

Curriculum Overview – History



THE CONSORTIUM
ACADEMY TRUST

Shaping Positive Futures

Introduction

This document outlines the curriculum and key considerations including:

- Aims and purpose
- Alignment with the whole school provision and curriculum intent
- A summary programme of study which includes sequencing of taught content

We use the National Curriculum as our statutory foundation and broadly share its principles and aims including:

- ‘To provide pupils with an introduction to the essential knowledge that they need to be educated citizens. To introduce pupils to the best that has been thought and said; and help engender an appreciation of human creativity and achievement’.
- To prepare students to be confident in themselves, to have a fulfilled and successful life beyond our school – one where they contribute positively to society.
- Our statutory curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond statutory specifications.
- Provision of a framework of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils’ knowledge, understanding and skills as part of the wider school curriculum.
- The wider school curriculum includes an extensive range of opportunities and activities that are routinely available to students, are inclusive and reflect our diverse community.

Numeracy and literacy

Teachers should take opportunities to develop pupils’ mathematical fluency, spoken language, reading, writing and vocabulary within their specific discipline and in line with the expectations laid out in our school curriculum statement.

Purpose of study

‘A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.’ Adapted from National Curriculum, DfE, 2014.

Curriculum Aims

The Howden School curriculum for history aims to ensure that all pupils:

- develop a stronger understanding of how the past has shaped Britain's place in the World, our relationship with other countries and life in modern Britain
- understand historical facts, change and continuity over time,
- consider how to select and question historical sources and interpretations
- express their opinions with well-balanced and well-supported judgements.

Building on prior learning

What can students do by the end of KS2?

Pupils should be secure in their chronological understanding of pre-Medieval English history, knowing that the Anglo-Saxons arrived in England after the Romans left in around 445AD and that the Viking invasion took place later in around 787AD. Pupils should be able to ascertain similarities and differences between Anglo-Saxons and Vikings and be able to describe what their respective settlements and lifestyles were like as well as beginning to explain the relative significance of each civilisation on shaping England. Pupils may also be able to compare and contrast both the AngloSaxons and Vikings with the Romans and may also be able to give a reasoned judgement about which of the three civilisations had the biggest impact on shaping pre-Medieval England. Pupils should be able to interpret the content of historical sources to help them to determine the message that sources are trying to get across and also should be able to speculate the reason/motive why historical sources were produced and have an awareness of bias and its impact. Pupils should also be able to confidently identify Primary and Secondary sources and begin to formulate ideas about their relative utility.

Baseline expectations:

Pupils to be able to arrange historical civilisations and historical events in chronological order. Pupils to be able to identify key words and meanings associated with Anglo-Saxons and Vikings and to provide a basic narrative of the key characteristics and lifestyles of each civilisation. Pupils to be able to differentiate between Primary and Secondary sources and to have the ability to extract basic information from historical sources in order to understand what they are showing or saying.

What are the skills gaps?

- Some students struggle to have a sense of chronological understanding and have difficulty arranging time periods into the correct order
- Pupils' ability to adopt "writing stamina" and provide convincing and varied explanations to open-ended questions
- Fear of going against conventional viewpoints even if pupils can support challenge to accepted, conventional viewpoints. This can really impede creativity and originality.
- Pupils' ability to be able to make a clear decision in support of one aspect or viewpoint when faced with choosing the most significant contributing factor to a given issue.
- Lack of exposure to different types of source materials. Source analysis is a difficult skill, and some students are unable to make an inference from a historical source. Others have difficulty recognising differences in viewpoints in historical sources and forming their own judgment.
- Students can discuss and describe different historical periods but lack explanation skills.

Curriculum Structure

The Howden School history curriculum is heavily knowledge based and the sequencing of our teaching is designed to allow students to develop **disciplinary knowledge** through key concepts that thread through the programme of study, alongside the **substantive knowledge** acquired in each topic.

Disciplinary Concepts

Chronology - Knowing and understanding the development of key events through time.

Cause and Consequence - Understanding the interconnectivity of events, their causes, and their impacts.

Significance - Identifying significant events, make connections, draw contrasts, and analyse trends within and between periods of time.

Similarity and Difference - Understanding the complexity of events, differing perspectives and relationships between different people and groups.

Continuity and Change - Comparison between different points of time and consideration of what has changed (and why) and what has remained the same.

Historical Interpretations - Understanding how and why contrasting arguments and interpretations have been constructed.

Source Analysis - Understanding how different types of historical sources are used rigorously to support historical claims.

| Knowledge Theme | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|-----------------------|--|--|--|---|--|
| Conflict and Invasion | <ul style="list-style-type: none">The Norman ConquestThe English Civil War | <ul style="list-style-type: none">WW1 | <ul style="list-style-type: none">WW1WW2The Cold WarGlobal Terrorism | <ul style="list-style-type: none">War with Spain 1585–88The Spanish ArmadaAttempted colonisation of Virginia | <ul style="list-style-type: none">Conflict in Vietnam, 1954–63The Cold WarThe Cuban Missile Crisis |
| Protest | <ul style="list-style-type: none">The Peasants' RevoltThe Glorious Revolution | <ul style="list-style-type: none">Gandhi and the fight for independenceThe French revolutionSuffrage | <ul style="list-style-type: none">The Russian RevolutionSwing Youth and the Edelweiss Pirates | <ul style="list-style-type: none">Revolt of the Northern Earls, 1569–70The American Civil Rights MovementMartin Luther King and the peace marches | <ul style="list-style-type: none">Opposition to the Vietnam war |
| Government and Law | <ul style="list-style-type: none">The Feudal SystemThe Tudors | <ul style="list-style-type: none">The British Raj | <ul style="list-style-type: none">Capitalism | <ul style="list-style-type: none">Elizabethan England | <ul style="list-style-type: none">The collapse of the Soviet Union |

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| | <ul style="list-style-type: none"> The Interregnum | <ul style="list-style-type: none"> Imperialism and nationalism The Industrial Revolution The Chartists | <ul style="list-style-type: none"> Nuremberg Laws and 'Kristallnacht' The Welfare state The Thatcher years | <ul style="list-style-type: none"> The 'settlement' of religion | |
| Everyday lives | <ul style="list-style-type: none"> The Black Death The Great Fire of London Wharram Percy | <ul style="list-style-type: none"> Life on Plantations Factory Conditions Class Structure – the Titanic | <ul style="list-style-type: none"> The Home Front Persecution of Jewish people Life in post war Britain | <ul style="list-style-type: none"> The Church of England: its role in society The 'problem' of the poor The Montgomery Bus Boycott Medicine Through the Ages | <ul style="list-style-type: none"> Medicine Through the Ages |

Vocabulary

Having a rich, ambitious, broad vocabulary is vital for learners to succeed, both in school and throughout their lives.

Tier 1 vocabulary is the simplest. These are the words we use in everyday conversation, such as "put", "get", "walk", etc. On the other side of the spectrum, Tier 3 vocabulary is the subject-specific vocabulary of a particular discipline. These are words that aren't used outside of the context of a specific subject, or have a different meaning in one subject versus another. In the middle of these two tiers is Tier 2 vocabulary. Tier 2 vocabulary are challenging, ambitious words that don't usually crop up in day-to-day conversation. These are the words that allow us to access academic texts, such as high-level literature, newspaper articles and exam papers.

At Howden School, tier 3 and tier 2 vocabulary is explicitly taught across our school curriculum. Our tier 2 vocabulary includes selected words from Coxhead's High-incidence Academic Word List - this list provides a concise list of the most important academic words learners need to succeed in school and later life.

