



The History KS4 Curriculum at TAL

Overview:

The KS4 History curriculum at Trinity Academy Leeds builds on students' foundational knowledge to develop inquisitive, analytical and confident historians who can engage with complex national and international debates. Through a rich and knowledge-led programme, students study Weimar and Nazi Germany, Superpower Relations and the Cold War, Medicine Through Time, the British Sector of the Western Front, and Early Elizabethan England, enabling them to understand how key events, individuals and ideas have shaped modern Britain and the wider world. The curriculum is deliberately sequenced to strengthen contextual knowledge, deepen disciplinary thinking and enhance students' ability to form evidence-based arguments, supported by rigorous literacy expectations and high-quality scholarship. Delivered by expert teachers and aligned with our core values of Honesty, Empathy, Respect and Responsibility, KS4 History ensures all students are equipped to interpret the past, analyse interpretations, evaluate sources and confidently articulate their understanding, preparing them for both GCSE success and informed citizenship.

Phase 2 Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	<p>Weimar and Nazi Germany.</p> <p>Key topic 1: The Weimar Republic 1918-1929</p> <ol style="list-style-type: none"> 1. The origins of the Republic, 1918-19. 2. The early challenges to the Weimar Republic 1919-1923. 3. The recovery of the Republic, 1924-29. 4. Changes in society, 1924-29. <p>Key topic 2: Hitler's rise to power, 1919-33</p> <ol style="list-style-type: none"> 1. The early development of the Nazi Party, 1920-22. 2. The Munich Putsch and the lean years, 1923-29. 3. The growth in support for the Nazis 1929-32. 4. How Hitler became Chancellor, 1932-33. 	<p>Key topic 3: Nazi control and dictatorship, 1933-39.</p> <ol style="list-style-type: none"> 1. The creation of a dictatorship, 1933-34. 2. The police state. 3. Controlling and influencing attitudes 4. Opposition, resistance and conformity. <p>Key topic 4: Life in Nazi Germany, 1933-39.</p> <ol style="list-style-type: none"> 1. Nazi policies towards women. 2. Nazi policies towards the young. 3. Employment and living standards. 4. The persecution of minorities. 	<p>Superpower Tensions and the Cold War.</p> <p>Key topic 1: The origins of the Cold War, 1941-58</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. <p>Key topic 2: Cold War crises, 1958-1970</p> <ol style="list-style-type: none"> 1. Increased tension between East and West. 2. Cold War crises. 3. Reaction to crisis. <p>(taught as three crises – causes – events – consequences).</p>	<p>Key topic 3: The end of the Cold War, 1970-91.</p> <ol style="list-style-type: none"> 1. Attempts to reduce tension between East and West. 2. Flashpoints. 3. The collapse of Soviet control in Eastern Europe. <p>Opportunity to revisit material from Weimar and Nazi Germany and Superpower Tensions and the Cold War.</p>	<p>Medicine in Britain, c1250-present.</p> <p>Key topic 1: c1250-1500: Medicine in medieval England.</p> <ol style="list-style-type: none"> 1. Ideas about the cause of disease and illness. 2. Approaches to prevention and treatment. 3. Black death case study. <p>Key topic 2: c1500-1700 The Medical Renaissance in England.</p> <ol style="list-style-type: none"> 1. Ideas about the cause of disease and illness. 2. Approaches to prevention and treatment. 3. Case studies of William Harvey and the Great Plague (1665). 	<p>Key topic 3: c1700-1900, Medicine in eighteenth and nineteenth-century Britain.</p> <ol style="list-style-type: none"> 1. Ideas about the cause of disease and illness. 2. Approaches to prevention and treatment. 3. Case studies of Jenner and vaccination, cholera in London (1854) and Dr Snow and the Broad Street pump. <p>Key topic 4: c1900-present, Medicine in modern Britain.</p> <ol style="list-style-type: none"> 1. Ideas about the cause of disease and illness. 2. Approaches to prevention and treatment. 3. Case studies of Fleming, Florey and Chain. The fight against lunch cancer in the 21st century: the use of science and technology in diagnosis and treatment; government action.

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Year 11	<p>The British sector of the Western Front, 1914-18: injuries, treatment and the trenches.</p> <p>-The context of the British sector of the Western Front.</p> <p>-Conditions requiring medical treatment.</p> <p>-Methods of treatment.</p> <p>-The significance of the Western Front for experiments in surgery and medicine.</p> <p>-The historical context of medicine in the early twentieth century.</p> <p>-The sources available for investigation and the ways in which they can be used for historical investigation.</p>	<p>Key topic 1: Queen, government and religion, 1558-69.</p> <ol style="list-style-type: none"> 1. The situation on Elizabeth's accession. 2. The 'settlement' of religion. 3. Challenge to the religious settlement. 4. The problem of Mary, Queen of Scots. <p>Key topic 2: Challenges to Elizabeth at home and abroad, 1569-88.</p> <ol style="list-style-type: none"> 1. Plots and revolts at home. 2. Relations with Spain. 3. Outbreak of war with Spain, 1585-88. 4. The Armada. 	<p>Finish any outstanding content.</p> <ol style="list-style-type: none"> 1. Review Weimar and Nazi Germany. 2. Review Superpower Tensions and the Cold War. 	<ol style="list-style-type: none"> 3. Review Medicine in Britain c 1250-present and the British Sector of the Western Front. 4. Review Early Elizabethan England. 	<p>Revision and public examinations.</p>	<p>Revision and public examinations.</p>

	<p>Early Elizabethan England, 1558-88</p> <p>Key topic 3: Elizabethan society in the Age of Exploration, 1558-88</p> <p>1. Education and leisure.</p> <p>2. The ‘problem’ of the poor.</p> <p>3. Exploration and voyages of discovery.</p> <p>4. Raleigh and Virginia.</p>					
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Key topic number and name:	Enquiry	Number of lessons	Components (Disciplinary Knowledge)	Components (Substantive Knowledge)	Academic Vocabulary	Extended writing	GCSE Specification link:	Composite (Second-order concepts)
Key topic 1.1 The origins of the Republic, 1918–19	What was the legacy of WWI in Germany?	2	<ol style="list-style-type: none"> What was the impact of WWI on Germany? What were the strengths and weaknesses of the new constitution? 	<ul style="list-style-type: none"> 750,000 Germans died of starvation during WWI Armistice 11th November 1918 Article 1 – Germany became a democracy Article 48 – President could pass laws without permission of the Reichstag Proportional representation 	<i>Armistice</i> <i>Abdication</i> <i>Constitution</i> <i>Republic</i> <i>Democracy</i> <i>Reichstag</i> <i>Reichsrat</i> <i>Chancellor</i> <i>Electorate</i>		<ul style="list-style-type: none"> The legacy of the First World War. The abdication of the Kaiser, the armistice and revolution, 1918–19. The setting up of the Weimar Republic. The strengths and weaknesses of the new Constitution. 	Cause and consequence Change and continuity
Key topic 1.2 The early challenges to the Weimar Republic, 1919–23	How stable was the new Republic?	3	<ol style="list-style-type: none"> How popular was the Weimar Republic? How successfully did the Republic handle political challenges? How successfully did the Republic handle economic challenges? 	<ul style="list-style-type: none"> Treaty of Versailles 26th June 1919 L – Land (13%) A – Army (100,000) M – Money (£6.6 billion) B – Blame (Article 231) Spartacist Uprising 1919 Kapp Putsch 1920 376 political assassinations Hyperinflation 1923 	<i>Freikorps</i> <i>Communist</i> <i>Reichswehr</i> <i>Putsch</i> <i>Diktat</i> <i>Treaty</i> <i>Hyperinflation</i> <i>Dolchschoß</i> <i>Revolt</i>	<p>L1 - Making inferences from a source</p> <p>L2/3 - Analysis of interpretations on Germany and the legacy of the First World War</p>	<ul style="list-style-type: none"> Reasons for the early unpopularity of the Republic, including the ‘stab in the back’ theory and the key terms of the Treaty of Versailles. Challenges to the Republic Left and Right: Spartacists, Freikorps, the Kapp Putsch. The challenges of 1923: hyperinflation; the reasons for, and effects of, the French occupation of the Ruhr. 	Evidence Historical interpretations Similarity and difference Cause and consequence
Key topic 1.3 The recovery of the Republic, 1924–29 Key topic 1.4 Changes in society, 1924–29	How far were the 1920s a ‘Golden Age’?	4	<ol style="list-style-type: none"> How far did the Republic recover economically? How far did the Republic recover politically? Who were the 1920s a Golden Years for? How did culture flourish in the 1920s? 	<ul style="list-style-type: none"> Gustav Stresemann Dawes Plan 1924 Reichsmark 1924 Young Plan 1929 25% increase in real wages 2 million new homes built Locarno Pact 1925 League of Nations 1926 Kellogg-Briand Pact 1928 ‘New Women’ Bauhaus Otto Dix Fritz Lang <i>Metropolis</i> 	<i>Architecture</i> <i>Culture</i> <i>Liberation</i> <i>Foreign policy</i> <i>Currency</i>	<p>L1/2 - Analysis of interpretations on Germany's recovery 1924–29</p> <p>L3/4 – Source utility</p>	<ul style="list-style-type: none"> Reasons for economic recovery, including the work of Stresemann, the Rentenmark, the Dawes and Young Plans and American loans and investment. The impact on domestic policies of Stresemann’s achievements abroad: the Locarno Pact, joining the League of Nations and the Kellogg-Briand Pact. Changes in the standard of living, including wages, housing, unemployment insurance. Changes in the position of women in work, politics, and leisure. Cultural changes, including developments in architecture, art, literature, and the cinema. 	Change and continuity Evidence Historical interpretations

