	<ul style="list-style-type: none"> -Interpretations of Dunkirk, using a range of sources and comparing their provenance and context in analysing the event -The significance of the Battle of Britain in preventing the invasion of Britain, including Churchill famous quote on the importance of the few -The Blitz and its impact on civilians -Judgment of a range of sources on the Blitz and whether or not they would be censored 	<ul style="list-style-type: none"> -Cold Calling -Questioning -Paired/group work -Homework -Retrieval practice -Whole class feedback -Peer Assessment -Self-Assessment -Common Assessment task 	<ul style="list-style-type: none"> -Was Dunkirk a triumph or Disaster? -How far do you agree with Churchill's assessment of the significance of the Battle of Britain? -How far did the Blitz impact on British civilians in WW2? -To what extent did Censorship maintain the morale of the British public during the Blitz? 	<ul style="list-style-type: none"> -Blitzkrieg -Invasion -British Expeditionary Force -Dunkirk -Provenance -Context -Spitfire -Hurricane -Messerschmitt -Empathy -The Blitz -ARP -Censorship -Propaganda -Morale
9	SUM1	NBe	World War 2 1941-45	How the Americans entered the war via Pearl Harbour, the causes and horrors of the Holocaust and how the war in the Pacific was concluded by the use of the Atomic Bomb	<ul style="list-style-type: none"> -Students examine the bombing of Pearl Harbour via a series of relevant sources -Students consider whether the Americans deliberately precipitated the attack on Pearl Harbour via their actions 1939-41, by looking at a range of evidence from the time -Students consider the history of anti-Semitism before WW2, including connections with Hitler's own background -Students examine a range of sources from Germany 1933-39 in relation to anti-Semitism, 	<ul style="list-style-type: none"> Cold Calling -Questioning -Paired/group work -Homework -Retrieval practice -Whole class feedback -Peer Assessment -Self-Assessment 	<ul style="list-style-type: none"> -Did the Americans deliberately provoke the Japanese at Pearl Harbour? -How were Jewish people treated in Germany 1933-39? -What was Nazi policy towards the Judaism in Europe 1939-45? 	<ul style="list-style-type: none"> -Provocation -Radar -Anti-Semitism -Nuremberg laws -Propaganda -Star of David -Exodus -Kristallnacht -Ghettos -Firing Squads -Death Camps -Final Solution -Auschwitz -Belsen

					<p>including the role of the SA, the Nuremburg Laws and Kristallnacht</p> <ul style="list-style-type: none"> -Students analyse the changing approach to Jewish people as more came under the control of the Nazis during their occupation of Europe -This includes The Ghettoes, Firing Squads and the Extermination Camps -Students consider the war in the Pacific and the Japanese notion of 'Death before Dishonour', as well as the treatment of Allied prisoners of War -Eyewitness account of the effects of the bomb -Source based interpretations investigation of why the Americans used the Atomic Bomb, including to save American Lives, to punish the Japanese, to send a message to the USSR and to test their new weapon 		<p>What were the effects of the first Atomic Bombs? Why did the Americans drop the Atomic Bomb in 1945?</p>	<ul style="list-style-type: none"> -Death before dishonour -POWs -Manhattan Project -Oppenheimer -Truman -Kamikaze -Mushroom Cloud -Enola Gay -Hiroshima -Nagasaki -Radiation Sickness -Revenge -Cold War -Communism -Eastern Europe
9	SUM2	NBe	Medieval Medicine	<p>Analysis of change & continuity, and how themes of cause, treatments and the role of doctors developed in Medieval Britain</p>	<ul style="list-style-type: none"> -Students study the theories of ancient medics, such as Hippocrates and Galen and how these ideas were still relevant in the Medieval World -Students look at Medieval beliefs regarding the cause of illness 	<ul style="list-style-type: none"> -Cold Calling -Questioning -Paired/group work -Homework -Retrieval practice 	<ul style="list-style-type: none"> -Who were Hippocrates and Galen? -What did they think caused disease in the Middle Ages? 	<ul style="list-style-type: none"> -Change -Continuity -Miasma -Supernatural -Trepining -Astrology -Hippocrates -Galen