Curriculum Sequencing

Key Stage 3: Year 7 – Long Term Planning

| | Autumn term | Spring term | Summer term |
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| Knowledge | <p>What is History?</p> <ul style="list-style-type: none"> Study of the past Using evidence Different historians' interpretations Murder mystery investigation <p>The Norman Conquest</p> <ul style="list-style-type: none"> 1066 | <p>Medieval England</p> <ul style="list-style-type: none"> The death of Thomas Becket – murder in the cathedral What was life like in a Medieval Village? Wharram Percy a case study. Different roles, working in a village, the peasants' year, women, rich and poor. The Black Death | <p>English Civil War</p> <ul style="list-style-type: none"> The Gunpowder Plot, Were the Catholics framed? Why did the Civil Wars break out? The role of Charles I and how he angered Parliament. The long- and short-term causes of the English Civil War. |

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| | <ul style="list-style-type: none"> • Death of Edward the Confessor • The Four contenders • Battle of Stamford Bridge & Preparations for the Battle of Hastings. • Why did William win? <p>The impact of the Norman Conquest</p> <ul style="list-style-type: none"> • How did the Normans control England? Castles • Domesday Book • The feudal system • The Harrying of the North <p>What role did the Church play in Medieval England?</p> <ul style="list-style-type: none"> • Monks & Nuns • Monasteries • The poor | <ul style="list-style-type: none"> • Peasants' Revolt • The Crusades • King John & Magna Carta • Why was Richard III controversial? The usurpation of Richard III <p>The Tudors</p> <ul style="list-style-type: none"> • Henry VII; First Tudor monarch • Henry VIII; Wives, The Dissolution of the monasteries, The Reformation • Did Mary deserve the title; Bloody Mary? • Elizabethan England; Why did Elizabeth refuse to marry, changes to religion, Mary, Queen of Scots and The Spanish Armada | <ul style="list-style-type: none"> • Cavaliers v Roundheads: what impact did the war have on England? • Key battles of the English Civil Wars. • The execution of Charles I • The Interregnum and Oliver Cromwell • How did England change under the Puritans? • The Restoration of the Monarch • Charles II • The Great Plague and the Great fire of London • The Glorious Revolution and the Impact on Ireland and Scotland |
| Skills – links to the disciplinary concepts | Chronology - timelines, eras, dynasties Cause and Consequence - Battle of Hastings Significance – methods of control Similarities and Differences – comparison of life Norman rule Change and Continuity – rule of law Source Analysis – The Bayeux Tapestry | Chronology - eras, dynasties Cause and Consequence Significance – Black Death / Peasants' Revolt Similarities and Differences - Religion / Reformation Change and Continuity – Magna Carta Source Analysis – Elizabeth I Historians Interpretations – Richard III | Chronology eras, dynasties, Cause and Consequence The English Civil War Significance – Execution of Charles I Similarities and Differences -The Great Plague Change and Continuity – Interregnum and Restoration Source Analysis - Gunpowder Plot Historians Interpretations - Cromwell |
| Tier 3 Vocabulary Tier 3 words are low-frequency, subject-specific words. | KINGDOM INVASION ANGLO-SAXON HOUSECARL MOTTE AND BAILEY CASTLE MONASTERIES NUNNERIES TITHE | FEUDAL SYSTEM DEMESNE REEVE USURPATION REFORMATION PILGRIMAGE EXCOMMUNICATION DISSOLUTION PAPACY PROTESTANT ARMADA | TREASON PARLIAMENT CIVIL WAR PLAGUE MONARCHY RESTORATION REBELLION ABOLISH INTERREGNUM PURITAN EXTREMIST |

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| Tier 2 Vocabulary Tier 2 words are academic words used in multiple contexts | SOURCE, EVIDENCE, PROVENANCE, IDENTIFY, DESCRIBE, EXPLAIN, COMMUNICATE, ANALYSE, SUGGEST, INFER, EVALUATE, SUSBANTIATE, SUPPORT, CHALLENGE, USEFULNESS, REALABILITY, BIAS, INTERPRETATION, OPINION, ARGUE, CONTEPORARY, ANACRONISM, IMPLICIT, EXPLICIT, JUDGEMENT | | |
| Assessment | Knowledge & Reasoning: The Norman Conquest Source Utility & Historians Interpretations: The impact of the Norman Conquest and changes to governance | Knowledge & Reasoning: Medieval society & the role of the Church Source Utility and Historians Interpretations: Richard III & Henry VIII | Knowledge & Reasoning Source Utility and Historians Interpretations: The Tudors, Stuarts, Interregnum End of year examination |

Key Stage 3: Year 8 – Long Term Planning

| | Autumn term | Spring term | Summer term |
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| Knowledge | Early contact with Africa <ul style="list-style-type: none"> • Africa in the 1500 • The Trade Triangle • The Middle Passage • Life on plantations • The abolition of the slave trade The Ancien Regime <ul style="list-style-type: none"> • The causes of the French Revolution • The events of 1789 • The execution of the Louis XVI • The Terror India and Britain’s legacy <ul style="list-style-type: none"> • How did Britain conqueror India? • Trade links • The British Raj • The fight for independence • Gandhi | The Vote <ul style="list-style-type: none"> • What was wrong with democracy? • The Chartists • Newport Rising • What did the Chartists achieve? The role of individuals; Wedgwood and Arkwright. <ul style="list-style-type: none"> • Factory Conditions • Children in the Factories • Industrial Revolution living conditions and disease • The Slums Case Study; Jack the Ripper <ul style="list-style-type: none"> • The East End • Jack’s victims • The role of the media • Why couldn’t the police catch Jack? | The period of protest and the changing role of Women. <ul style="list-style-type: none"> • Women and the Vote • Suffragettes v Suffragists • Emily Davison • The role of the First World War in gaining the vote for women Case study - Why did Titanic sink and why did so many die? <ul style="list-style-type: none"> • Class structure • From design and construction to the iceberg. What caused Titanic to sink? • Why did so many die? The First World War <ul style="list-style-type: none"> • The long-term causes of the First World War, <ul style="list-style-type: none"> • MAIN militarism • Alliances • Imperialism and nationalism |

