



### Golden Threads

How did the world change after WW2? What impact did the Cold War have?  
How did life change for people in England during the Early Elizabethan period?

### Enrichment

Trip to Berlin in May

### Review and Evaluation

	Topics & Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary	Knowledge Tracking
Term 1	<p><b>Option P4: Superpower relations and the Cold War, 1941–91</b></p> <p><b>Key topic 1:</b> <b>The origins of the Cold War, 1941–58</b></p> <ol style="list-style-type: none"> <li>Early tension between East and West</li> <li>The development of the Cold War</li> <li>The Cold War intensifies</li> </ol> <p>The Grand Alliance. The outcomes of the Tehran, Yalta and Potsdam conferences.</p> <p>The ideological differences between the superpowers and the attitudes of Stalin, Truman and Churchill.</p> <p>The impact on US-Soviet relations of the development of the atomic bomb, the Long and Novikov telegrams and the creation of Soviet satellite states in Eastern Europe.</p> <p>The impact on US-Soviet relations of the Truman Doctrine and the Marshall Plan, 1947.</p> <p>The significance of Cominform (1947), Comecon (1949) and the formation of NATO (1949).</p> <p>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.</p> <p>The significance of the arms race. The formation of the Warsaw Pact.</p> <p>Events in 1956 leading to the Hungarian Uprising, and Khrushchev's response.</p> <p>The international reaction to the Soviet invasion of Hungary.</p>	<p>This is a period study which focuses on a substantial and coherent medium time span of 50 years. It requires students to understand the unfolding narrative of substantial developments and issues associated with the period.</p> <p><b>Consequence</b></p> <p><b>Significance</b> of events in relation to unfolding events and developments</p> <p><b>Analytical narrative</b> (requiring students not only to describe what happened, but also to analyse events to find connections that explain the way in which events unfolded).</p>	<p>Students are assessed on their knowledge and understanding of the time period.</p> <p>Assessment:</p> <p>8 mark question: Explain 2 consequences of ...</p> <p>8 mark question: Write a narrative account analysing the key events of ...</p> <p>8 mark question: Explain the importance of X for Y.</p> <p>Regular practice of these question styles. To include at least one of each in exam conditions and the following questions recorded on SIMS.</p> <p>Write a narrative account explaining the events of the Berlin crisis, 1948-1949. (8 mark question)</p> <p>Explain two consequences of the Cuban Missile Crisis (8 mark question)</p>	<p>Understanding the nature of the Cold War- that it is not a direct military conflict.</p> <p>Attributing the start to a single event- there is a risk of oversimplifying the causes of the Cold War.</p> <p>Understanding the fundamental differences between communism and capitalism and the key role that these play in the period.</p> <p>Not recognising the overlap and connections between different events eg. The Berlin Summit meetings at the same time as the Cuban Missile Crisis.</p> <p>Failing to appreciate the changing levels of tension/hostility over the time period.</p> <p>Confusion between East and West, especially in relation to Berlin.</p> <p>Confusing the Berlin blockade and airlift with the Berlin Wall.</p>	<p>Communism</p> <p>Capitalism</p> <p>Democracy</p> <p>Dictatorship</p> <p>Ideology</p> <p>Alliance</p> <p>Iron Curtain</p> <p>Reforms</p> <p>Satellite states</p> <p>Superpower</p> <p>Doctrine</p> <p>Cominform</p> <p>Comecon</p> <p>Tension</p> <p>NATO</p> <p>Arms Race</p> <p>Warsaw Pact</p> <p>Summit</p> <p>Ultimatum</p> <p>Revolution</p> <p>Treaty</p> <p>Blockade</p> <p>Opposition</p> <p>Prague Spring</p> <p>Détente</p> <p>Boycott</p> <p>Perestroika</p> <p>Glasnost</p>	<p>In KS3 students have learnt about elements of the following:</p> <p>Alliances</p> <p>Different ideologies, including an introduction to communism and capitalism in Year 9</p> <p>Civil rights campaigns in America in the 1960s</p> <p>Economic, social, political and military history- helping them to identify these areas and gain confidence using these terms.</p>