Key topic 2.1 Early development of the Nazi Party, 1920–22 Key topic 2.2 The Munich Putsch and the lean years, 1923–29	How successful was Hitler as leader of the NSDAP between 1920-1929?	4	<ol style="list-style-type: none"> Why did Hitler join the DAP and what did he change when he became leader? Why did Hitler launch a national revolution in 1923? How successful was the Munich Putsch? What lessons did Hitler learn from the failure of the Munich Putsch? 	<ul style="list-style-type: none"> Hitler joins DAP 1919 <i>People's Observer</i> SA Twenty-Five Point programme Hitler becomes leader of NSDAP 1921 Munich Putsch 1923 <i>Mein Kampf</i> Bamberg Conference 1926 	<i>Nationalism</i> <i>Socialism</i> <i>Putsch</i> <i>Orator</i> <i>Paramilitary force</i> <i>Lebensraum</i> <i>Anti-Semitism</i>	L1 - Source utility L2 – Explain why L3 - Analysis of interpretations on the Munich Putsch	<ul style="list-style-type: none"> Hitler's early career: joining the German Workers' Party and setting up the Nazi Party, 1919–20. The early growth and features of the Party. The Twenty-Five Point Programme. The role of the SA. The reasons for, events and consequences of the Munich Putsch. Reasons for limited support for the Nazi Party, 1924–28. Party reorganisation and Mein Kampf. The Bamberg Conference of 1926. 	Cause and consequence Evidence Historical interpretations
Key topic 2.3 The growth in support for the Nazis, 1929–32 Key topic 2.4 How Hitler became Chancellor, 1932–33	Did the Wall Street crash propel Hitler into power?	4	<ol style="list-style-type: none"> Why did the public lose faith in the Republic? Why did people turn to the Nazi Party after 1929? Why did Hitler become Chancellor in 1932? Why do historians disagree about why Hitler became Chancellor? 	<ul style="list-style-type: none"> Wall Street Crash 1929 6 million unemployed by 1933 Nazi seats: 1928: 12 1932: 230 May 1932: Von Papen becomes chancellor December 1932: Schleicher becomes chancellor January 1933: Hitler becomes chancellor 	<i>Electorate</i> <i>Propel</i> <i>Chancellor</i> <i>Underestimate</i> <i>Great Depression</i>	L4 - Evaluation of interpretations on Hitler becoming Chancellor 1932–33	<ul style="list-style-type: none"> The growth of unemployment – its causes and impact. The failure of successive Weimar governments to deal with unemployment from 1929 to January 1933. The growth of support for the Communist Party. The reasons for growth of support for the Nazi Party, including the appeal of Hitler and the Nazis, the effects of propaganda and the work of the SA. Political developments in 1932. The roles of Hindenburg, Brüning, von Papen and von Schleicher. The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933. 	Cause and consequence Historical interpretations
Key topic 3.1 The creation of a dictatorship, 1933–34 Key topic 3.2 The police state Key topic 3.3 Controlling and influencing attitudes Key topic 3.4 Opposition, resistance, and conformity	How did Hitler secure total power in Germany?	6	<ol style="list-style-type: none"> How did Hitler remove external opposition? How did Hitler remove internal opposition? How did Hitler create a police state? How did Hitler control religious views? How did the Nazis control and influence attitudes? Did anyone speak out against the Nazis? 	<ul style="list-style-type: none"> Reichstag Fire 27th February 1933 Enabling Act March 1933 Trade unions banned May 1933 All parties banned July 1933 Night of the Long Knives 30th June 1934 Hindenburg dies 2nd August 1934 150,000 in concentration camps by 1939 Gestapo People's Court Concordat 1933 The Reich Church 1936 Joseph Goebbels 1600 newspapers shut down in 1935 70% of German homes had a radio Berlin Olympics 1936 Reich Chamber of Culture Albert Speer 2500 writers banned 20,000 books burned in May 1933 45-minute newsreel in cinemas The Pastors' Emergency League (PEL) The Confessing Church Edelweiss Pirates Swing Youth 	<i>Dictator</i> <i>Totalitarian</i> <i>Censorship</i> <i>Propaganda</i> <i>Decree</i> <i>Conspiracy</i> <i>Opposition</i> <i>Conformity</i>	L1 - Making inferences from a source L3 – Explain why L5 - Evaluation of interpretations on Nazi control and the influencing of attitudes	<ul style="list-style-type: none"> The Reichstag Fire. The Enabling Act and the banning of other parties and trade unions. The threat from Röhm and the SA, the Night of the Long Knives, and the death of von Hindenburg. Hitler becomes Führer, the army and oath of allegiance. The role of the Gestapo, the SS, the SD, and concentration camps. Nazi control of the legal system, judges, and law courts. Nazi policies towards the Catholic and Protestant Churches, including the Reich Church and the Concordat. Goebbels and the Ministry of Propaganda: censorship. Nazi use of media, rallies, and sport, including the Berlin Olympics (1936). Nazi control of culture and the arts, including art, architecture, literature, and film. The extent of support for the Nazi regime. Opposition from the Churches, including the role of Pastor Niemöller. Opposition from the young, including the Swing Youth and the Edelweiss pirates. 	Change and continuity Evidence Historical interpretations