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| | <p>The Agricultural Revolution</p> <ul style="list-style-type: none"> How did farming in Britain change? | | <ul style="list-style-type: none"> The assassination of Archduke Franz Ferdinand Why did men join the war effort? Why did the war become entrenched? What was life like in the trenches? The battle of the Somme Shot at Dawn The Home Front & The end of the War |
| Skills – links to the disciplinary concepts | <p>Chronology - eras and dynasties</p> <p>Cause and Consequence – The French Revolution</p> <p>Significance - Slavery</p> <p>Similarities and Differences - India and Empire</p> <p>Change and Continuity - French Revolution and the Terror</p> <p>Source Analysis Slavery</p> <p>Historians Interpretations - India</p> | <p>Chronology - eras</p> <p>Cause and Consequence Industrial Revolution</p> <p>Significance – Industrialists / role of individuals</p> <p>Similarities and Differences - Protest</p> <p>Change and Continuity - The Vote</p> <p>Source Analysis – Childrens’ working conditions</p> <p>Historians Interpretations – Different opinions of Henry VIII</p> | <p>Chronology - eras</p> <p>Cause and Consequence - Titanic</p> <p>Significance – Assassination of Archduke Franz Ferdinand</p> <p>Similarities and Differences - Suffrage movement</p> <p>Change and Continuity The First World War</p> <p>Source Analysis – Emily Davison</p> <p>Historians Interpretations - Haig</p> |
| Vocabulary | <p>EMPIRE</p> <p>COLONY</p> <p>PLANTATION</p> <p>ABOLITION</p> <p>REVOLUTION</p> <p>GUILLOTINE</p> <p>ESTATE</p> <p>CITIZEN</p> <p>INDIGENOUS</p> <p>RAJ</p> | <p>WORKHOUSE</p> <p>CHARTIST</p> <p>ENTREPRENEUR</p> <p>INDUSTRY</p> <p>ENTERPRISE</p> <p>TRADE</p> <p>COMMUNICABLE</p> <p>MIASMA</p> <p>PETITION</p> <p>PROTEST</p> <p>TABLOID</p> | <p>DEMOCRACY</p> <p>SUFFRAGE</p> <p>CLASS</p> <p>ASSASSINATION</p> <p>NATIONALISM</p> <p>ALLIANCE</p> <p>IMPERIALISM</p> <p>TRENCHES</p> <p>ARTILLERY</p> <p>CONSCRIPTION</p> |
| <p>Tier 2 Vocabulary</p> <p>Tier 2 words are academic words used in multiple contexts</p> | <p>SOURCE, EVIDENCE, PROVENANCE, IDENTIFY, DESCRIBE, EXPLAIN, COMMUNICATE, ANALYSE, SUGGEST, INFER, EVALUATE, SUSBSTANTIATE, SUPPORT, CHALLENGE, USEFULNESS, REALABILITY, BIAS, INTERPRETATION, OPINION, ARGUE, CONTEPORARY, ANACRONISM, IMPLICIT, EXPLICIT, JUDGEMENT</p> | | |
| Assessment | <p>Knowledge & Reasoning: Impact of the Slave Trade</p> | <p>Knowledge & Reasoning: Impact of voting reforms</p> <p>Source Utility & Historians Interpretations: Industrial Revolution</p> | <p>Knowledge & Reasoning:</p> <p>Source Utility & Historians Interpretations: Titanic, French Revolution, Industrial Revolution</p> |

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| | Source Utility & Historians Interpretations: French Revolution & The British Empire | | End of year examination |
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Key Stage 3: Year 9 – Long Term Planning

| | Autumn term | Spring term | Summer term |
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| Knowledge | <p>The First World War</p> <ul style="list-style-type: none"> The Treaty of Versailles <p>The Bolshevik Revolution</p> <ul style="list-style-type: none"> The Bolshevik seizure of power in October 1917. The reasons for their success. Why did the Russians revolt? How did Communism change Russia? Life under Stalin. <p>The USA Boom and Bust</p> <ul style="list-style-type: none"> Capitalism and American democracy Why was there a boom in the 1920s? Wall Street Crash The Great Depression. <p>International Relations</p> <ul style="list-style-type: none"> Appeasement The road to war | <p>The Rise of Nazism</p> <ul style="list-style-type: none"> The early growth and features of the Nazi Party links to The Treaty of Versailles. The Twenty-Five Point Programme. The role of the SA. Why did Germans vote for Hitler? Life for ordinary Germans under Hitler; The poor, children, women and the working classes Opposition from the young, including the Swing Youth and the Edelweiss Pirates. The persecution of Jewish people, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws and 'Kristallnacht'. <p>World War Two</p> <ul style="list-style-type: none"> Blitzkrieg Key battles; Dunkirk, Battle of Britain, Stalingrad, D Day The Home Front; Evacuation, Rationing and the Blitz The atomic bomb | <p>The Cold War</p> <ul style="list-style-type: none"> The Origins of the Cold War and legacy of World War II <ul style="list-style-type: none"> Key events; Building of the Berlin Wall & Cuban Missile Crisis The Wall comes down <p>Life in post war Britain</p> <ul style="list-style-type: none"> Migration to Britain & The Windrush generation The Bristol Bus Boycott The Welfare state The NHS <p>The Thatcher years</p> <ul style="list-style-type: none"> The 1970s, the backdrop to Thatcher The Falklands War The Miners' strike <p>Global Terrorism</p> <ul style="list-style-type: none"> 9/11 |
| Skills – links to the disciplinary concepts | <p>Chronology – eras</p> <p>Cause and Consequence The Russian Revolution</p> <p>Significance The Wall Street Crash</p> <p>Similarities and Differences – Capitalism and Communism</p> | <p>Chronology eras</p> <p>Cause and Consequence - Nazi Germany</p> <p>Significance – The atomic bomb</p> <p>Similarities and Differences – methods of warfare</p> <p>Change and Continuity – Total War</p> | <p>Chronology eras</p> <p>Cause and Consequence - Migration</p> <p>Significance – 9/11</p> <p>Similarities and Differences – The Cold War</p> <p>Change and Continuity – Protest / miners' strike</p> <p>Source Analysis – Bristol Bus Boycott</p> |

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| | Change and Continuity – Rule in Russia Source Analysis – Russian Revolution Historians Interpretations – Treaty of Versailles | Source Analysis – Nazi Germany Historians Interpretations – The atomic bomb | Historians Interpretations - Thatcher |
| Vocabulary | CONSCIENTIOUS OBJECTOR DICTATORSHIP HYPERINFLATION ARMISTICE DEMOCRACY CAPITALISM COMMUNISM APPEASEMENT | FASCISM NAZI ANNEXING APPEASEMENT GENOCIDE GHETTO ANTISEMITISM HOLOCAUST EVACUATION FRONT | DECOLONISATION IDEOLOGY LEGACY WELFARE IMMIGRANT NATIONALISE EXTREMIST MARTYR |
| Tier 2 Vocabulary Tier 2 words are academic words used in multiple contexts | SOURCE, EVIDENCE, PROVENANCE, IDENTIFY, DESCRIBE, EXPLAIN, COMMUNICATE, ANALYSE, SUGGEST, INFER, EVALUATE, SUSBstantiate, SUPPORT, CHALLENGE, USEFULNESS, REALABILITY, BIAS, INTERPRETATION, OPINION, ARGUE, CONTEPORARY, ANACRONISM, IMPLICIT, EXPLICIT, JUDGEMENT | | |
| Assessment | Knowledge & Reasoning: Wall Street Crash and the World Wide Depression Source Utility & Historians Interpretations: The Treaty of Versailles & Appeasement | Knowledge & Reasoning: Life in Nazi Germany Source Utility & Historians Interpretations: Holocaust & World War II | Knowledge & Reasoning: Source Utility & Historians Interpretations: The Cold War, Inter War years in Britain & Nazi Germany End of year examination |

Key Stage 4 Year 10 – Long Term Planning Edexcel GCSE History (September 2024 onwards)

| | Autumn term | Spring term | Summer term |
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| Knowledge | Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches 1250–c1500: Medicine in medieval England Ideas about the cause of disease and illness <ul style="list-style-type: none"> Supernatural and religious explanations of the cause of disease. | The USA, 1954–75: conflict at home and abroad The development of the civil rights movement, 1954–60 The position of Black Americans in the early 1950s <ul style="list-style-type: none"> Segregation, discrimination and voting rights in the Southern states. The work of civil rights organisations, including the NAACP and CORE. | The USA, 1954–75: conflict at home and abroad Reasons for US involvement in the conflict in Vietnam, 1954–63 <ul style="list-style-type: none"> The battle of Dien Bien Phu and the end of French rule in Vietnam. Reasons for greater US involvement under Eisenhower, including the domino theory and weaknesses of the Diem government. |