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Term 1 (continued)	<p><b>Key topic 2:</b> <b>Cold War crises, 1958–70</b></p> <ol style="list-style-type: none"> <li>Increased tension between East and West</li> <li>Cold War crises</li> <li>Reaction to crisis</li> </ol> <p>To cover the Berlin Crisis, the Cuban Missile Crisis and the Czechoslovakian Crisis.</p> <p><b>Berlin:</b> The refugee problem in Berlin, Khrushchev’s Berlin ultimatum (1958), and the summit meetings of 1959–61.</p> <p>The construction of the Berlin Wall, 1961.</p> <p>Impact of the construction of the Berlin Wall on US-Soviet relations. Kennedy’s visit to West Berlin in 1963.</p> <p><b>Cuba</b> Soviet relations with Cuba, the Cuban Revolution and the refusal of the USA to recognise Castro’s government. The significance of the Bay of Pigs incident.</p> <p>The events of the Cuban Missile Crisis.</p> <p>The consequences of the Cuban Missile Crisis, including the ‘hotline’. Attempts at arms control: the Limited Test Ban Treaty (1963); the Outer Space Treaty (1967); and the Nuclear Non-Proliferation Treaty (1968).</p>					<p>Students have developed the skills required for the exam questions at KS3, notably using words to explain importance in years 7-9, focusing on sequencing events and identifying the links, and identifying and explaining consequences.</p> <p>Links to the KS5 option 1K- The Making of a Superpower: USA 1865-1975</p>



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<b>Term 2</b>	<p><b>Key topic 3:</b> <b>The end of the Cold War, 1970–91</b></p> <ol style="list-style-type: none"> <li>Attempts to reduce tension between East and West</li> <li>Flashpoints</li> <li>The collapse of Soviet control of Eastern Europe</li> </ol> <p>Czechoslovakia Opposition in Czechoslovakia to Soviet control: the Prague Spring.</p> <p>The Brezhnev Doctrine and the re-establishment of Soviet control in Czechoslovakia.</p> <p>International reaction to Soviet measures in Czechoslovakia.</p> <p>Key topic 3: The end of the Cold War, 1970–91 Détente in the 1970s, SALT 1, Helsinki, and SALT 2.</p> <p>The significance of Reagan and Gorbachev’s changing attitudes.</p> <p>Gorbachev’s ‘new thinking’ and the Intermediate-Range Nuclear Force (INF) Treaty (1987).</p> <p>The significance of the Soviet invasion of Afghanistan, the Carter Doctrine and the Olympic boycotts.</p> <p>Reagan and the ‘Second Cold War’, the Strategic Defence Initiative.</p> <p>The impact of Gorbachev’s ‘new thinking’ on Eastern Europe: the loosening Soviet grip on Eastern Europe.</p> <p>The significance of the fall of the Berlin Wall.</p> <p>The collapse of the Soviet Union and its significance in bringing about the end of the Warsaw Pact.</p>	See term 1	Explain the importance of Gorbachev’s new thinking for Soviet control of satellite states.	See term 1	See term 1	See term 1