Key topic 4.1 Nazi policies towards women	How did life change for women under the Nazis?	1	1. How did life change for women under the Nazis?	<ul style="list-style-type: none"> <i>Kinder, Küche, Kirche</i> The Law for the Encouragement of Marriage 1933 <i>Lebensborn</i> <i>The Mother's Cross</i> Women banned from professional posts e.g. teachers from 1933 7 million women in work by 1939 	<i>Lebensborn Propaganda Policy</i>	L1 - Source utility/analysis of interpretations on Nazi policies towards women	<ul style="list-style-type: none"> Nazi views on women and the family. Nazi policies towards women, including marriage and family, employment, and appearance. 	Change and continuity Evidence Historical interpretations
Key topic 4.2 Nazi policies towards the young	How did life change for the young under the Nazis?	1	1. How did life change for the young under the Nazis?	<ul style="list-style-type: none"> Nazi youth groups compulsory in March 1939 Hitler Youth League of German Maidens All teachers had to swear an oath of loyalty to Hitler and join the Nazi Teachers' League Race Studies added to the curriculum New textbooks had to be approved by the Nazis 	<i>Policy Character Napolas Vehicle</i>	L1 - Source utility/analysis of interpretations on Nazi policies towards women	<ul style="list-style-type: none"> Nazi aims and policies towards the young. The Hitler Youth and the League of German Maidens. Nazi control of the young through education, including the curriculum and teachers. 	Change and continuity Evidence Historical interpretations
Key topic 4.3 Employment and living standards	Did Hitler keep his promise of 'work and bread'?	2	1. How successful were the Nazis at reducing unemployment? 2. How far did life improve for ordinary Germans?	<ul style="list-style-type: none"> Unemployment roughly half a million by 1939 Labour Service (RAD) Autobahns Rearmament – 1.3 million by 1939 Invisible unemployment The Labour Front (DAF) Strength Through Joy (KdF) The Beauty of Labour (SdA) <i>Volkswagen – the 'people's car'</i> 	<i>Rearmament Invisible unemployment Autobahn Economy Trade unions</i>	L1 - Making inferences from a source L2 - Evaluation of interpretations on employment and living standards	<ul style="list-style-type: none"> Nazi policies to reduce unemployment, including labour service, autobahns, rearmament, and invisible unemployment. Changes in the standard of living, especially of German workers. The Labour Front, Strength Through Joy, Beauty of Labour. 	Change and continuity Evidence Historical interpretations
Key topic 4.4 The persecution of minorities	How did life change for minority groups in Germany?	3	1. How did the Nazis justify their policies towards minority groups? 2. How did life change for minority groups in Germany? 3. How did Anti-Semitism take hold in Germany between 1933-1939?	<ul style="list-style-type: none"> Eugenics Racial hygiene <i>Untermensch</i> Anti-Semitism <i>Lebensraum</i> 5,000 homosexuals died in concentration camps T4 Programme – 5,000 children killed 1933 Law for the Prevention of Hereditarily Diseased Offspring Boycott of Jewish businesses 1933 Nuremberg Laws 1935 Kristallnacht 1938 Deportation 1939 	<i>Pseudoscience Eugenics Untermensch Lebensraum Anti-Semitism Boycott Persecution</i>	L1/2 – Source utility L3 - Evaluation of interpretations on Anti-Semitism	<ul style="list-style-type: none"> Nazi racial beliefs and policies and the treatment of minorities: Slavs, 'gypsies', homosexuals, and those with disabilities. The persecution of the Jews, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws and Kristallnacht. 	Change and continuity Evidence Historical interpretations
Total: 30 lessons								

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Key topic 1.1 Early tension between East and West	How did ideological differences and Allied decisions after World War II increase	3	3. How did ideology affect the attitudes of the Allies at the end of WW2? 4. How did the Grand Alliance decide what to do with Europe after the Second World War? 5. How did tension increase between the superpowers in the late 1940s?	<ul style="list-style-type: none"> Ideological Differences: USA (capitalism) vs. Soviet Union (communism) led to mutual distrust. Grand Alliance: Formed to defeat Nazi Germany; tensions emerged post-WWII. Tehran, Yalta, and Potsdam Conferences: Agreements on post-war Europe; divisions 	<i>Capitalism Communism Containment Ideology Expansionism Superpowers</i>	L1 - Explain one consequence of the Yalta Conference in February 1945. (4 marks) L1 - Explain one consequence of the Yalta Conference in February 1945. (4 marks)	<ul style="list-style-type: none"> The Grand Alliance. The outcomes of the Tehran, Yalta and Potsdam conferences. The ideological differences between the superpowers and the attitudes of Stalin, Truman and Churchill. The impact on US-Soviet relations of the development of the atomic 	Cause and consequence Change and continuity

	tensions between the superpowers in the late 1940s?			<p>and disputes over Germany and Eastern Europe.</p> <ul style="list-style-type: none"> Long and Novikov Telegrams (1946): Highlighted mutual suspicions and the beginnings of the containment policy. 			bomb, the Long and Novikov telegrams and the creation of Soviet satellite states in Eastern Europe.	
Key topic 1.2 The development of the Cold War	How did key events and communications between superpowers increase Cold War tensions in the late 1940s?	2	<p>4. How did tension continue to increase following the Long and Novikov Telegrams?</p> <p>5. How did tension increase over Berlin from 1945-49?</p>	<ul style="list-style-type: none"> Containment Policy: The USA adopted the containment policy to prevent the spread of communism. Truman Doctrine (1947): The USA pledged support to countries resisting communism, marking a clear anti-Soviet stance. Marshall Plan (1947): The USA provided economic aid to rebuild Western Europe, viewed by the Soviets as a threat to their influence. Cominform (1947): The Soviet response, organizing Eastern European communist parties to strengthen control and counter Western influence. Division of Germany: Berlin was divided into four sectors controlled by the USA, Britain, France, and the Soviet Union. Berlin Blockade (1948-49): The Soviet Union blocked all ground access to West Berlin in an attempt to force the Allies out. Berlin Airlift (1948-49): The USA and Britain supplied West Berlin by air for nearly a year, demonstrating their commitment and increasing Cold War tensions. Creation of Two Germanys (1949): The blockade's failure led to the establishment of the Federal Republic of Germany (West Germany) and the German Democratic Republic (East Germany), solidifying the division of Europe. 	<p><i>Capitalism</i> <i>Communism</i> <i>Containment</i> <i>Ideology</i> <i>Iron Curtain</i> <i>Marshall Plan</i> <i>Satellite States</i> <i>Soviet Bloc</i> <i>Truman Doctrine</i> <i>Berlin Blockade</i> <i>Berlin Airlift</i> <i>Arms Race</i> <i>Expansionism</i> <i>Mutual Distrust</i> <i>Occupation Zones</i> <i>Reparations</i> <i>Superpowers</i></p>	L2 - Explain one consequence of the Berlin Blockade and Airlift. (4 marks)	<ul style="list-style-type: none"> The impact on US-Soviet relations of the Truman Doctrine and the Marshall Plan, 1947. The significance of Cominform (1947), Comecon (1949) and the formation of NATO (1949). Berlin: its division into zones. The Berlin Crisis (blockade and airlift) of 1948-49 and its impact. The formation of the Federal Republic of Germany and German Democratic Republic. 	Cause and consequence Change and continuity Significance
Key topic 1.3 The Cold War intensifies	How did the arms race and key events in Hungary contribute to increasing tensions between the superpowers during the 1940s and 1950s?	2	<p>5. How did the arms race further increase tension between the superpowers in the 1940s and 1950s?</p> <p>6. How did tension increase over Hungary in 1956?</p>	<ul style="list-style-type: none"> Nuclear Weapons Development: Understanding the creation and impact of atomic and hydrogen bombs. Deterrence and MAD: The concept of Mutually Assured Destruction (MAD) as a deterrent to war. Key Events: Important milestones such as the USA's dropping of atomic bombs on Japan (1945), Soviet Union's first atomic bomb test (1949), and the development of hydrogen bombs by both superpowers. Arms Buildup: The rapid increase in the production and stockpiling of nuclear weapons. Technological Advancements: The development of ICBMs (Intercontinental Ballistic Missiles) and the launch of Sputnik (1957) by the Soviet Union. Background of Hungary: Hungary's political status within the Soviet sphere of influence. Hungarian Uprising: Causes and events of the 1956 Hungarian Revolution, including demands for political reform and withdrawal from the Warsaw Pact. 	<p><i>Arms Race</i> <i>Nuclear Weapons</i> <i>Deterrence</i> <i>Uprising</i> <i>Repression</i></p>	L2 - Explain one consequence of the Hungarian Uprising in 1956. (4 marks)	<ul style="list-style-type: none"> The significance of the arms race. The formation of the Warsaw Pact. Events in 1956 leading to the Hungarian Uprising, and Khrushchev's response. The international reaction to the Soviet invasion of Hungary. 	Cause and consequence Change and continuity Significance