- Rational explanations

Approaches to prevention and treatment

- Approaches to prevention and treatment and their connection with ideas about disease and illness
- New and traditional approaches to hospital care in the thirteenth century.
- Dealing with the Black Death, 1348–49; approaches to treatment and attempts to prevent its spread

1500–c1700: The Medical Renaissance in England

Ideas about the cause of disease and illness

- Continuity and change in explanations of the cause of disease and illness including a scientific approach

Approaches to prevention and treatment

- Continuity in approaches to prevention, treatment and care in the community and in hospitals.
- Change in care and treatment; improvements in medical training and the influence in England of the work of Vesalius.
- Key individual: William Harvey
- Dealing with the Great Plague in London (1665)

1900–present: Medicine in modern Britain

Ideas about the cause of disease and illness

- Advances in understanding the causes of illness and disease
- Improvements in diagnosis

Approaches to prevention and treatment

- The extent of change in care and treatment with the use of science and technology

Progress in education

- The key features of the Brown v. Topeka case (1954).
- The immediate and long-term significance of the case.
- The significance of the events at Little Rock High School (1957).

The Montgomery Bus Boycott and its impact, 1955–60

- Causes and events of the Montgomery Bus Boycott. The significance of Rosa Parks.
- Reasons for the success and importance of the boycott. The Supreme Court ruling. The Civil Rights Act (1957).
- The significance of the leadership of Martin Luther King. The setting up of the SCLC.

Opposition to the civil rights movement

- The Ku Klux Klan and violence, including the murder of Emmet Till in 1955.
- Opposition to desegregation in the South. The setting up of White Citizens' Councils.
- Congress and the 'Dixiecrats'.

Progress, 1960–62

- The significance of Greensboro and the sit-in movement.
- The Freedom Riders. Ku Klux Klan violence and the Anniston bomb (1961).
- The James Meredith case (1962).

Peaceful protests and their impact, 1963–65

- King and the peace marches of 1963 in Birmingham, Alabama, and Washington. Freedom Summer and the Mississippi murders.
- The roles of Presidents Kennedy and Johnson and the passage of the Civil Rights Act (1964).
- Selma and the Voting Rights Act (1965).

Malcolm X and Black Power, 1963–70

- Greater involvement under Kennedy, including the overthrow of Diem and the Strategic Hamlet Program.

Escalation of the conflict under Johnson

- The increasing threat of the Vietcong.
- The Gulf of Tonkin incident (1964), and increased US involvement in Vietnam.

The nature of the conflict in Vietnam, 1964–68

- The guerrilla tactics used by the Vietcong.
- The methods used by the USA, including Search and Destroy, Operation Rolling Thunder and chemical weapons.
- The key features and significance of the Tet Offensive, 1968.

Changes under Nixon, 1969–73

- The key features of Vietnamisation. Reasons for its failure.
- The Nixon Doctrine and the withdrawal of US troops.
- Attacks on Cambodia (1970) and Laos (1971), and the bombing of North Vietnam (1972).

Opposition to the war

- Reasons for the growth of opposition, including the student movement, TV and media coverage of the war and the draft system.
- Public reaction to the My Lai Massacre (1968). The trial of Lt. Calley.
- The Kent State University shootings (1970).

Support for the war

- Reasons for support for the war, including the fear of communism.
- The 'hard hats' and the 'silent majority'.

The peace process and end of the war

- Reasons for, and features of, the peace negotiations (1972–73).
- The significance of the Paris Peace Agreement (1973).

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| | <ul style="list-style-type: none"> ● New approaches to prevention ● Key individuals: Fleming, Florey and Chain's development of penicillin. ● The fight against lung cancer in the twenty-first century <p>The British sector of the Western Front, 1914–18: injuries, treatment and the trenches</p> <ul style="list-style-type: none"> ● The context of the British sector of Western Front and the theatre of war in Flanders and northern France ● Conditions requiring medical treatment on the Western Front ● The work of the RAMC and FANY. ● The significance of the Western Front for experiments in surgery and medicine ● The historical context of medicine in the early twentieth century | <ul style="list-style-type: none"> ● Malcolm X, his beliefs, methods and involvement with the Black Muslims. His later change of attitude and assassination. ● Reasons for the emergence of Black Power. The significance of Stokely Carmichael and the 1968 Mexico Olympics. ● The methods and achievements of the Black Panther movement. <p>The civil rights movement, 1965–75</p> <ul style="list-style-type: none"> ● The riots of 1965–67 and the Kerner Report (1968). ● King's campaign in the North. The assassination of Martin Luther King and its impact. ● The extent of progress in civil rights by 1975. | <ul style="list-style-type: none"> ● The economic and human costs of the war for the USA. <p>Reasons for failure of the USA in Vietnam</p> <ul style="list-style-type: none"> ● The strengths of North Vietnam, including the significance of Russian and Chinese support, Vietcong tactics and the Ho Chi Minh Trail. ● The weaknesses of the US armed forces. The failure of US tactics. ● The impact of opposition to the war in the USA |
| Skills – links to the disciplinary concepts | <p>Chronology - eras Cause and Consequence Significance The Black Death, Penicillin Similarities and Differences – prevention of illness Change and Continuity - surgery Source Analysis The treatment of injury and illness in the Trenches of the Western Front</p> | <p>Chronology - eras Cause and Consequence – The Montgomery Bus Boycott Significance – Civil Rights Act Similarities and Differences - The Civil Rights Movement and Black Power Change and Continuity – Methods of protest Source Analysis – Opposition to the Civil Rights Movement Historians Interpretations – Impact of individuals, organisations and different methods of protest</p> | <p>Chronology eras Cause and Consequence – US involvement in the Vietnam War Significance – The Tet Offensive Similarities and Differences – Vet Minh and the US army Change and Continuity- Methods of Warfare Source Analysis – Impact of Historians Interpretations – The different reactions to the Vietnam War, US Army successes and failures in Vietnam</p> |
| Vocabulary | See Appendix – KS4 Vocabulary and Key Terms | | |
| Assessment | <p>Medicine c1250- present including the treatment of soldiers on the Western Front 1914-1918</p> <p>Essays, source evaluation and hypothesis - Ideas surrounding the cause, prevention and treatment of illness between 1250 and present day. The similarities and</p> | <p>USA Conflict at home and abroad. Home.</p> <p>Protests and changes to legislation in the 1960s and 1970s. Significance of opposition and the role of Federal government in the improvement of the status of black Americans</p> | <p>USA Conflict at home and abroad. Abroad</p> <p>The development of the Vietnam war, its escalation and attempts at peace. Source analysis – The impact of protest on the Vietnam War Historians' interpretations – How significant was</p> |

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| | differences. The role of government on the impact of the delivery of treatment. The impact of science and technology on the delivery of medical care 1250 to present. The role of individuals on the development of medicine | Source analysis – impact of peaceful protest Historians’ interpretations – How significant the Freedom Summer of 1964 was for the Civil Rights Movement | the Tet Offensive and how successful the US army was in defeating the Viet Minh |
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Key Stage 4: Year 11 – Long Term Planning (Sept 2025 onwards)

| | Autumn term | Spring term | Summer term |
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| Knowledge | <p>Early Elizabethan England 1558 - 1588 The situation on Elizabeth’s accession</p> <ul style="list-style-type: none"> ● 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. The ‘settlement’ of religion ● Religious divisions in England in 1558. ● Elizabeth’s religious settlement (1559): its features and impact. ● The Church of England: its role in society. Challenge to the religious settlement ● 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>The problem of Mary, Queen of Scots</p> <ul style="list-style-type: none"> ● Mary, Queen of Scots: her claim to the English throne, her arrival in England in 1568. ● Relations between Elizabeth and Mary, 1568–69. <p>Plots and revolts at home</p> | <p>Superpower relations 1941- 1991 Early tension between East and West</p> <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 bomb, the Long and Novikov telegrams and the creation of Soviet satellite states in Eastern Europe. <p>The development of the Cold War</p> <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. <p>The Cold War intensifies</p> <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. | <p>Revision of Medicine through time and Warfare on the Western Front The USA conflict at home and abroad; Civil Rights and Vietnam Early Elizabethan England The Cold War; Superpower relations 1945-1991</p> |

- 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.