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<b>Term 3</b>	<p><b>Option B4: Early Elizabethan England, 1558–88.</b></p> <p><b>Key topic 1:</b>  <b>Queen, government and religion, 1558–69</b></p> <ol style="list-style-type: none"> <li>The situation on Elizabeth’s accession</li> <li>The ‘settlement’ of religion</li> <li>Challenge to the religious settlement</li> <li>The problem of Mary, Queen of Scots</li> </ol> <p>Elizabethan England in 1558: society and government.</p> <p>The Virgin Queen: the problem of her legitimacy, gender, marriage. Her character and strengths.</p> <p>Challenges at home and from abroad: the French threat, financial weaknesses.</p> <p>Religious divisions in England in 1558.</p> <p>Elizabeth’s religious settlement (1559): its features and impact. The Church of England: its role in society.</p> <p>The nature and extent of the Puritan challenge.</p> <p>The nature and extent of the Catholic challenge, including the role of the nobility, Papacy and foreign powers.</p> <p>Mary, Queen of Scots: her claim to the English throne, her arrival in England in 1568.</p> <p>Relations between Elizabeth and Mary, 1568–69.</p>	<p>This depth study focuses on a substantial and coherent short time span. It requires students to understand the complexity of Elizabethan society and the interplay of different aspects within it.</p> <p>These themes include social, economic, political and religious aspects.</p> <p>Key concepts include:</p> <p>Causation</p> <p>Describing key features</p> <p>Similarity</p> <p>Difference</p> <p>Significance</p>	<p>Assessment:</p> <p>4 mark question: Describe 2 features of...</p> <p>12 mark question: Explain why...</p> <p>16 mark question: How far do you agree...?</p> <p>Regular practice of these question styles. To include at least one of each in exam conditions.</p> <p>4 mark question: Describe two features of Elizabeth’s Religious Settlement. To be recorded in SIMS</p>	<p>Understanding the role of Elizabeth as Queen and the influence of those around her eg. Her Privy Council.</p> <p>Confusing Mary Tudor with Mary Stuart.</p> <p>Not understanding the differences between Protestantism and Catholicism and the importance of these divisions for Elizabethan society. This includes the power and influence of the Papacy.</p> <p>Not understanding the diversity of experience during the period. Eg the difference between the cities and the countryside or the Tudor court and Tudor society.</p> <p>Changing relationships with foreign powers, especially France and Spain.</p> <p>The role of the Netherlands in the religious debates and increasing conflicts with Spain.</p>	<p>Alliance</p> <p>Armada</p> <p>Catholics</p> <p>Circumnavigation</p> <p>Clergy</p> <p>Colonies</p> <p>Compromise</p> <p>Courtiers</p> <p>Divine Right</p> <p>Economy</p> <p>Exile</p> <p>Excommunicated</p> <p>Foreign policy</p> <p>Heir</p> <p>Heretics</p> <p>Hierarchy</p> <p>JPs</p> <p>Legitimate</p> <p>Martyr</p> <p>New World</p> <p>Oath</p> <p>Papacy</p> <p>Papal Bull</p> <p>Patronage</p> <p>Persecution</p> <p>Poor relief</p> <p>Privateer</p> <p>Protestants</p> <p>Puritans</p> <p>Recusant</p> <p>Reformation</p> <p>Succession</p>	<p>Links to learning at KS3:</p> <p>The power of the monarch</p> <p>The Reformation and the role of religion in society</p> <p>The power and influence of the papacy</p> <p>The importance of having a secure line of succession</p> <p>The development of exploration, the trans-Atlantic slave trade and colonisation</p> <p>The role of the Tudor court</p> <p>The problem of Mary, Queen of Scots</p> <p>Elizabeth’s ability to deal with her problems</p> <p>Revolts and rebellions</p> <p>The threat of foreign invasions</p>



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Term 3 (continued)	<p><b>Key topic 2: Challenges to Elizabeth at home and abroad, 1569–88</b></p> <ol style="list-style-type: none"> <li>Plots and revolts at home</li> <li>Relations with Spain</li> </ol> <p>The reasons for, and significance of, the Revolt of the Northern Earls, 1569–70.</p> <p>The features and significance of the Ridolfi, Throckmorton and Babington plots. Walsingham and the use of spies.</p> <p>The reasons for, and significance of, Mary Queen of Scots’ execution in 1587.</p> <p>Political and religious rivalry.</p> <p>Commercial rivalry. The Americas, privateering and the significance of the activities of Drake.</p>				<p>Treason</p> <p>Vagabondage</p> <p>Vestments</p> <p>Yeoman</p>	



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<b>Term 4</b>	<p><b>3 Outbreak of war with Spain, 1585–88</b></p> <p><b>4 The Armada</b></p> <p><b>4 Raleigh and Virginia</b></p> <p><b>Key topic 3: Elizabethan society in the Age of Exploration, 1558–88</b></p> <ol style="list-style-type: none"> <li>Education and leisure</li> <li>The ‘problem’ of the poor</li> <li>Exploration and voyages of discovery</li> <li>Raleigh and Virginia</li> </ol> <p>English direct involvement in the Netherlands, 1585–88. The role of Robert Dudley.</p> <p>Drake and the raid on Cadiz: ‘Singeing the King of Spain’s beard’.</p> <p>Spanish invasion plans. Reasons why Philip used the Spanish Armada.</p> <p>The reasons for, and consequences of, the English victory.</p> <p>Education in the home, schools and universities.</p> <p>Sport, pastimes and the theatre.</p> <p>The reasons for the increase in poverty and vagabondage during these years.</p> <p>The changing attitudes and policies towards the poor.</p> <p>Factors prompting exploration, including the impact of new technology on ships and sailing and the drive to expand trade.</p> <p>The reasons for, and significance of, Drake’s circumnavigation of the globe.</p> <p>The significance of Raleigh and the attempted colonisation of Virginia.</p> <p>Reasons for the failure of Virginia.</p>	See term 3	<p>12 mark question: Explain why the Spanish Armada failed in 1588.</p> <p>To be recorded on SIMS.</p>	See term 3	See term 3	See term 3