				<ul style="list-style-type: none"> • Soviet Response: The Soviet military intervention to suppress the uprising and reassert control. • International Reaction: How the world, particularly Western countries, responded to the Soviet action and its impact on Cold War dynamics. • Repression and Aftermath: The consequences for Hungary and the broader message it sent to other Soviet satellite states. 				
Key topic 2.1 Increased tension between East and West	How did tension increase as a result of events in Berlin from 1958-1963?	1	5. How did tension increase as a result of events in Berlin from 1958-1963?	<ul style="list-style-type: none"> • Berlin Refugee Crisis: The mass exodus of East Germans to West Berlin due to economic and political dissatisfaction. • Khrushchev's Ultimatum (1958): Soviet Premier Nikita Khrushchev demanded that the Western powers withdraw from Berlin. • Summits (1959-1961): A series of meetings between the USA and the Soviet Union to address the Berlin issue, including the Geneva Summit (1959), Camp David Summit (1959), and Paris Summit (1960). • U-2 Incident (1960): The shooting down of an American spy plane over Soviet territory, which heightened distrust. • Construction of the Berlin Wall (1961): The erection of the Berlin Wall by the East German government to stop the flow of refugees, symbolizing the division of East and West Berlin. 	<i>Superpower Rivalry</i> <i>Escalation</i> <i>Nuclear Threat</i> <i>Division</i> <i>Refugee Crisis</i> <i>Ultimatum</i> <i>Summits</i>	L1 - Write a narrative account analysing the key developments of the Cold War crisis over Berlin in the years 1958-63.	<ul style="list-style-type: none"> • The refugee problem in Berlin, Khrushchev's Berlin ultimatum (1958), and the summit meetings of 1959-61. • The impact of the Cuban Revolution on relations with the USA and the Soviet Union, including the refusal of the USA to recognise Castro's government and the closer relations with the Soviet Union. The significance of the Bay of Pigs incident. • Opposition in Czechoslovakia to Soviet control: the Prague Spring. 	Cause and consequence Change and continuity Significance
Key topic 2.2 Cold War crises	How did tension increase as a result of events in Cuba from 1959-1963?	1	5. How did tension increase as a result of events in Cuba from 1959-1963?	<ul style="list-style-type: none"> • Cuban Revolution (1959): Fidel Castro's rise to power and the establishment of a communist government aligned with the Soviet Union. • Bay of Pigs Invasion (1961): The failed US-backed invasion aimed at overthrowing Castro, which increased tensions and pushed Cuba closer to the Soviet Union. • Cuban Missile Crisis (1962): The discovery of Soviet nuclear missiles in Cuba, leading to a 13-day standoff between the USA and the Soviet Union, bringing the world to the brink of nuclear war. • US Response: President Kennedy's naval blockade of Cuba and the secret agreement to remove US missiles from Turkey in exchange for the Soviet removal of missiles from Cuba. 	<i>Crisis</i> <i>Blockade</i> <i>Missiles</i>	L1 - Writing Task: Write a narrative account analysing the key events of the Cuban Missile Crisis.	<ul style="list-style-type: none"> • The construction of the Berlin Wall, 1961. • The events of the Cuban Missile Crisis. • The Brezhnev Doctrine and the re-establishment of Soviet control in Czechoslovakia. 	Cause and consequence Change and continuity Significance

Key Topic 2.3 Reaction to the crisis	How did tension increase as a result of events in Czechoslovakia from 1968-1969?	1	7. How did tension increase as a result of events in Czechoslovakia from 1968-1969?	<ul style="list-style-type: none"> Prague Spring: The period of political liberalization and reform led by Alexander Dubček in Czechoslovakia. Warsaw Pact Invasion (1968): The Soviet Union and other Warsaw Pact countries invaded Czechoslovakia to halt the reforms. Resistance and Repression: The Czechoslovak people's resistance to the invasion and the subsequent repression by the Soviet forces. The process of re-establishing Soviet control and reversing the reforms of the Prague Spring. 	<i>Reform</i> <i>Resistance</i>	L1 - Write a narrative account analysing the key events of the Prague Spring.	<p>Impact of the construction of the Berlin Wall on US-Soviet relations. Kennedy's visit to West Berlin in 1963.</p> <ul style="list-style-type: none"> The consequences of the Cuban Missile Crisis, including the 'hotline'. <p>Attempts at arms control: the Limited Test Ban Treaty (1963); the Outer Space Treaty (1967); and the Nuclear Non-Proliferation Treaty (1968).</p> <ul style="list-style-type: none"> International reaction to Soviet measures in Czechoslovakia. 	Cause and consequence Change and continuity Significance
Key topic 3.1 Attempts to reduce superpower tensions in the 1970s	How did tension decrease between the superpowers as a result of détente?	1	1. How did tension decrease between the superpowers as a result of détente?	<ul style="list-style-type: none"> Strategic Arms Limitation Talks (SALT): The SALT I and SALT II treaties were signed, which limited the number of nuclear weapons each superpower could possess. This helped to reduce the threat of nuclear war. Increased Diplomatic Communication: The establishment of a direct communication line, known as the "red telephone," between the White House and the Kremlin allowed for immediate dialogue in case of emergencies. Economic Cooperation: Both superpowers engaged in increased trade and economic cooperation, which helped to build mutual dependencies and reduce the likelihood of conflict. Cultural Exchanges: There were more cultural exchanges and visits between the two countries, which helped to improve mutual understanding and reduce mistrust. Summits and Treaties: High-profile summits between leaders, such as Nixon's visit to the Soviet Union in 1972 and Brezhnev's visit to the United States in 1973, helped to build personal relationships and trust between the leaders. 	<i>Treaty</i> <i>Negotiation</i> <i>Accord</i> <i>Summit</i> <i>Diplomacy</i> <i>Cooperation</i> <i>Reduction</i> <i>Dialogue</i> <i>Détente</i> <i>SALT (Strategic Arms Limitation Talks)</i> <i>Helsinki Accords</i> <i>Disarmament</i> <i>Nuclear Non-Proliferation</i> <i>Geopolitics</i> <i>Superpowers</i> <i>Arms Control</i>		<ul style="list-style-type: none"> Détente and attempts to reduce tensions in the 1970s. , The significance of SALT 1, the Helsinki Accords, and SALT 2. 	Cause and consequence Change and continuity Significance