					<ul style="list-style-type: none"> -Students examine medieval beliefs regarding the cures of illness -The differing availability of medics according to wealth -Comparison of Medieval Hospitals with those of the present day in terms of personnel, treatment, funding, building, diagnosis -A case study of the Black Death, comparing cause and cure to the student's knowledge of Medicine in the Middle Ages 	<ul style="list-style-type: none"> -Whole class feedback -Peer Assessment -Self-Assessment -Common Assessment task 	<ul style="list-style-type: none"> -How did people believe disease was cured in the Middle Ages? -What was your choice of doctor in the Middle Ages? -How did Medieval hospitals differ from those of the present day? -Does the Black Death confirm what we know about causes and cures to illness in the Middle Ages? 	<ul style="list-style-type: none"> -Four Humours -Theory of Opposites -Religion -Physician -Apothecary -Barber Surgeon -Wise Women -Pilgrimages -Monasteries -Government -Charity -Black Death -Punishment -Bleeding -Purging -Leeches
10	AUT 1	NBe	The Renaissance & 1700-1900	Change and Continuity, Medicine in Britain 1700-1900	<ul style="list-style-type: none"> -Students look at how the Renaissance led to a re-birth of Roman and Greek ideas about technology, art etc and its impact on Medicine -This includes Vesalius and how religion relaxed to permit dissection and advances in anatomy -It also includes Harvey and how he proved that blood circulates -Sydenham and a profile of how he developed the classification of illnesses in Britain 	<ul style="list-style-type: none"> -Cold Calling -Questioning -Paired/group work -Homework -Retrieval practice -Whole class feedback -Peer Assessment -Self-Assessment -Individualised feedback and 	<ul style="list-style-type: none"> -How did Vesalius correct the work of Galen? -How did William Harvey prove the circulation of blood and why did this have limited impact at first? Was Thomas Sydenham a man of the Renaissance? 	<ul style="list-style-type: none"> -Renaissance -Vesalius -Fabric of the Human Body -Titian -Anatomy -Religion -Dissection -Titian -Technology -Printing Press -Harvey -Physiology -The Motion of the Heart and Blood in Animals

				<ul style="list-style-type: none"> -How and why Pare developed surgery due to war and technology -The role of the Royal Society in promoting scientific ideas -Improvements in the training of doctors -A comparison of cause and cure of the Black Death 1348, with those of the Great Plague of 1665 to analyse change and continuity -An analysis of whether the Renaissance was a time of change or continuity, via the examination of a range of critical factors including technology, war, exploration, science, knowledge of cause and cure of disease - Evaluation of Germ Theory of Disease, including analysis of relevant factors and source work on the work of Robert Koch -The work of Florence Nightingale and her contribution to the professionalisation of nursing and the development of hospitals 	working at grades	<ul style="list-style-type: none"> -Why was Pare able to improve surgery? -What improvements were made in the training of doctors? -How far had cause knowledge of cause and cure improved in the Plague? Was the Renaissance a time of change or continuity? -What was Germ Theory of disease? -What was the impact of Pasteur's discovery? -How did Koch develop Pasteur's ideas? -What factors were involved in the development of Germ theory? -How did Florence Nightingale develop 	<ul style="list-style-type: none"> -Observations Medicinae -Factors -The Royal Society -The Royal College of Physicians -Body Snatchers -The Great Plague -Miasma -Spontaneous Generation -Pasteur -Koch -Scutari -Crimea -Florence Nightingale -Mary Seacole -Notes on Nursing -St Thomas's hospital nursing Training School
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							hospitals and nursing?	