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Term 5	<p><b>Medicine through Time</b></p> <p><b>c1250–c1500: Medicine in medieval England</b></p> <ol style="list-style-type: none"> <li>Ideas about the cause of disease and illness</li> <li>Approaches to prevention and treatment</li> <li>Case study</li> </ol> <p>Supernatural and religious explanations of the cause of disease.</p> <p>Rational explanations: the Theory of the Four Humours and the miasma theory; the continuing influence in England of Hippocrates and Galen.</p> <p>Approaches to prevention and treatment and their connection with ideas about disease and illness: religious actions, bloodletting and purging, purifying the air, and the use of remedies.</p> <p>New and traditional approaches to hospital care in the thirteenth century. The role of the physician, apothecary and barber surgeon in treatment and care provided within the community and in hospitals, c1250–1500</p> <p>Dealing with the Black Death, 1348–49; approaches to treatment and attempts to prevent its spread.</p>	<p>Students should understand how key features in the development of medicine were linked with the key features of society in Britain in the periods studied. They should develop an understanding of the nature and process of change. This will involve understanding patterns of change, trends and turning points, and the influence of factors inhibiting or encouraging change within periods and across the theme. They should also understand how factors worked together to bring about particular developments at particular times, and make detailed comparisons over time.</p>	<p>Students are assessed on their knowledge and understanding of the time period.</p> <p>Assessment:</p> <p>4 mark question: Explain one way x was similar / different to y (across two time periods)</p> <p>12 mark question: Explain why</p> <p>16 mark question: How far do you agree?</p> <p>Regular practice of these question styles. To include at least one of each in exam conditions and the following questions recorded on SIMS.</p> <p>Explain why there was so little medical progress during the Middle Ages. [12]</p> <p>Approx. June</p>	<p>The idea that medical knowledge and practices have followed a linear and constantly upward trajectory.</p> <p>A common misconception is that the period often referred to as the “Dark Ages” (roughly 5th to 15th centuries) was a time of complete stagnation and regression in medical knowledge.</p> <p>Students may project contemporary medical knowledge and understanding onto historical figures, assuming that people in the past should have known or understood things the way we do today.</p> <p>Sometimes, students may neglect the influence of cultural, religious, and social factors on medical practices.</p>	<p>Medicine</p> <p>Health</p> <p>Medieval / Middle Ages</p> <p>Supernatural</p> <p>Religious</p> <p>Treatment</p> <p>Prevention</p> <p>Four humours</p> <p>Miasma</p> <p>Bloodletting</p> <p>Purging</p> <p>Remedies</p> <p>Physician</p> <p>Apothecary</p> <p>Barber surgeon</p> <p>Plague</p> <p>Factor</p> <p>Influence</p>	<p>Recall of Medieval period from Year 7, inc. Influence of the Church, role of women, Black Death etc.</p>



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Term 5	<p><b>c1500–c1700: The Medical Renaissance in England</b></p> <ol style="list-style-type: none"> <li>Ideas about the cause of disease and illness</li> <li>Approaches to prevention and treatment</li> <li>Case study</li> </ol> <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 in approaches to prevention, treatment and care in the community and in hospitals.</p> <p>Change in care and treatment; improvements in medical training and the influence in England of the work of Vesalius.</p> <p>Key individual: William Harvey and the discovery of the circulation of the blood.</p> <p>Dealing with the Great Plague in London (1665): approaches to treatment and attempts to prevent its spread.</p> <p><b>c1700–c1900: Medicine in eighteenth- and nineteenth-century Britain</b></p> <ol style="list-style-type: none"> <li>Ideas about the cause of disease and illness</li> </ol> <p>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.</p>	See Term 5	<p>There was rapid change in ideas about the causes of illness and disease in the period c1700-1900.’ How far do you agree with this statement? [16]</p> <p>Approx. July</p>	<p>Confusion about Black Death vs 1665 Plague</p> <p>See Year 10 Term 5</p>	<p>As above, and:</p> <p>Renaissance</p> <p>Science</p> <p>Diagnosis</p> <p>Printing press</p> <p>Transmission</p> <p>Society</p> <p>Animalcules</p> <p>Dissection</p> <p>University</p> <p>Theory</p> <p>Rational</p> <p>Enlightenment</p> <p>Microscope</p> <p>Competition</p> <p>Microbes</p>	Recall of the early modern period from Year 8