Key topic 3.2 The end of détente and the ‘Second Cold War’	How did key events and policies in Afghanistan and Ronald Reagan's approach to the Soviet Union increase Cold War tensions?	2	<p>2. How did tension increase as a result of events in Afghanistan?</p> <p>3. How did Ronald Reagan’s approach to the Soviet Union impact tensions?</p>	<ul style="list-style-type: none"> The Soviet invasion of Afghanistan in December 1979 significantly increased Cold War tensions. The Soviet Union sent troops to support the pro-communist government in Afghanistan, which faced resistance from anti-communist Muslim guerrillas known as the mujahideen¹. This invasion was seen by the United States and its allies as an aggressive expansion of Soviet influence in the region. In response, the U.S. increased its support for the mujahideen, including providing financial aid, weapons, and training³. This led to a proxy war in Afghanistan, further escalating tensions between the superpowers. Ronald Reagan's approach to the Soviet Union, often referred to as the "Reagan Doctrine," was characterized by a more confrontational stance compared to the détente policy of his predecessors. Reagan viewed the Soviet Union as an "evil empire" and aimed to roll back Soviet influence globally⁴. His administration increased military spending, initiated the Strategic Defense Initiative (SDI), and provided support to anti-communist movements in countries like Afghanistan, Angola, and Nicaragua. This aggressive policy initially heightened tensions, but it also put economic and military pressure on the Soviet Union, contributing to its eventual weakening and the end of the Cold War³. 	<i>Invasion</i> <i>Proxy War</i> <i>Mujahideen</i> <i>Doctrine</i> <i>Escalation</i> <i>Cold War</i> <i>Economic Sanctions</i> <i>Strategic Defense Initiative</i> <i>Deterrence</i> <i>Diplomacy</i> <i>Arms Race</i> <i>Containment</i> <i>Nuclear Proliferation</i> <i>Military Aid</i> <i>Coup</i>	<p>L1 – Explain the importance of the Soviet invasion of Afghanistan in 1979 for relations between the superpowers</p> <p>L2 - Explain the importance of the 'Second Cold War' for relations between the superpowers.</p> <p>L2 - Explain the importance of the USA's Strategic Defense Initiative for US-Soviet relations.</p>	<p>The significance of the Soviet invasion of Afghanistan, the Carter Doctrine and the Olympic boycotts.</p> <ul style="list-style-type: none"> Reagan and the ‘Second Cold War’, the Strategic Defence Initiative (SDI). The significance of Reagan and Gorbachev in reducing tensions. 	Cause and consequence Change and continuity Significance
Key topic 3.3 The collapse of Soviet control of Eastern Europe, 1985-91	Was Gorbachev responsible for the end of the Cold War?	2	<p>2. How Gorbachev’s policies change the relationship between the superpowers?</p> <p>3. How did the Cold War end?</p>	<ul style="list-style-type: none"> Mikhail Gorbachev introduced significant reforms known as Perestroika (restructuring) and Glasnost (openness) in the mid-1980s. These policies aimed to modernize the Soviet economy and make the government more transparent. Gorbachev's willingness to engage in dialogue and reduce nuclear arsenals through treaties like the Intermediate-Range Nuclear Forces (INF) Treaty helped ease tensions with the United States². His approach marked a shift from confrontation to cooperation, leading to a thaw in Cold War hostilities. The Cold War ended gradually, with several key events marking its conclusion. Gorbachev's reforms weakened the Soviet Union's grip on Eastern Europe, leading to the collapse of communist regimes in countries like Poland, Hungary, and Czechoslovakia. The fall of the Berlin Wall in 1989 symbolized the end of division in Europe. In 1991, the Soviet Union itself dissolved, resulting in the emergence of 15 independent republics⁴. These developments marked the end of the Cold War and the beginning of a new era in international relations. 	<i>Perestroika</i> <i>Glasnost</i> <i>Reunification</i> <i>INF Treaty</i> <i>Summit</i> <i>Détente</i> <i>Democratization</i> <i>Economic Reforms</i> <i>Arms Control</i> <i>Berlin Wall Collapse</i> <i>Independence</i> <i>Reagan Doctrine</i> <i>Strategic Defence Initiative (SDI)</i>		<p>The impact of Gorbachev’s ‘new thinking’ on Eastern Europe: the loosening Soviet grip on Eastern Europe.</p> <ul style="list-style-type: none"> The significance of the fall of the Berlin Wall. The collapse of the Soviet Union and its significance in bringing about the end of the Warsaw Pact. 	Cause and consequence Change and continuity Significance

Total: 20/25 lessons (30 allocated)

Key topic number and name:	Enquiry	Number of lessons	Components (Disciplinary Knowledge)	Components (Substantive Knowledge)	Academic Vocabulary	Extended writing	GCSE Specification link:	Composite (Second-order concepts)
Key Topic 1: C1250-c1500: Medicine in medieval England	Was medical progress stagnant in the medieval period?	5	<ol style="list-style-type: none"> How have ideas about medicine changed over time? What was believed to have caused disease in the medieval period? How was disease prevented medieval period? How was disease treated medieval period? How effectively was the Black Death dealt with? 	<ul style="list-style-type: none"> Causes of Disease: Dominated by religious beliefs (punishment from God), the Four Humours, miasma theory, and astrology. Treatment and Prevention: Included prayers, herbal remedies, bloodletting, care in monasteries, and basic surgery; influenced by Galen and Hippocrates. Public Health: Poor living conditions with limited sanitation; some towns introduced basic hygiene measures, but government involvement was minimal. The Black Death: Misunderstood causes (divine punishment or miasma), high death toll, ineffective treatments, and significant social and economic impacts. Role of the Church: Controlled medical knowledge, emphasising spiritual care and Galen's ideas while limiting scientific progress by banning dissections. 	<i>Four Humours</i> <i>Miasma</i> <i>Bloodletting</i> <i>Black Death</i> <i>Monasteries</i>	Q4. Explain why	<p>Supernatural and religious explanations of the cause of disease.</p> <ul style="list-style-type: none"> Rational explanations: the Theory of the Four Humours and the miasma theory; the continuing influence in England of Hippocrates and Galen. Approaches to prevention and treatment, and their connection with ideas about disease and illness: religious actions, bloodletting and purging, purifying the air <p>Medical training and traditional approaches to treatment and care for the sick: the role of the physician, apothecary and barber surgeon; the role of hospitals, care within the community and at home, including the use of herbal remedies.</p> <ul style="list-style-type: none"> Dealing with the Black Death, 1348–49; approaches to treatment and attempts to prevent its spread. 	Cause and consequence Change and continuity Significance
Key Topic 2: C1500-c1700: The Medical Renaissance in England	How much really changed in the 'Medical Renaissance'?	5	<ol style="list-style-type: none"> How did ideas about cause of disease change in the Early Modern period? How did technology help medical progress? How did individuals help medical progress? How did institutions impact the development of medicine? How effectively was the Great Plague dealt with? 	<ul style="list-style-type: none"> Changes in Ideas About Disease: Gradual decline of the Four Humours; increased focus on observation, anatomy, and scientific explanations, including rejection of miasma by some physicians. Key Individuals: William Harvey (circulation of blood) and Andreas Vesalius (detailed anatomy); their work challenged traditional ideas like Galen's. New Treatments and Continuity: Development of herbal remedies, chemical cures (e.g., iatrochemistry), and improvements in surgery, though many medieval practices persisted. Impact of the Printing Press and Royal Society: Spread of medical knowledge and ideas, allowing challenges to traditional views and wider collaboration among scientists. Responses to the Great Plague (1665): Quarantines, public health measures, and attempts to stop the spread, although ideas about causes (miasma, God's punishment) remained similar to the Black Death. 	<i>Observation</i> <i>Printing Press</i> <i>Vesalius</i> <i>Harvey</i> <i>Great Plague</i>	Q3. Difference	<p>Continuity and change in explanations of the cause of disease and illness. A scientific approach, including the work of Thomas Sydenham in improving diagnosis. The influence of the printing press and the work of the Royal Society on the transmission of ideas.</p> <p>Continuity and change in approaches to prevention, treatment and care in the community and in hospitals.</p> <ul style="list-style-type: none"> Improvements in medical training and the influence in England of the work of Vesalius. <p>Key individual: William Harvey and the discovery of the circulation of the blood.</p> <ul style="list-style-type: none"> Dealing with the Great Plague in London (1665): approaches to treatment and attempts to prevent its spread. 	Cause and consequence Change and continuity Significance