10	AUT2	NBe	Medicine in Britain 1700-1900 (cont) & 1900-Present	Change and Continuity in Medicine 1700-Present	<ul style="list-style-type: none"> -The role of Anaesthetics and Antiseptics in developing surgery and criticisms of each -Edward Jenner and the development of vaccinations, including significance, criticisms and relevant factors -Problems in Public Health in Britain and how these were addressed by the first (1848) and second (1875) public health acts -Cholera, John Snow and how he used the Broad Street Pump as a way of proving the connection between dirty water and cholera -The development of DNA and Genetics -Diet, Lifestyle and technology -Magic Bullets -Factors in the development of the NHS -Interpretations of the NHS -Government legislation in the C20th, including the Clean Air Acts, Vaccination and advertising campaigns -Factors relating to the development of penicillin -The fight against Lung Cancer and improvement in survival rates: Science, Technology and Government 	<ul style="list-style-type: none"> -Cold Calling -Questioning -Paired/group work -Homework -Retrieval practice -Whole class feedback -Peer Assessment -Self-Assessment -Individualised feedback and working at grades 	<ul style="list-style-type: none"> -How did Anaesthetics develop surgery? -How did antiseptics end the 'Black period in surgery? -How significant was Edward Jenner? -What were the issues with the 1st Public Health Act and how did the second address these problems? -How did Snow prove the link between dirty water and Cholera? -Was 1700-1900 a time of change or continuity? -How has DNA developed medicine in the C20th? -How can we use technology to diagnose illness? -How were magic bullets 	<ul style="list-style-type: none"> -James Simpson -Ether -Chloroform -Hannah Greener -The Black Period in Surgery -Joseph Lister -Carbolic Acid Solution -Vapouriser -Inoculation -Smallpox -Cowpox -Vaccination -Edwin Chadwick -Reform Act 1867 -Bazalgette -The Great Stink -John Snow -Broad Street Pump -DNA -Genetics -Watson, Crick and Franklin -Laparoscopic -PET/CAT scans -Robotic Surgery -Salvarsan 606 -Prontisil -M&B 693 -Liberal Reforms

							<ul style="list-style-type: none"> developed and why were they such a breakthrough? -Why was the NHS introduced? -How has the NHS improved access to care? -What are interpretations of the NHS? Why was there rapid progress in preventative Medicine in the C20th? -How was penicillin developed? -Why have survival rates from lung cancer improved? 	<ul style="list-style-type: none"> -World War 2 -The Welfare State -Preventative medicine -Legislation -Vaccination -Advertising -Penicillin -Anti-biotic -Technology -War -Government -Bronchoscope -Chemotherapy -Radiotherapy
10	SPR 1	NBe	The British Sector of the Western Front 1914-18	Injuries, Treatment and the Trenches	<ul style="list-style-type: none"> -Developments in medicine in relation to WW1; Aseptic surgery, X-rays and Blood Transfusions -Trench Warfare, Key battles and tactics -Transportation of the wounded -Injuries and Conditions -Dulce et Decorum Est -RAMC and FANY 	<ul style="list-style-type: none"> -Cold Calling -Questioning -Paired/group work -Homework -Retrieval practice -Whole class feedback -Peer Assessment 	<ul style="list-style-type: none"> -What application did new techniques have on Medicine in relation to World War 1? -What were the major battles of WW1? How useful are Sources E & F in 	<ul style="list-style-type: none"> -Aseptic -X-Rays -Roentgen -Transfusion -Blood Groups -Ypres I, II & 3 -The Somme -Arras -Cambrai -Provenance -Context

					<ul style="list-style-type: none"> -The Chain of Evacuation, including the Regimental Aid Post, Advanced Dressing Stations, Casualty Clearing Stations and Base Hospitals -Treatments for Infection -Mobile x-Rays and the Thomas Splint -Blood Transfusions, Brain Surgery and Plastic Surgery -Role of the blood transfusions in the Battle of Cambrai 	<ul style="list-style-type: none"> -Self-Assessment -Individualised feedback and working at grades -End of unit assessment 	<ul style="list-style-type: none"> explaining the problems faced by stretcher bearers? -How useful are the sources for a study of the effects a gas attack in WW1? -How useful are sources C & D for an inquiry into treatment at ADS on the Western Front? -How did medicine on the Western Front influence new methods in Medicine? -How were new methods of surgery pioneered on the Western Front? 	<ul style="list-style-type: none"> -Personal Account -Eyewitness -Expert Witness -Censorship -Cross Reference -Trenchfoot -Trench Fever -‘Shell Shock’ -Shrapnel -Chlorine -Phosgene -Mustard Gas -Wilfred Owen -RAMC & FANY -RAP, ADS, CCS & Base Hospital -Wound excision -Carrell-Daykin method -Thomas Splint -Blood Bank -Harold Gillies -Pedicule Tube