Relations with Spain

- Political and religious rivalry.
- Commercial rivalry. The Americas, privateering and the significance of the activities of Drake.

Outbreak of war with Spain, 1585–88

- English direct involvement in the Netherlands, 1585–88. The role of Robert Dudley.
- Drake and the raid on Cadiz: 'Singeing the King of Spain's beard'.

The Armada

- Spanish invasion plans. Reasons why Philip used the Spanish Armada.
- The reasons for, and consequences of, the English victory

Education and leisure

- Education in the home, schools and universities.
- Sport, pastimes and the theatre.

The 'problem' of the poor

- The reasons for the increase in poverty and vagabondage during these years.
- The changing attitudes and policies towards the poor.

Exploration and voyages of discovery

- 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.

Increased tension between East and West

- The refugee problem in Berlin, Khrushchev's Berlin ultimatum (1958), and the summit meetings of 1959–61.
- 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.
- Opposition in Czechoslovakia to Soviet control: the Prague Spring.

Cold War crises

- 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

Reaction to crisis

- Impact of the construction of the Berlin Wall on US-Soviet relations. Kennedy's visit to West Berlin in 1963.
- 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).
- International reaction to Soviet measures in Czechoslovakia.

Attempts to reduce tension between East and West

- Détente in the 1970s, SALT 1, Helsinki, and SALT 2.
- The significance of Reagan and Gorbachev's changing attitudes.
- Gorbachev's 'new thinking' and the Intermediate-Range Nuclear Force (INF) Treaty (1987).

Flashpoints

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| | <p>Raleigh and Virginia</p> <ul style="list-style-type: none"> ● The significance of Raleigh and the attempted colonisation of Virginia. ● Reasons for the failure of Virginia. | <ul style="list-style-type: none"> ● The significance of the Soviet invasion of Afghanistan, the Carter Doctrine and the Olympic boycotts. ● Reagan and the 'Second Cold War', the Strategic Defence Initiative. <p>The collapse of Soviet control of Eastern Europe</p> <ul style="list-style-type: none"> ● The impact of Gorbachev's 'new thinking' on Eastern Europe: the loosening Soviet grip on Eastern Europe. ● 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. | |
| Skills – links to the disciplinary concepts | <p>Chronology eras Cause and Consequence - Armada Significance – Mary, Queen of Scots Similarities and Differences – The plots against Elizabeth Change and Continuity – Religious settlement Source Analysis – Dutch Revolt Historians Interpretations – Mary, QofS</p> | <p>Chronology eras Cause and Consequence – Reasons for early tensions / The building of the Berlin Wall Significance – The Cuban Missile Crisis Similarities and Differences – Imperialism / Empire building Change and Continuity – Arms and Space Race</p> | |
| Vocabulary | See Appendix – KS4 Vocabulary and Key Terms | | |
| Assessment | <p>Elizabeth I Essay – Explain why & how far do you agree... Content of assessment covers; Problems at the start of her reign. Religion and legitimacy. Analysis – cause and consequence of religious change in England. Significance of the plots against Elizabeth Challenges to the throne. International relations with France and Spain Elizabethan society, including the poor, education and leisure.</p> | <p>The Cold War Essay - Narrative analysis and analysis of significance of events Key Cold War Crises in the 1950s and 1960s The importance and impact of key events throughout the Cold War including; The Yalta & Potsdam Conferences, Berlin Blockade, the Berlin Ultimatum, Hungarian Uprising, The Cuban Missile Crisis, the invasion of Afghanistan and the Fall of the Berlin Wall</p> | <p>Revision and exam preparation</p> |

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| | Exploration to the New World, Virginia, success and failure | | |
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Key Stage Four Year 11– Long term planning Edexcel History (Legacy Sept 2024 – June 2025 only)

| | Autumn Term | Spring Term | Summer Term |
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| Knowledge | <p>The USA Conflict at Home and Abroad: Abroad continued</p> <p>Opposition to the war</p> <ul style="list-style-type: none"> ● Reasons for the growth of opposition, including the student movement, TV and media coverage of the war and the draft system. ● Public reaction to the My Lai Massacre (1968). The trial of Lt. Calley. ● The Kent State University shootings (1970). <p>Support for the war</p> <ul style="list-style-type: none"> ● Reasons for support for the war, including the fear of communism. ● The ‘hard hats’ and the ‘silent majority’. <p>The peace process and end of the war</p> <ul style="list-style-type: none"> ● Reasons for, and features of, the peace negotiations (1972–73). ● The significance of the Paris Peace Agreement (1973). ● The economic and human costs of the war for the USA. <p>Reasons for failure of the USA in Vietnam</p> <ul style="list-style-type: none"> ● The strengths of North Vietnam, including the significance of Russian and Chinese support, Vietcong tactics and the Ho Chi Minh Trail. ● The weaknesses of the US armed forces. The failure of US tactics. ● The impact of opposition to the war in the USA | <p>Cold War crises</p> <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 <p>Reaction to crisis</p> <ul style="list-style-type: none"> ● Impact of the construction of the Berlin Wall on US-Soviet relations. Kennedy’s visit to West Berlin in 1963. ● 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). ● International reaction to Soviet measures in Czechoslovakia. <p>Attempts to reduce tension between East and West</p> <ul style="list-style-type: none"> ● Détente in the 1970s, SALT 1, Helsinki, and SALT 2. ● The significance of Reagan and Gorbachev’s changing attitudes. ● Gorbachev’s ‘new thinking’ and the Intermediate-Range Nuclear Force (INF) Treaty (1987). <p>Flashpoints</p> <ul style="list-style-type: none"> ● The significance of the Soviet invasion of Afghanistan, the Carter Doctrine and the Olympic boycotts. ● Reagan and the ‘Second Cold War’, the Strategic Defence Initiative. | <p>Revision of Medicine through time and Warfare on the Western Front</p> <p>The USA conflict at home and abroad; Civil Rights and Vietnam</p> <p>Early Elizabethan England</p> <p>The Cold War; Superpower relations 1945-1991</p> |

Superpower relations 1941- 1991

Early tension between East and West

- 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 bomb, the Long and Novikov telegrams and the creation of Soviet satellite states in Eastern Europe.

The development of the Cold War

- 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.

The Cold War intensifies

- 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.

Increased tension between East and West

- The refugee problem in Berlin, Khrushchev's Berlin ultimatum (1958), and the summit meetings of 1959-61.
- 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.

The collapse of Soviet control of Eastern Europe

- The impact of Gorbachev's 'new thinking' on Eastern Europe: the loosening Soviet grip on Eastern Europe.
- 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.