Key Topic 3: c1700-c1900: Medicine in eighteenth and nineteenth- century Britain	Why did medicine progress in the 18th and 19th centuries?	5	<ol style="list-style-type: none"> How did Germ Theory help to explain the cause of disease? How did Snow help to explain the cause of disease? How did care and treatment change in the Industrial period? How did Jenner contribute to the prevention of disease? How did the role of the government lead to medical progress? 	<ul style="list-style-type: none"> Advancements in Understanding Disease: Germ theory developed by Louis Pasteur and advanced by Robert Koch replaced miasma and spontaneous generation theories, linking microbes to disease. Improvements in Surgery: Introduction of anaesthetics (e.g., chloroform) and antiseptics (Joseph Lister's carbolic acid), transforming surgical procedures and reducing mortality. Public Health Reforms: Government interventions like the 1848 and 1875 Public Health Acts addressed sanitation, clean water, and waste management, driven by figures like Edwin Chadwick. Developments in Vaccination: Edward Jenner's smallpox vaccine (1796) paved the way for widespread immunisation efforts. Role of Science and Technology: Advances like microscopes and medical education fostered scientific approaches to medicine, reducing reliance on traditional theories and treatments. 	<i>Germ Theory</i> <i>Anaesthetics</i> <i>Antiseptics</i> <i>Public Health Act</i> <i>Vaccination</i>	Q5/6 How far do you agree	Continuity and change in explanations of the cause of disease and illness. The influence in Britain of Pasteur's Germ Theory and Koch's work on microbes. The extent of change in care and treatment: improvements in hospital care and the influence of Nightingale on nursing and hospitals in Britain. The impact of anaesthetics and antiseptics on surgery. • New approaches to prevention: the development and use of vaccinations and the Public Health Act (1875). Key individual: Jenner and the development of vaccination. • Fighting Cholera in London (1854); attempts to prevent its spread; the significance of Snow and the Broad Street pump.	Cause and consequence Change and continuity Significance
Key Topic 4: C1900-present: Medicine in modern Britain	Why did medicine progress in the modern period?	6	<ol style="list-style-type: none"> How have ideas about cause of disease changed in the modern period? (inc. genetic and lifestyle) How has diagnosis of disease improved? How has care and treatment improved in the modern period? How significant was the development of penicillin? How effectively is lung cancer dealt with? How has the role of the government improved public health? 	<ul style="list-style-type: none"> Understanding and Treating Disease: Discovery of DNA structure (Watson and Crick, 1953) enabled genetic research; antibiotics (e.g., penicillin) revolutionised treatment of bacterial infections. Medical Advances: Development of NHS (1948) providing free healthcare; modern diagnostic tools like X-rays, MRIs, and blood tests. Fighting Disease: Mass immunisation campaigns eradicated diseases like smallpox; advancements in cancer treatments, transplants, and personalised medicine. Public Health Improvements: Greater government involvement in health campaigns (e.g., smoking bans, healthy living initiatives) and tackling pandemics like COVID-19. Impact of Technology: Use of robotics, keyhole surgery, and AI for diagnosis and treatment has enhanced medical precision and patient outcomes. 	<i>DNA</i> <i>Penicillin</i> <i>NHS</i> <i>X-rays</i> <i>Immunisation</i>	Q5/6 How far do you agree	Advances in understanding the causes of illness and disease: the influence of genetic and lifestyle factors on health. • Improvements in diagnosis: the impact of the availability of blood tests, scans and monitors. The extent of change in care and treatment. The impact of the NHS and science and technology: improved access to care; advances in medicines, including magic bullets and antibiotics; high-tech medical and surgical treatment in hospitals. • New approaches to prevention: mass vaccinations and government lifestyle campaigns. Key individuals: Fleming, Florey and Chain's development of penicillin. • The fight against lung cancer in the twenty-first century: the use of science and technology in diagnosis and treatment; government action.	Cause and consequence Change and continuity Significance
The historic environment: The British sector of the Western Front, 1914-18: injuries, treatment and the trenches	How did the First World War propel medical advanceme nt?	5 (+ exam techniq ue)	<ol style="list-style-type: none"> What can sources tell us about the context of the First World War? What are the key features of the battles on the Western Front? What conditions were treated on the Western Front? (inc. RAMC and FANY) Where were soldiers treated on the Western Front? How significant was the Western Front for the development of medical techniques? (include surgery, x-ray and blood banks) 	<ul style="list-style-type: none"> Conditions on the Frontline: Trench warfare caused injuries from gunfire, artillery, and gas attacks, compounded by diseases like trench fever and infections from unsanitary conditions. Medical Challenges: High casualty rates, difficulties with evacuation, and the need to treat wounds caused by new weaponry like shrapnel and gas. Treatment and Care: Innovations like the Thomas splint, blood transfusions, and advances in plastic surgery (Harold Gillies); 	<i>Trenches</i> <i>Casualty</i> <i>Clearing Station</i> <i>Gas Attacks</i> <i>Plastic Surgery</i> <i>X-rays</i>	L2: Q1, describe two features of... L3: Q2a and Q2b L5: Q2a, Q2b	The context of the British sector of Western Front and the theatre of war in Flanders and northern France: the Ypres salient, the Somme, Arras and Cambrai. The trench system - its organisation, including frontline and support trenches. Significance for medical treatment of the nature of the terrain and problems of the transport and communications infrastructure.	Significance Evidence Change

				<p>establishment of Casualty Clearing Stations and base hospitals.</p> <ul style="list-style-type: none">• Role of Technology: Use of X-rays to locate shrapnel and advances in aseptic surgery reduced infection risks.• Significance: The war accelerated medical progress and collaboration, leaving a legacy of improved surgical techniques and understanding of trauma care.			<ul style="list-style-type: none">• Conditions requiring medical treatment on the Western Front, including the problems of ill health arising from the trench environment. The nature of wounds from rifles and explosives. The problem of shrapnel, wound infection and increased numbers of head injuries. The effects of gas attacks.• Medical treatment on the Western Front. The work of the RAMC and nurses. Transport in the chain of evacuation: stretcher bearers, horse and motor ambulances. Stages of treatment areas in the chain of evacuation: aid post and field ambulance, dressing station, casualty clearing station, base hospital. The underground hospital at Arras.• The significance of the Western Front for experiments in surgery and medicine: new techniques in the treatment of wounds and infection, the Thomas splint, the use of mobile x-ray units, the creation of a blood bank for the Battle of Cambrai.• The historical context of medicine in the early twentieth century: the understanding of infection and moves towards aseptic surgery; the development of x-rays; blood transfusions and<ul style="list-style-type: none">• developments in the storage of blood. <p>Knowledge of national sources relevant to the period and issue, e.g. army records, national newspapers, government reports, medical articles.</p> <ul style="list-style-type: none">• Knowledge of local sources relevant to the period and issue, e.g. personal accounts, photographs, hospital records, army statistics.• Recognition of the strengths and weaknesses of different types of source for specific enquiries.• Framing of questions relevant to the pursuit of a specific enquiry.• Selection of appropriate sources for specific investigations.	
Total: 30								