10	SPR2	NBe	The American West c1835-c1895	Part 1: Early settlement of the West	<ul style="list-style-type: none"> -Survival on the Great Plains -Structure of Native American Society -Horses and Buffalo -Native American Beliefs on Land, Nature and Warfare -The role of the Permanent Indian Frontier, the War with Mexico and the Indian 	<ul style="list-style-type: none"> Cold Calling -Questioning -Paired/group work -Homework -Retrieval practice -Whole class feedback 	<ul style="list-style-type: none"> -How did the Sioux survive on the Great Plains? -How did Native American beliefs differ from those of the white settlers? -Write a narrative 	<ul style="list-style-type: none"> -The Tepee -Buffalo -The Sioux -The Great Spirit -Vision Quest -Scalping -Counting Coup -Black Hills of Dakota

					<p>Appropriations Act in changing Government policy</p> <ul style="list-style-type: none"> -Analysis of the roles of the financial crisis in the East, the Oregon Trail, the California Gold Rush of 1849 and Manifest Destiny in influencing westward migration -Problems in migration, including the experience of the Donner Party -The Mormon Migration; why they went, the migration and why they made a success of the Great Salt Valley -The problems and solutions of farming the Great Plains -Tension between the settlers and the Native Americans and the Fort Laramie Treaty of 1851 -Lawlessness in the early mining towns -How these early issues were tackled 	<ul style="list-style-type: none"> -Peer Assessment -Self-Assessment -Individualised feedback and working at grades 	<p>account analysing the ways in which the US Government policy towards the Plains Indians developed in the period 1835-51</p> <ul style="list-style-type: none"> -What factors were instrumental in early migration to the West? -What were the problems in migration and why did the Donner party fail so spectacularly? -Write a narrative account analysing the main events of the Mormon Migration -What were the problems and solutions of farming the Great Plains? -What were the consequences of 	<ul style="list-style-type: none"> -Permanent Indian Frontier -Indian Territory -Reservations -Indian Appropriations Act 1851 -Push and Pull factors -Oregon Trail -Gold Rush -Manifest destiny -Rocky Mountains -Sierra Nevada -Cannibalism -Mormons -The Danites -Joseph Smith -Polygamy -Mormon Bank -Brigham Young -Persecution -Great Salt Valley -Sulky Plow -Wind Pumps -Legislation -Dry Farming -Turkey Red -Infestation -Fort Laramie Treaty 1851 -Compensation -Independence
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							the Fort Laramie Treaty of 1851? -What were the problems in law and order and how successfully was it dealt with?	-Culture Clash -Claim jumping -Salting a claim -Prostitution -Gambling -Miner's Courts -Vigilantes -Marshalls -Sheriffs -Nepotism -Racist Crime
10	SUM1	NBe	The American West c1835-c1895	Part 2- Development of the Plains	-The Civil War and its impact on the introduction of the Homestead Act of 1862 and the Pacific Railroad Act of 1862 -Role and relative success of the Timber and Culture Act in addressing issues with the Homestead Act -Continued issues in law and order, including problems caused by the Civil War and Cownowns -The Growth and development of the cattle industry -Cattle Ranching v's the Long Drive and how the lives of the cowboys changed -Conflicts between Ranchers and Homesteaders -How colonisation of the Plains impacted upon the lives of the Native Americans, including the impact of the railroad, the cattle industry and gold miners	Cold Calling -Questioning -Paired/group work -Homework -Retrieval practice -Whole class feedback -Peer Assessment -Self-Assessment -Individualised feedback and working at grades	-How important was the Homestead Act of 1862 in the colonisation of the Great Plains? -How significant was the Pacific Railroad Act in the settlement of the Great Plains? -How significant was the Timber and Culture Act of 1873 in the settlement of the West? -How far had solutions to issues in Law and Order worked by 1870? -Write a narrative account	-Civil War -Homestead Act -160 acres -Nebraska -Pacific Railroad Act -Promontory Point -Timber and Culture Act -Speculators -Wild Bill Hickok -The Reno Gang -Goodnight & Loving Trail -Joseph McCoy -Abilene -Chisum Trail -John Iliff -Refrigerated carriages -Cross breeding -Cattle Rustling -Sleeping under the stars