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| | ● Opposition in Czechoslovakia to Soviet control: the Prague Spring. | | |
| Skills – links to the disciplinary concepts | Chronology eras Cause and Consequence – US involvement in the Vietnam War Significance – The Tet Offensive Similarities and Differences – Viet Minh and the US army Change and Continuity- Methods of Warfare Source Analysis – Impact of Historians Interpretations – The different reactions to the Vietnam War, US Army successes and failures in Vietnam | Chronology eras Cause and Consequence – Reasons for early tensions / The building of the Berlin Wall Significance – The Cuban Missile Crisis Similarities and Differences – Imperialism / Empire building Change and Continuity – Arms and Space Race | |
| Vocabulary | See Appendix – KS4 Vocabulary and Key Terms | | |
| Assessment | USA Conflict at home and abroad. Abroad Hypothesis (essays) & Source evaluation - The development of the Vietnam war, its escalation and attempts at peace. Source analysis – The impact of protest on the Vietnam War Historians’ interpretations – How significant was the Tet Offensive and how successful the US army was in defeating the Viet Minh | The Cold War Essay – Narrative analysis and analysis of significance of events Key Cold War Crises in the 1950s and 1960s The importance and impact of key events throughout the Cold War including; The Yalta & Potsdam Conferences, Berlin Blockade, the Berlin Ultimatum, Hungarian Uprising, The Cuban Missile Crisis, the invasion of Afghanistan and the Fall of the Berlin Wall | |

Appendix – KS4 Vocabulary and Key Terms - Definitions

ELIZABETHAN ENGLAND

ACCESSION: Coming into the possession of a title, for example accession to the throne.

CATHOLIC: A religion, faith, belief in Christianity.

CLAIM: A legitimate / legal demand or request for something.

COMMERCIAL: Business, buying and selling goods.

ECONOMIC: The production, distribution, and consumption of goods and services.

FINANCIAL: Relating to money.

FOREIGN POWERS: Foreign countries, countries other than your own.

GOVERNMENT: Authority that runs a country.

LEGITIMACY: The belief that a rule, institution, or leader has the right to govern.

PAPACY: The position, office or authority of the Pope.

POLITICAL: The activities of the government or people who try to influence the way a country is governed according to their beliefs.

PRIVATEERING: Privately owned armed vessel commissioned by a state, country or ruler to attack enemy ships, usually vessels of commerce.

PURITAN: English Protestants in the 16th and 17th centuries who sought to rid the Church of England of Catholic ways

RELIGIOUS SETTLEMENT: A collection of laws and decisions concerning religious practices introduced by Elizabeth I of England

RIVALRY: Competing for the same thing against another person.

SOCIETY: People living together in a more or less ordered community.

SPIES: People who secretly obtain information on an enemy.

THRONE: A ceremonial chair for a king or queen, and also a position of power.

MEDICINE THROUGH TIME

AMPUTATION: The removal of a limb by surgery.

ANAESTHETIC: A drug or drugs given to produce unconsciousness before and during surgery.

ANATOMY: The science of understanding the structure and make-up of the body.

ANTIBIOTICS: A group of drugs used to treat infections caused by bacteria, e.g. penicillin.

ANTISEPSIS: The prevention of infection by stopping the growth of bacteria by the use of antiseptics.

ANTISEPTICS: Chemicals used to destroy bacteria and prevent infection.

APOTHECARY: A pharmacist or chemist.

ARTERIES: Blood vessels that carry blood away from the heart.

ASTROLOGY: The study of the planets and how they might influence the lives of people.

BEZOAR STONE: A ball of indigestible material found in goats' stomachs.

BLACK DEATH: A phrase used in the Middle Ages to describe bubonic plague. (The 'blackness' was caused by bleeding under the skin. Over 50 per cent of all cases were fatal.)

BLEED/BLEEDING: The treatment of opening a vein or applying leeches to draw blood from the patient. Also means the loss of blood caused by damage to the blood vessels.

BUBOES: Black swellings in armpits and groin that were symptoms of the Black Death.

CAUTERISE: Using a hot iron to burn body tissue. This seals a wound and stops bleeding.

CESSPOOL/CESSPIT: A place for collecting and storing sewage.

CHARLATANS: People pretending to have a skill or knowledge that they don't really have.

CHEMOTHERAPY: Treatment of a disease such as cancer by the use of chemicals.

CHLOROFORM: A liquid whose vapour acts as an anaesthetic and produces unconsciousness.

CHROMOSOMES: Thread-like structures in the cells of the body that contain genetic information.

CONSUMPTION/CONSUMPTIVE FEVER: Tuberculosis which was observed as the wasting away of the body.

CONTAGION: The passing of disease from one person to another.

CONTAMINATED/CONTAMINATION: Something that is infected.

COURT: An enclosed area of housing, often with little daylight and heavily over-populated.

CULTURE/CULTURING: The growth of micro-organisms in the laboratory.

DIARRHOEA: A symptom of a disease; frequent, fluid bowel movements.

DISSECTION: The cutting up and examination of a body.

DNA: Deoxyribonucleic acid, the molecule that genes are made of. See Gene.

DYSENTERY: A severe infection causing frequent, fluid bowel movements.

ENDOSCOPE: An instrument used to view inside the body.

FAECES: Waste material from the stomach and digestive system.

GANGRENE (GAS GANGRENE): The infection of dead tissue causing, in the case of gas gangrene, foul smelling gas.

GENE: Part of a cell that determines how our bodies look and work. Genes are passed from parents to children.

GENETIC ENGINEERING: The investigation of genes and how they can be used to change how the body works.

GERM: A micro-organism that causes disease.

GERM THEORY: The theory that germs cause disease, often by infection through the air.

HERBAL REMEDY: A medicine made up from a mixture of plants, often containing beneficial ingredients.

HIPPOCRATIC OATH: The principles by which doctors work, for the best health of the patient and to do no harm, named after Hippocrates who wrote it.

HUMOURS: The Ancient Greeks believed the body contained four humours of liquid – blood, phlegm, black bile and yellow bile.

IMMUNITY: Protection against disease through the body's own defences or immune system.

INCISION: A cut made with a knife during surgery.

INFECTIO: The formation of disease-causing germs or micro-organisms.

INFIRMARY: A place where the sick are treated, a hospital.

INOCULATION: Putting a low dose of a disease into the body to help it fight against a more serious attack of the disease.

LAISSEZ-FAIRE: Belief that governments should not interfere in people's lives. It prevented public health schemes getting underway in the nineteenth century.

LEECHES: Blood-sucking worms used to drain blood from a wound.

LEPER: Someone suffering from leprosy, an infection that causes damage to the nerves and skin.

LIGAMENT: Tough elastic tissue that holds joints of the body together.

LUNATIC: An old-fashioned word for someone who is insane.

MALADY: An illness that is not serious.

MATERNITY: Concerning motherhood and looking after children.

MEDICAL OFFICER: A person appointed to look after the public health of an area.

MELANCHOLY: Part of the Theory of Four Humours, brought on by excess of gloominess.

MIASMA: Smells from decomposing material that were believed to cause disease.

MICROBE: Another name for a micro-organism.

PENICILLIN: The first antibiotic drug produced from the mould penicillium to treat infections.

PHYSICIAN: A doctor of medicine who trained at university.

PLAGUE: A serious infectious disease spread to humans by fleas from rats and mice.

PNEUMONIA: The inflammation of the lungs due to an infection.

PROGNOSIS: Medical judgement about the probable course and result of a disease.

PUBLIC HEALTH: Refers to the well-being of the whole community.