Key topic number and name:	Enquiry	Number of lessons	Components (Disciplinary Knowledge)	Components (Substantive Knowledge)	Academic Vocabulary	Extended writing	GCSE Specification link:	Composite (Second-order concepts)
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<p>Key topic 1.1: The situation on Elizabeth's accession</p>	<p>Why was Elizabeth vulnerable when she became Queen?</p>	5	<ol style="list-style-type: none"> How did Elizabeth rule England? What position did the reformation leave Elizabeth in? Why was Elizabeth vulnerable when she became queen? 	<ul style="list-style-type: none"> Elizabeth I became queen in 1558, as the Protestant daughter of Henry VIII and Anne Boleyn. She ruled through a Privy Council and Parliament but maintained tight control over decision-making. The Reformation left England religiously divided, with tensions between Catholics and Protestants. Elizabeth faced threats from Catholic plots, Mary, Queen of Scots, and foreign powers like Spain. She was vulnerable at her accession due to her gender, religious divisions, and questions of legitimacy. 	<p><i>Monarchy</i> <i>Accession</i> <i>Divine Right</i> <i>Government</i> <i>Advisors</i> <i>Parliament</i> <i>Religious divisions</i> <i>Protestantism</i> <i>Catholicism</i> <i>Succession</i> <i>Legitimacy</i> <i>Political instability</i> <i>Reformation</i> <i>Religious settlement</i> <i>Religious turmoil</i> <i>Factionalism</i></p>	<p>L5 – Explain why Elizabeth faced challenges when she became queen in 1558</p>	<p>Elizabethan England in 1558: society and government. The Virgin Queen: the problem of her legitimacy, gender, marriage. Her character and strengths. Challenges at home and from abroad: the French threat, financial weaknesses, religious divisions, the French threat.</p>	<p>Significance Cause</p>
<p>Key topic 1.2: The settlement of religion</p>	<p>Who benefitted from the Religious Settlement?</p>	4	<ol style="list-style-type: none"> How did Elizabeth attempt to solve religious turmoil in England? What was the nature and extent of backlash to Elizabeth's Religious Settlement? Who benefitted from Elizabeth's religious settlement? 	<ul style="list-style-type: none"> Elizabeth introduced the Religious Settlement (1559), including the Act of Supremacy and Act of Uniformity, to establish a moderate Protestant Church. She enforced the settlement through fines, inspections, and the clergy, but aimed to avoid severe persecution. Backlash included Catholic resistance, Jesuit missionary efforts, and Puritan dissatisfaction with the settlement. Moderate Protestants and those willing to conform to Anglican practices benefitted most, while extreme Catholics and Puritans were marginalised. 	<p><i>Religious settlement</i> <i>Reformation</i> <i>Enforcement</i> <i>Compliance</i> <i>Opposition</i> <i>Backlash</i> <i>Persecution</i> <i>Conformity</i> <i>Sectarian</i> <i>Benefit</i></p>	<p>L2 – Describe two features of the religious settlement</p>	<p>Religious divisions in England in 1558. • Elizabeth's religious settlement (1559): its features and impact. The Church of England: its role in society. The nature and extent of the Puritan challenge. The nature and extent of the Catholic challenge, including the role of the nobility, Papacy and foreign powers.</p>	<p>Cause and consequence Change and continuity</p>
<p>Key topic 1.3 Challenge to the religious settlement</p> <p>Key topic 1.4: The problem of Mary, Queen of Scots</p> <p>Key topic 2.1: Plots and revolts at home</p>	<p>Why did Catholic opposition to Elizabeth increase?</p>	6	<ol style="list-style-type: none"> Why did events in the Spanish Netherlands increase Elizabeth's vulnerability? What was the impact of Mary's arrival in England in 1568? (Why did Catholics feel confident for revolt in 1569?) What were the consequences of the Revolt of the Northern Earls in 1569? (How did Catholic opposition escalate following Elizabeth's excommunication?) Why did further plots to overthrow Elizabeth fail? What was the main reason why Catholic opposition to Elizabeth increased? Why was Mary Queen of Scots executed in 1587? 	<ul style="list-style-type: none"> The Spanish Netherlands' Protestant rebellion against Catholic Spain increased Elizabeth's vulnerability by heightening tensions with Spain and encouraging Catholic plots in England. Mary, Queen of Scots' arrival in 1568 gave Catholics a figurehead for rebellion, leading to increased confidence and the Revolt of the Northern Earls (1569). The Revolt's failure led to harsh punishments for rebels and increased suspicion of Catholics, especially after Elizabeth's excommunication in 1570, which intensified opposition. Plots like the Ridolfi Plot (1571) and Babington Plot (1586) failed due to effective spy networks led by Francis Walsingham and lack of widespread support. Catholic opposition grew due to Elizabeth's excommunication, Jesuit missionary activities, and harsher laws against recusants. Mary, Queen of Scots, was executed in 1587 after being implicated in the Babington Plot, seen as a direct threat to Elizabeth's life and throne. 	<p><i>Spanish Netherlands</i> <i>Vulnerability</i> <i>Mary, Queen of Scots (Mary)</i> <i>Exile</i> <i>Catholic rebellion</i> <i>Northern Earls</i> <i>Excommunication</i> <i>Plots</i> <i>Conspiracy</i> <i>Execution</i></p>	<p>L2 – Explain why the Northern Earls revolted in 1569.</p> <p>L4 – Describe two features of Catholic plots against Elizabeth</p> <p>L6 – Explain why Mary Queen of Scots was executed in 1587.</p>	<p>Mary, Queen of Scots: her claim to the English throne, her arrival in England in 1568. Relations between Elizabeth and Mary, 1568–69. The reasons for, and significance of, the Revolt of the Northern Earls, 1569–70. • The features and significance of the Ridolfi, Throckmorton and Babington plots. Walsingham and the use of spies. • The reasons for, and significance of, Mary Queen of Scots' execution in 1587.</p>	<p>Cause and consequence Change and continuity Significance</p>

<p>Key topic 2.2 Relations with Spain</p> <p>Key topic 2.3 Outbreak of war with Spain, 1585-88</p>	<p>Why was there a deterioration of Anglo-Spanish relations between the years 1558-1587?</p>	4	<ol style="list-style-type: none"> How did Elizabeth challenge Spain's dominance in the New World? How did Elizabeth challenge Spain's dominance in Europe? Inc. Netherlands. Why was there a deterioration in Anglo-Spanish relations during the years 1558-1587? 	<ul style="list-style-type: none"> Elizabeth challenged Spain's dominance in the New World by supporting privateers like Francis Drake to raid Spanish treasure ships and settlements. In Europe, Elizabeth opposed Spain by aiding Protestant rebels in the Spanish Netherlands and forming alliances with Spain's enemies. In 1585, the Treaty of Nonsuch committed England to military support for the Dutch rebels, escalating involvement against Spain. Anglo-Spanish relations deteriorated due to religious tensions, Elizabeth's support for Dutch rebels, English piracy, and the execution of Mary, Queen of Scots in 1587. 	<p><i>Dominance</i> <i>Privateering</i> <i>Spanish Netherlands</i> <i>Anglo-Spanish relations</i> <i>Treaty of Nonsuch</i> <i>Protestant rebellion</i> <i>Naval conflict</i> <i>Trade routes</i> <i>Diplomacy</i> <i>Religious tensions</i></p>	<p>L4 – 'The main reason in the deterioration in Anglo-Spanish relations was religion' How far do you agree?</p>	<p>Political, and religious and commercial rivalry. Commercial rivalry. The Americas, The significance of privateering and the significance of the activities of Drake. Reasons for deteriorating relations with Spain: English direct involvement in the Netherlands, 1585-88. The role and the actions of Robert Dudley. Drake and the raid on Cadiz: 'Singeing the King of Spain's beard'.</p>	<p>Cause and consequence Change and continuity</p>
<p>Key topic 2.4 The Armada</p>	<p>What were the consequences of Philip II launching the Spanish Armada?</p>	2	<ol style="list-style-type: none"> What was the main reason Philip launched the Armada? What was the outcome of the English battle with the Spanish Armada in 1588? 	<ul style="list-style-type: none"> Philip launched the Spanish Armada in 1588 primarily to overthrow Elizabeth, restore Catholicism in England, and retaliate for English support of Dutch rebels and piracy. The English defeated the Armada through superior naval tactics, faster ships, the use of fireships, and bad weather, marking a decisive failure for Spain. 	<p><i>Spanish Armada</i> <i>Philip II</i> <i>Invasion</i> <i>Protestantism</i> <i>Catholicism</i> <i>Naval battle</i> <i>Defeat</i> <i>Weather conditions</i> <i>Tactics</i> <i>Victory</i></p>	<p>L1 – 'The main reason why Philip launched the Armada was issues in the Netherlands' How far do you agree?</p>	<p>Spanish invasion plans. Key events of Reasons why Philip used the Spanish Armada. • The reasons for, and consequences of, the English victory.</p>	<p>Cause and consequence</p>
<p>Key topic 3.3 Exploration and voyages of discovery</p> <p>Key topic 3.4 Attempted colonisation of Virginia</p>	<p>How successful was Elizabeth at colonising the New World?</p>	2	<ol style="list-style-type: none"> What were Raleigh's aims and preparations for the colonising of Virginia? What was the main reason why attempts to colonise Virginia failed? Include exploration increase 	<ul style="list-style-type: none"> Raleigh's aims for colonising Virginia included establishing a profitable colony for England, expanding trade, and securing a foothold in the Americas to challenge Spain's dominance. He organised expeditions, gathered resources, and sought royal support to establish the colony. The main reason why attempts to colonise Virginia failed was due to lack of supplies, poor planning, harsh conditions, and conflicts with Native Americans, leading to food shortages and the abandonment of the colony. 	<p><i>Raleigh</i> <i>Virginia</i> <i>Colonisation</i> <i>Exploration</i> <i>Settlements</i> <i>Resources</i> <i>Supplies</i> <i>Native Americans</i> <i>Failure</i></p>	<p>L2 – 'Poor planning was the main reason for the failure to colonise Virginia' How far do you agree?</p>	<p>The significance of Raleigh and Reasons for the attempted colonisation of Virginia, including the significance of Raleigh. Reasons for the failure of the first settlement in Virginia. Factors prompting exploration, including the impact of new technology on ships and sailing and the drive to expand trade. The reasons for, and significance of, Drake's circumnavigation of the globe.</p>	<p>Cause and consequence</p>