					<ul style="list-style-type: none"> -President Grant and Government Reservations Policy -Little Crow's War, the Sand Creek Massacre, Red Cloud's War and the second Fort Laramie Treaty 1868 -Was the 2nd Fort Laramie Treaty a victory for Red Cloud? 		<ul style="list-style-type: none"> analysing the main developments in the cattle industry -Explain the importance of the ranches in changing the life of the cowboy -Why did Ranchers and Homesteaders clash? -Write a narrative account analysing the impact of white settlement of the Plains on the Native Americans -What were the consequences of President Grant's policy? -Write a narrative account analysing the events of the Indian Wars 1862-68 	<ul style="list-style-type: none"> -Branding -The Cookhouse -The Bunkhouse -Sod houses -Railways -Cattle Ranchers -Gold Prospectors -President Grant -Little Crow -Cheyenne -Black Kettle -Sand Creek -Fort Kearney -Fetterman's Trap -Bozeman Trail -Black Hills of Dakota -Sitting Bull -Crazy Horse
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10	SUM2	NBe	The American West c1835-c1895	Conflicts and Conquest 1876-1895	<ul style="list-style-type: none"> -Reasons for changes in the Cattle Industry, including the Great Die Up, Soil Erosion and a Fall in demand -Settlement and Migration 1876-1895, including the Exodusters and the Oklahoma Land Rushes -Reasons for why problems in Law and Order persisted, including poverty, geography, lawmen, scarce resources, fear, attitudes, the justice system and racism -Causes, events and consequences of the Johnson County War -The Battle of the Little Big Horn and it's consequences, including the Wounded Knee Massacre -Economic and Political reasons for the massacre of the Buffalo -How the Reservations were used to control the Native Americans -The Dawes Act; its aims and significance 	<ul style="list-style-type: none"> -Cold Calling -Questioning -Paired/group work -Homework -Retrieval practice -Whole class feedback -Peer Assessment -Self-Assessment -Individualised feedback and working at grades -End of unit Assessment 	<ul style="list-style-type: none"> -Why did the Open Range come to an end? - Write a narrative account analysing the ways in settlement in the West developed in the years 1876-1895. -How did Wyatt Earp and Billy the Kid reflect continuing issues with Law and Order? - Explain two consequences of the Johnson County War OR -Explain the importance of the Johnson County War for relations between Homesteaders and Cattlemen OR -Write a narrative account explaining the 	<ul style="list-style-type: none"> -The Great Die Up -Smaller Ranches Supply and demand -Exodusters -Kansas -Benjamin Singleton -Oklahoma Land Rushes -Billy the Kid -Wyatt Earp -Wyoming Stock Growers Association -Jim Averill -Ella Watson -General Custer -Mineral Rights -Winchester repeating rifles -Big Foot -Ghost Dance -7th Cavalry -Military Schools -Hunting and Farming -Corrupt Agents -Tribal chiefs and councils -Assimilation -Citizenship
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							<p>causes, events and consequences of the Johnson County War</p> <p>-What were the consequences of the Battle of the Little Big Horn</p> <p>-Was Wounded Knee a Massacre?</p> <p>-Explain the importance of the destruction of the buffalo (x) in the end of the Native American way of life (y)</p> <p>-Explain the importance of the Reservations in the assimilation of the Native Americans</p> <p>-Explain the significance of the Dawes Act in the destruction of the Native American way of life</p>	
11	AUT1	NBe	Elizabethan England 1558-1588	Queen, Government and Religion	-Society and Government, the role of Parliament, the	-Cold Calling -Questioning	-Who was most significant in running	-Divine Right -Monarchy -Patronage