PUS: A pale yellow or green fluid found where there is an infection in the body.

QUACK: A person who falsely claims to have medical ability or qualifications.

RADIOTHERAPY: Treatment of a disease such as cancer by the use of radium.

REMEDY: A drug or treatment that cures or controls the symptoms of a disease.

SANATORIUM: A place where people who are chronically (very) ill can be cared for.

SINEW: A tendon or fibrous cord that joins a muscle to a bone.

SPONTANEOUS GENERATION: The theory that decaying matter turns into germs.

STERILISE: To destroy all living micro-organisms from surfaces and surgical instruments, e.g. on a scalpel before an operation.

SULPHONAMIDE: An antibacterial drug used to treat bronchitis and pneumonia.

SUPERBUGS: Bacteria that have developed immunity to treatment by antibiotics or methods of destroying them by cleaning.

SUPERNATURAL: Something that cannot be given an ordinary explanation.

SUPERSTITION: An unreasonable belief based on ignorance and sometimes fear.

SUTURE: The closing of a cut or wound by the use of stitches (sutures).

SYPHILIS: A sexually-transmitted disease that was common from the late fifteenth century until the introduction of penicillin.

THERAPY: The treatment of either a physical or mental disease.

TRANSFUSION: The use of blood given by one person to another when a patient has suffered severe blood loss.

TUMOUR: A swelling caused by cells reproducing at an increased rate/an abnormal growth of cells that may or may not be cancerous.

ULCER: An open sore on the skin.

UNPASTEURISED: Food or drink that has not been pasteurised. Pasteurisation is a process of heating that destroys harmful bacterial.

UROSCOPY: Diagnosing illness by examining the patient's urine.

VACCINATION: The injection into the body of killed or weakened organisms to give the body resistance against disease.

VIRUS: A tiny micro-organism, smaller than bacteria, responsible for infections such as colds, flu, polio and chicken pox.

WISE WOMAN: A person believed to be skilled in magic or local customs.

WITCH/WITCHCRAFT: A person who practises magic and is believed to have dealings with evil spirits.

WORMS: An infestation where worms live as parasites in the human body.

KS4 – THE COLD WAR

ABM (ANTI-BALLISTIC MISSILE) SYSTEM: A system designed to detect, track, intercept and destroy attacking inter-continental ballistic missiles.

ABM TREATY: Part of the agreements of SALT I, whereby an ABM system was only allowed at two sites and each site could only contain 100 missiles.

ARSENAL: A collection of military equipment and weapons.

BERLIN ULTIMATUM: Khrushchev's 1958 accusation that the western Allies had broken the Potsdam Agreement and that they should therefore leave Berlin in six months, suggesting that Berlin should be turned into a neutral free city.

BOLSHEVIK: Member of the Russian Bolshevik Party.

BOLSHEVIK REVOLUTION: This took place in Russia in October/November 1917 when the Bolsheviks seized power and set up a communist state.

BREZHNEV DOCTRINE: Soviet foreign policy which called for military intervention by Warsaw Pact forces if another member of the Warsaw Pact tried to leave the Soviet sphere of influence or moderate socialism.

CARTER DOCTRINE: President Carter announced in January 1980 that the USA was prepared to use military force to protect its oil interests in the Persian Gulf region.

CIA (CENTRAL INTELLIGENCE AGENCY): US office which coordinates and conducts espionage and intelligence activities.

COMECON: Association of Soviet-oriented communist countries set up in 1949 to coordinate economic development.

COMINFORM: Communist Information Bureau established in 1947 to exchange information among nine eastern European countries and coordinate their activities.

CONGRESS: US parliament consisting of the Senate and House of Representatives.

CONTAINMENT: Using US influence and military resources to prevent the expansion of communism into non-communist countries.

CONVENTIONAL ARMED FORCES IN EUROPE TREATY (CFE): Agreement signed in November 1990 to reduce numbers of tanks, missiles, aircraft and other non-nuclear military hardware held by those countries that signed the Treaty. It was signed by representatives from both NATO and the Warsaw Pact.

CONVENTIONAL WEAPONS: Non-nuclear weapons.

COUP D'ÉTAT: Armed rebellion or revolt against the existing government.

COUP: A sudden seizure of power from a government.

DEFECT: To permanently leave one's country in order to join another, opposing country.

DEMILITARISATION: Removing all armed forces from an area.

DEPLOYMENT: Distribution of military forces within a given area.

DE-STALINISATION: Elimination of the influence of Stalin.

DÉTENTE: An attempt to reduce the tension between the USA and the Soviet Union.

DISARMAMENT: To withdraw, reduce or abolish military weapons and force.

DISSIDENT: A person who disagrees with the government. In the Soviet Union, dissidents were often placed in work camps or placed under house arrest.

GLASNOST: The name given to Gorbachev's policy of openness encouraging free expression and an end to censorship.

GUERRILLA: Someone who fights in a guerrilla war.

H-BOMB (HYDROGEN BOMB): An explosive weapon of enormous destructive power.

HELSINKI AGREEMENTS: A series of agreements covering a range of global issues made by 35 nations at the Conference on Security and Cooperation in Europe in July/August 1975. It had far-reaching effects on the Cold War and US-Soviet relations.

INTERMEDIATE-RANGE NUCLEAR FORCES TREATY (INF): An agreement to get rid of nuclear and conventional ground-launched ballistic and cruise missiles by 1 June 1991, signed by the US President Ronald Reagan and the leader of the Soviet Union, Mikhail Gorbachev in December 1987.

INTERWAR YEARS: The period between the two world wars – 1919-1939.

ISLAMIC FUNDAMENTALISM: Opposes secular western society and seeks to set up a state based on Islamic law.

MAD (MUTUALLY ASSURED DESTRUCTION): The belief that nuclear weapons made each side more secure and less likely to attack. The enemy would not dare to attack first, because if it did, the other would strike back before its bombs had landed and it too would be destroyed.

MARSHALL AID: US programme of financial and economic aid given to Europe after the end of the Second World War.

MARSHALL PLAN: A special system of loans from the USA to European countries implemented at the end of the Second World War which allowed for reconstruction and economic regeneration. General George Marshall was the senior US army officer who devised the plan.

MARXISM: The political and economic theories of Karl Marx and Friedrich Engels, which were later developed to form the basis of communism.

NATO (NORTH ATLANTIC TREATY ORGANISATION): Created in 1949 following the Berlin Crisis of 1948-49, its 12 founding members included the USA and Canada, Britain and France. NATO exists to protect the freedom and security of its members using both political and military means. Today NATO has 28 member countries.

NUCLEAR NON-PROLIFERATION TREATY: Agreement that prohibited non-nuclear weapon states from acquiring nuclear weapons by manufacture or transfer of technology.

NUCLEAR UTILIZATION TARGET SELECTION (NUTS): The idea that in a nuclear war specific targets could be identified, thereby limiting destruction. It gave rise to the idea that there could be a victor in a nuclear war.

OUTER SPACE TREATY: A promise signed in 1968 by the USA, Soviet Union, Britain and several other countries to use outer space for peaceful purposes and to not send nuclear weapons into space.

LIMITED TEST BAN TREATY: Agreement made in 1963 prohibiting nuclear testing in the atmosphere, outer space and underwater.

PERESTROIKA: The name given to Gorbachev's policy for economic restructuring.

POLARIS SUBMARINES: A Royal Navy submarine armed with up to 16 Polaris A-3 nuclear missiles.