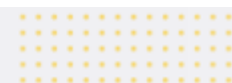
<p>Key topic 3.1 Education and leisure</p> <p>Key topic 3.2 The problem of the poor</p>	<p>For whom was Elizabethan England a Golden Age?</p>	6	<ol style="list-style-type: none"> 1. Was everybody equal in Elizabethan society? 2. Why was there an increase in poverty and vagabondage in Elizabethan England? 3. How did Elizabethan government deal with the problem of the poor? (combine L2/L3) 4. Did changes to education in Elizabethan England improve education for all? 5. Did all Elizabethans enjoy the same leisure activities? 	<ul style="list-style-type: none"> • Social Hierarchy: Elizabethan society was strictly divided, with clear class distinctions and limited social mobility. • Poverty and Vagabondage: Population growth, inflation, enclosure, and economic instability led to increased poverty and vagrancy. • Government Response to Poverty: The government introduced Poor Laws, providing assistance to the needy while punishing vagrancy. • Education: Educational reforms, such as grammar schools, mainly benefitted wealthier boys, with limited access for the poor. • Leisure Activities: Leisure varied greatly by class, with the wealthy enjoying theatre and hunting, and the poor participating in simpler activities. 	<p><i>Social hierarchy</i> <i>Equality</i> <i>Poverty</i> <i>Vagabondage</i> <i>Poor Laws</i> <i>Education</i> <i>Social mobility</i> <i>Leisure activities</i> <i>Golden Age</i> <i>Class divisions</i></p>	<p>L2 – ‘The main reason for an increase in poverty was enclosure’ How far do you agree?</p> <p>L4 – ‘Education improved during Elizabeth’s reign’ How far do you agree?</p> <p>L6 – ‘Elizabethan England was a Golden Age’ How far do you agree?</p>	<p>Education in the home and schools and universities. Sport, pastimes and the theatre. • The reasons for the increase in poverty and vagabondage during these years. • The changing attitudes and policies towards the poor.</p>	<p>Cause and consequence Change and continuity</p>
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KS4 SOAP

Strategy on a page

Subject

History - Edexcel



Exam board and specification

Edexcel.

The topics studied at GCSE History are:

- Medicine in Britain, c.1000-present (Paper 1).
- Superpower tensions and the Cold War (Paper 2).
- Early Elizabethan England (Paper 2).
- Weimar and Nazi Germany (Paper 3).

Assessment structure:

Paper 1: Thematic Study and Historic Environment.

Paper 2: Period Study and British Depth Study.

Paper 3: Modern Depth Study.

Curriculum development

- The department will require textbooks and revision guides to support pupils. We are currently investigating whether pupils could each have a textbook alongside a workbook-style booklet. This will be discussed further at the next TMAT QIN meeting.
- Final decisions need to be made on the units studied. The spiral KS3 curriculum supports the study of all GCSE units, but staff expertise would indicate that Conflict and Tension in Asia would not be the strongest route to take.
- The department will map based on the final decisions made. The proposed order of student would be Elizabethan England, Britain: health and the people, Germany 1890-1945, The inter-war years 1918-1939.
- Note: This is based on the available information at the time of writing.

Assessment & exam preparation plans

Ongoing assessment plan:

Pupils will complete past exam questions or exam-style questions regularly within lessons. Pupils will receive feedback on these every 4-6 lessons, in line with the marking policy, though teachers will conduct regular formative assessment in lessons and use responsive teaching as necessary.

Mock paper strategy:

At the end of Y10, we will test a full Paper 2 (other than the Historical Environment) and half of a Paper 1.

Pupils will be able to do a full Paper 2 (other than the Historical Environment) and Paper 1 mock in January of Y11.

Pupils will be able to do a full Paper 1 and 2 mock in March/April of Y11.

Note: The mock paper strategy is subject to change following final curriculum map decisions.

Staff

With current staffing, RGT/KKY/NRK/KHS to take on a minimum of one GCSE History class. At present, we are in a recruitment window, so this is subject to change. EMH to support with a GCSE class, with a view to taking on Y10 next academic year.

KHS is a marker for Edexcel (Paper 1), so will lead on marking CPD for this paper. All other members of the department encouraged to take on marking roles.

Support from Cathedral to be accessed in terms of the bookletised curriculum. This will be adapted based on the context of TAL.

Curriculum build plans include: skills mapping (AO1/2/3), to collaborate on KS4 resources e.g., deciding core knowledge and the need vs neat to know, standardised GCSE writing structures. It would further be helpful to have some training from examiners within the MAT.

Home learning and co-curriculum support:

Home learning will consist of revision strategies to support pupils to activate prior knowledge, develop their exam skills and regularly recall information from previous topics to support the spiral curriculum. This will consist of making revision notes and answering exam-style questions. Note: This is based on the available information at the time. Students will continue to revise for MOR-style tests on a termly basis. Daily Home Learning will also be in place across the curriculum.

Inspire assemblies, bespoke for each year-group, will support the delivery of 'neat to know' information which will inform further learning, as will links to podcasts, further online learning and information on available library books, which will come via the Knowledge Organisers.

Immediate/current actions (Year 3):

Task 1: Finalise exam board decisions.

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Task 5: Create/adapt resources.

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Task 2: Finalise the units being studied.

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Task 6: Plan assessments.

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Task 3: Adapt the curriculum map based on the above decisions.

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Task 7: Schedule departmental CPD to upskill staff on teaching GCSE material.

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Task 4: In line with the curriculum map, continue to research bookletised/textbook-supported methods of teaching GCSE History.

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Task 8: Seek support from MAT colleagues throughout.

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