				<p>Challenges, Home and Abroad</p>	<p>Secretary of State and the Monarch</p> <ul style="list-style-type: none"> -Strengths, weaknesses and challenges, including gender, legitimacy, finances, France and Spain -Religious Differences and Elizabeth's religious settlement, including the Act of Supremacy, the Act of Uniformity and Royal Injunctions -The Catholic and Puritan challenges, including crucifixes, vestments, the Papacy, the Nobility and foreign Powers -The issue of Mary Queen of Scots and why Elizabeth imprisoned rather than executed her -The Northern Revolt. Causes, Key Events and Consequences -Catholic Plots against Elizabeth, including the Ridolfi, the Throckmorton and Babington Conspiracies -The execution of Mary Queen of Scots; causes and consequences -Drake's circumnavigation of the globe, its outcomes and consequences -Religious and political rivalry; England France and Spain, including the Netherlands, the Pacification of Ghent and events 1580-84 	<ul style="list-style-type: none"> -Paired/group work -Homework -Retrieval practice -Whole class feedback -Peer Assessment -Self-Assessment -Individualised feedback and working at grades 	<p>Elizabethan England?</p> <ul style="list-style-type: none"> -What Elizabeth's position upon ascension to the throne? -What were the features of the Religious Settlement and what was its impact? -How serious were the Puritan and Catholic challenges? -Why did Elizabeth choose to keep Mary captive? -What were the causes and consequences of the Northern Revolt? -What did plots against Elizabeth have in common? -Why did Elizabeth execute Mary Queen of Scots and what were 	<ul style="list-style-type: none"> -Proclamations -Legitimacy -Gender -Debt -Mary Queen of Scots -Reformation -Act of Uniformity -Act of Supremacy -Royal; Injunctions -Papacy -Papal Bull -Counter Reformation -Revolt of the Northern Earls -Sea Beggars -Genoese Loan -Dauphin -Lord Darnley -Earl of Bothwell -Earl of Westmoreland -Earl of Northumberland -Robert Dudley -William Cecil -Council of the North -Ridolfi -Throckmorton -Babington -Walsingham
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					<ul style="list-style-type: none"> -Elizabeth's foreign policy 1585-88, including the Spanish Netherlands, Drake, the Treaty of Berwick and Ostend -The Spanish Armada; causes, events, outcomes and consequences 		<ul style="list-style-type: none"> the consequences? -What was the significance of Drake's circumnavigation of the globe? - 'The decline in Anglo-Spanish relations in the years 1569-85 was caused by Elizabeth I'. How far do you agree? -Was Elizabeth's foreign policy 1585-88 a success? -Why did England defeat the Spanish Armada? 	<ul style="list-style-type: none"> -Duke of Guise -Act for the preservation of the Queen's safety -Phillip II of Spain -Sir Francis Drake -The Golden Hind -Circumnavigation -New Albion -Mercenary -Spanish Netherlands -Duke of Alencon -Duke of Parma -Portugal -Singeing the King of Spain's beard -Treaty of Berwick -Ostend -Zutphen Fort -Dudley's recall -Galleons - Manoeuvrability -Duke of Medina-Sidonia -Crescent formation -Fireships
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								-Battle of Gravelines
11	AUT2	NBe	Elizabethan England 1558-1588	Elizabethan Society in the age of exploration	<ul style="list-style-type: none"> -Education in the home, schools and universities -Sport, Leisure and the Theatre -Who were the poor and the problems of poverty and vagabondage in the Elizabethan era -Differences in the poor, including the impotent v's able-bodied poor -Measures to deal with the problem of poverty in Elizabethan England -Investigation of why the Elizabethan's began to explore the world, including Drake's circumnavigation of the globe -Raleigh and the colonisation of Virginia -Reasons for the failure of the colonisation of Virginia, including resistance, inexperience, the colonists and the voyage 	<ul style="list-style-type: none"> -Cold Calling -Questioning -Paired/group work -Homework -Retrieval practice -Whole class feedback -Peer Assessment -Self-Assessment -Individualised feedback and working at grades -Mock Examination/PPE -End of unit assessment 	<ul style="list-style-type: none"> -How did education change in Elizabeth England and what was its impact? -What were the main features of Tudor sports, leisure and pastimes? -Why was there a problem with poverty in the Elizabethan era? -What were the features of Elizabethan poor relief? -Why did the Elizabethans explore the world? -How did Rayleigh plan the colonisation of Virginia? -Why did the colonisation of Virginia fail? 	<ul style="list-style-type: none"> -Grammar Schools -Dame Schools -Petty Schools -Labourers -Oxford and Cambridge -Football -Cock Fighting -Bear Baiting -Literature -Theatre - Shakespeare -Poverty -Supply and Demand -Enclosure -Unemployment -Vagabondage -Rogues -Deserving Poor -Statute of Artificers -Vagabonds Act -Poor Relief Act -Triangular trade -Martin Frobisher -Navigation -Cartography -Sir Walter Raleigh -Colonisation -Virginia