PRAGUE SPRING: Series of reforms introduced in Czechoslovakia in Spring 1968 by Alexander Dubcek, First Secretary of the Communist Party.

PURGE: Elimination of opponents from a state or political party.

RED ARMY: The Soviet army.

REPARATIONS: Compensation to other countries to be paid by Germany as the defeated country, after the Second World War.

REPUBLIC: A country in which the head of state is an elected president.

SANCTIONS: A way of enforcing a decision, for example by means of a trade boycott.

SATELLITE STATES: Countries under the domination of a foreign power.

SECRET POLICE: Police agency which operates in secret to protect national security. Generally used to frighten opponents and critics of a government.

SPHERE OF INFLUENCE: Region of the world in which one state is dominant.

SOVIET BLOC: Countries in eastern Europe controlled by the Soviet Union.

STRATEGIC WARHEADS: Warheads delivered by rockets and missiles that are linked to their delivery vehicle and ready for launch.

SUPERPOWER: A country or state that has great power and influence globally.

TREATY FOR THE REDUCTION AND LIMITATION OF STRATEGIC ARMS (START): Agreement signed in 1991 by President Bush and Gorbachev, stating that both the USA and the Soviet Union would undertake to reduce their strategic nuclear forces over the next seven years.

TRUMAN DOCTRINE: US President Truman's idea that it was the USA's duty to prevent the spread of communism to eastern Europe and the rest of the world. To do this, he was prepared to engage the USA in military enterprises all over the world.

UNITED NATIONS: International body set up in 1945 to promote peace and international cooperation and security.

WARSAW PACT: A military treaty and association, formed in 1955, consisting of the Soviet Union and its European satellite states.

KS4 - CIVIL RIGHTS AND VIETNAM WAR

ATTORNEY GENERAL: Chief legal officer of the US government.

BLACK PANTHER PARTY: An extreme group of black nationalists who believed that black Americans should arm themselves and force the whites to give them equal rights.

CAPITALISM: A belief in private ownership of the means of creating wealth, such as industry and agriculture.

CENTRAL INTELLIGENCE AGENCY (CIA): The US office which coordinates and conducts espionage and intelligence activities.

COLD WAR: The opposite of a hot or actual war. A propaganda war between the USA and the Soviet Union in the years after 1945 which increased tension between the Superpowers.

COLONIAL EMPIRES: Refers to parts of the world taken over by larger powers.

COLOUR BAR: A social system in which black and other non-white people are denied access to the same rights, opportunities, and facilities as white people.

COMMUNISM: A system which puts forward a classless society where private ownership has been abolished and the means of production and subsistence belong to the community.

CONGRESS: The US equivalent of parliament. Congress is split into two parts – the Senate and the House of Representatives.

CONGRESS OF RACIAL EQUALITY (CORE): Established in 1942 by James Farmer. CORE was the first organisation in the USA to use the tactic of sit-ins.

CONSCRIPTION: Where males of a certain age (usually 18-41) have to serve in the armed forces for a period of time.

CONTAINMENT: Using US influence and military resources to prevent the expansion of communism into non-communist countries.

CONVENTIONAL METHODS OF WARFARE: Warfare conducted without nuclear weapons.

DEFOLIANTS: Chemicals sprayed on plants to remove their leaves.

DEMOCRATIC REPUBLIC: A country ruled by a popularly elected president.

DESEGREGATION: Removal of the policy of segregation.

DÉTENTE: A reduction in the tension between the USA and the Soviet Union during the Cold War.

DISCRIMINATION: Unfair treatment of individuals because of their gender, race or religious beliefs.

DIXIECRATS: Democrat Party senators from the southern states.

DRAFT: The US name for conscription. It was compulsory for men who reached the age of eighteen to serve in the armed forces.

ENFRANCHISE: To give an individual the right to vote.

FEDERAL GOVERNMENT: The central government of the USA, based in Washington, DC.

FILIBUSTER: Obstructing or delaying a piece of legislation by making long speeches or introducing irrelevant issues.

FREEDOM SCHOOLS: Temporary, alternative free schools for African Americans, mostly in the South. They were part of a nationwide effort during the civil rights movement to organise African Americans to achieve social, political and economic equality.

GHETTOS: A densely populated area of a city inhabited by a socially and economically deprived minority.

GOOKS: The US nickname for the people of Vietnam, especially the Vietcong.

'GREAT SOCIETY': A set of domestic programmes enacted in the USA on the initiative of President Johnson. A main focus was to end poverty and racial injustice.

INAUGURATION SPEECH: The speech given by a president at his swearing-in ceremony (inauguration).

KU KLUX KLAN: A secret society of white people in the American south who believed in white supremacy and resorted to violence against black people as well as Jews and other minority groups.

LYNCHING: When a mob kills someone for a cause they believe in, without the due process of law.

MOBILE WAR: A war in which the armed forces are on the move usually in armoured vehicles, tanks, helicopters or aeroplanes.

MIGRATION: A movement of people from one place to another for various reasons (political, economic, social...).

NAPALM: An inflammable sticky jelly used in bombs in order to set fire to people, trees and buildings.

NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE (NAACP): A pressure group founded in 1909 that lobbies to eliminate racial hatred and racial discrimination.

NATION OF ISLAM: A group founded in 1931, which aimed to provide black Americans with an alternative to Christianity and to keep blacks and whites separate. It did not teach the orthodox Islamic faith.

NATIONAL LIBERATION FRONT (NLF): A political organisation and army in South Vietnam and Cambodia that fought the US and South Vietnamese governments during the Vietnam War. Also known as the Vietcong.

NEW FRONTIER: A slogan used by John F. Kennedy to describe his aims and policies. He maintained that, like the Americans of the frontier in the nineteenth century, Americans of the twentieth century had to rise to new challenges, such as achieving equality of opportunity for all.

RED SCARE: Term used in the USA after the communist revolution in Russia in 1917. It was the fear that immigrants from Eastern Europe would bring to the USA ideas about a communist revolution.

REPUBLIC: A form of government in which the elected representatives, usually a president, have the power.

SEGREGATION: Separating groups due to their race or religion. This could include separate housing, education, health treatment, access to public building.

SENATE: The Upper House of the US Congress (parliament).

SEPARATISM: Keeping races apart.

SILENT MAJORITY: A phrase used to describe the moderate people in society who are too passive to make their views known.

SIT-IN: A form of civil disobedience in which demonstrators occupy a public space and, as a protest, refuse to move.

SOUTHERN CHRISTIAN LEADERSHIP CONFERENCE (SCLC): African American civil rights group founded in 1957, whose first president was Martin Luther King.

SOUTHERN MANIFESTO: A document written in the US Congress in 1956, opposing racial integration in education.

STUDENT NON-VIOLENT CO-ORDINATING COMMITTEE (SNCC): A committee set up by black and white students in the USA to campaign for civil rights.

SUPERPOWERS: The name given to the USA and Soviet Union in the years after 1945, as they were clearly more economically and militarily powerful than the rest of the world.

VIETCONG: The communist-led guerrilla army and political movement whose aim was to topple the South Vietnamese government.

VIETMINH: The League for the Independence of Vietnam, a nationalist, communist-dominated movement originally formed in 1941 to fight the Vietnamese independence from French rule.

VIETNAMISATION: The policy used by President Nixon to enable the USA to withdraw troops from Vietnam by getting the South Vietnamese to take on more responsibility for the war.

WHITE CITIZENS' COUNCILS: Groups of white people who worked to maintain segregation.

WHITE SUPREMACISTS: People who believed that white people were superior to black people.