								<ul style="list-style-type: none"> -Manteo -Wanchese -Investment -Illness -Trans-Atlantic -Winghina -Roanoke
11	SPR1	NBe	The USA 1954-1975: Conflict at home and abroad	<p>Development of the Civil Rights Movement 1954-60</p> <p>Protest, progress and Radicalism 1965-75 Part 1</p>	<ul style="list-style-type: none"> -The position of Black American in 1954, including segregation, Plessey v's Ferguson, the Jim Crow Laws, attitudes and voting rights -Brown v's the board of Education and its significance -Little Rock High School, Elizabeth Eckford and its impact -Rosa Parkes, the Montgomery Bus Boycott and de-segregation -The leadership of Martin Luther King and the principles of non-violent protest -Early opposition to the Civil Rights Movement, including the KKK, WCC and the Dixiecrats -Lack of Black law makers or enforcers -Greensboro sit ins and their significance -Inference questions based on the lunch counter sit ins -The Aniston Freedom Riders -James Meredith and the University of Mississippi -Peaceful Protest and their impact 1963-65 	<ul style="list-style-type: none"> -Cold Calling -Questioning -Paired/group work -Homework -Retrieval practice -Whole class feedback -Peer Assessment -Self-Assessment -Individualised feedback and working at grades 	<ul style="list-style-type: none"> -What was the position of Black Americans in 1954? -What was the significance of the Brown decision in 1954? -What was the impact of Little Rock High School? -How useful are sources E & F for an enquiry into what happened at Little Rock High School? -Why did the bus boycott succeed and what was its impact? -Why was the leadership of Martin Luther King so significant? 	<ul style="list-style-type: none"> -Jim Crow Laws -Plessey v's Ferguson -Segregation -Ku Klux Klan -Voting Rights -Literacy Tests -NAACP -CORE -Black Monday -White Citizens Councils -Elizabeth Eckford -Orville Faubas -Massive Resistance -Senator Harry F Byrd -Rosa Parkes -Claudette Colvin -Browder v's Gayle -MIA -Mahatma Gandhi -Non-violent protest

					<ul style="list-style-type: none"> -Birmingham, Alabama, the March on Washington, Freedom Summer 1964 and Selma, Alabama -Legislation passed by JFK and LBJ 		<ul style="list-style-type: none"> -Who opposed the Civil Rights Movement? -How significant were the Greensboro sit ins? -How useful are sources F & G for an enquiry into opposition to de-segregation? -What impact did peaceful protests 1963-65 have on the Civil Rights Movement? -Who contributed more to the Civil Rights Movement; JFK or LBJ? 	<ul style="list-style-type: none"> -SCLC -Dixiecrats -Burning crosses -Lynching -Greensboro -Sit ins -Inference -JFK -Federal troops -James Meredith -Ross Barnett -Eugene 'Bull Connor' -Water Canons -Dogs -Cold War -I have a Dream -Backlash -Bloody Sunday -Tear Gas -Cattle Prods -Civil Rights Act -Voting Rights Act -Thurgood Marshall -Patricia Harris
11	SPR 2	NBe	The USA 1954-1975: Conflict at home and abroad	Protest, progress and Radicalism 1965-75 Part 2 US involvement in the Vietnam War 1954-75	<ul style="list-style-type: none"> -Malcolm X and the Nation of Islam -The Black Power Movement, including the Black Panthers, beliefs and achievements -Riots in the Northern Ghettos, including the Watts Riots, New York and Chicago 	<ul style="list-style-type: none"> -Cold Calling -Questioning -Paired/group work -Homework -Retrieval practice -Whole class feedback 	<ul style="list-style-type: none"> -How far did Malcolm X Radicalise the Civil Rights Movement? - How far do you agree with Interpretation 2 about the 	<ul style="list-style-type: none"> -Malcolm X -Nation of Islam -Elijah Mohammed -Black Power -Black Panthers -Stokeley Carmichael -Militancy

				<ul style="list-style-type: none"> -The Kerner Report and King's Campaign in the North -How successful was the Civil Rights Movement by 1975, considering the assassination of King, the failure of the Poor People's March etc, as well as new legislation on Voting and the first Black Federal Representation -Background to the Vietnam War, including WW2, Ho Chi Minh and the French defeat at Dien Bien Phu and the division of Vietnam -The growth of US Involvement under Eisenhower and Kennedy -Dien's persecution of Buddhists -The role of LBJ in the arrival of combat troops and the declaration of war in 1965 -Relative effectiveness of US and Vietcong tactics, including Guerrilla and Chemical Warfare -The significance of the Tet Offensive as a turning point in the Vietnam War -Nixon's approach to the Vietnam War, including the Nixon Doctrine and Vietnamisation -How far was Vietnamisation a success? -Nixon's expansion of the war into Laos and Cambodia 	<ul style="list-style-type: none"> -Peer Assessment -Self-Assessment -Individualised feedback and working at grades -Mock Examination/PPE 	<ul style="list-style-type: none"> achievements of Black Power? -Give two things that can be inferred from source A about the Watts riots. -Was King's campaign in the North a success? - How far do you agree with Interpretation 1 about the success of the Civil Rights Movement by 1975? -Why were the French defeated at Dien Bien Phu? -How did US involvement escalate under Eisenhower and Kennedy? -Why did US involvement increase in the years 1963-65? -Were US or VC tactics more effective? -How far do you agree with 	<ul style="list-style-type: none"> -John Carlos and Tommie Smith -Black History -Breakfast Clubs -Huey Newton -Interpretations -Ghettos -The Kerner Report -Discrimination -Operation Breadbasket -Mayor Daley -Assassination -Muhammed Ali -Affirmative action -Mayor Jackson of Atlanta, Georgia -Ho Chi Minh -Viet Minh -Ngo Dinh Diem -The Geneva Conference -Cold War -Domino Theory -Viet Cong -Strategic Hamlets -'Advisors' -The Gulf of Tonkin incident -The Gulf of Tonkin Resolution
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					<ul style="list-style-type: none"> -Nixon's bombing of North Vietnam -The failure of Vietnamisation 		<ul style="list-style-type: none"> Interpretation 2 with regard to the outcome of the Tet Offensive in 1968? -How far do you agree with Interpretation 1 about the success of Vietnamisation? -How did Nixon escalate the war? -Why did Vietnamisation fail? 	<ul style="list-style-type: none"> -Guerrilla Warfare -Hearts and Minds -Tunnels -Spooks -Booby Traps -Bouncing Betty -Operation Rolling Thunder -Napalm -Agent Orange -Search and Destroy -Tet New Year -Saigon -Propaganda -Hue -Anti-war Movement -Nixon Doctrine -Vietnamisation -ARVN -NVA -Ho Chi Minh Trail -Laos -Cambodia -Fragging -Drug Addiction -Corruption
11	SUM1	NBe	The USA 1954-1975: Conflict at home and abroad	Opposition and the end of US involvement in Vietnam	<ul style="list-style-type: none"> -The Growth of Opposition to the war, including the Anti-War Movement, The Draft, The Media and the escalating cost of the war 	<ul style="list-style-type: none"> -Cold Calling -Questioning -Paired/group work -Homework 	<ul style="list-style-type: none"> -Why did people increasingly oppose the war in Vietnam? 	<ul style="list-style-type: none"> -The Student Movement -Changing values of the '60s -Draft dodging

					<ul style="list-style-type: none"> -The impact of the My Lai Massacre and Kent State Shootings in fuelling the protests of the anti-war movement -Who supported the war and why, including the Hard Hat Riots and the 'Silent Majority' -Why did the US push for Peace, including détente with China and the Soviet Union and the human and financial cost of the war -Did the Americans lose in Vietnam? -Reasons for US failure in Vietnam, including political, military, economic, geographical and cultural factors 	<ul style="list-style-type: none"> -Retrieval practice -Whole class feedback -Peer Assessment -Self-Assessment -Individualised feedback and working at grades -End of unit assessment 	<ul style="list-style-type: none"> -What was the impact of the My Lai Massacre and the Kent State Shootings? -Why did people support the war? -Why did both sides push for Peace? -Why did the Americans fail in Vietnam? 	<ul style="list-style-type: none"> -Black Americans -The 'Living Room' War -Veterans -Congress -My Lai -Lieutenant William Calley -Kent State University, Ohio -War for 'Democracy' -The Hard Hat Riots -Nixon's 'Silent Majority' -Red Scare -Patriotism -Détente -Paris Peace Accords -Military -Political -Economic -Cultural -Geographical
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