

Key Stage 4

	Year	What is taught? Overview of Topics	Why this? Why then?
KS4	10	<p>Whitechapel Case Study</p> <p>Crime and Punishment</p> <p>Anglo-Saxon and Norman Britain</p>	<p>The environment study examines the relationship between a place and historical events and developments. The development of London as it became a global city has been a long and arduous one. Victorian London in particular had a great many social issues, which are studied here.</p> <p>This is a thematic study which challenges students to consider change and continuity over 1000 years. Students will understand how key features in the development of crime and punishment were linked with the key features of society in Britain in the periods studied. They will apply their knowledge and understanding of this unit to several key factors including: attitudes in society; individuals and institutions (Church and government); and science and technology.</p> <p>This is the second main unit of the GCSE, coming off the back of the Whitechapel and Crime and Punishment topic. This is the first aspect they will learn about on paper 2, which also includes the Cold War. There are no particularly tricky questions in this unit (describe, explain, evaluate), but the content itself can lead to confusion and an overload of names and events (numerous revolts for example). The aim therefore is to simplify for some, without losing the challenge and review and revise the content throughout. Focus on key terminology will be key as well.</p>
	11	<p>USA 1954-75,</p> <p>The Cold War</p>	<p>This unit of work looks at the USA in the 20th century. It is an opportunity to consider the evolution of Civil Rights legislation, the issues of racism in America, and the USA's position in the world. The figures of Martin Luther King Jr and Malcolm X offer two opposing, but arguably equally convincing, views on black people's place in American society which still resonate today. It allows students to consider how governments and societies in general react to upheaval and challenges. There is also a conversation to be had around ideological differences both domestically and internationally.</p> <p>The Cold War has arguably shaped the world in the 21st Century. The tensions which still exist between the USA, Western Europe and the "Eastern" powers of Russia and China are reported on an almost daily basis. This unit allows students to understand how the second half of the 20th century was characterised by a war of words and political posturing. It also allows students an opportunity to develop a deep and complex understanding of global politics – something which is key to many careers. Lastly, students will develop an understanding of diplomacy and hopefully gain an understanding that "might" isn't always right.</p>

Year 10

Subject and Year Group	Autumn Year 10	Autumn 2 Year 10	Spring 1 Year 10	Spring 2 Year 10	Summer 1 Year 10	Summer 2 Year 10
Topic/Unit to be studied	Environmental unit: London in the 1880s (Whitechapel)	Thematic study – Crime and Punishment through time		British Depth Study – Anglo-Saxon and Norman England		Modern World Depth Study – USA 1954-75 (Civil Rights)
Key Questions	<p>What was it like to live in 19th century Whitechapel?</p> <p>What problems did the police face while investigating the Jack the Ripper murders?</p> <p>What police techniques were used to try and find Jack the Ripper?</p>	<p>To what extent has crime changed since 1900?</p> <p>Why were the punishments for heresy and high treason so harsh?</p> <p>Why do historians describe punishment in the 17th century as the “Bloody Code”?</p> <p>Why did prisons change so much in the 19th century?</p> <p>How much has crime changed since 1900?</p>		<p>Who had the best claim for the English throne in 1066?</p> <p>Why was William able to win the Battle of Hastings?</p> <p>How was William able to establish greater control after Hastings?</p> <p>How much really changed between 1066 and 1088?</p>		<p>How important was the Montgomery Bus Boycott for the Civil Rights Movement?</p> <p>What was the most important reason for the emergence of Black Power?</p> <p>How much progress was made in the Civil Rights Movement by 1975?</p>
Key Vocabulary	<p>Provenance</p> <p>Poverty</p> <p>Anti-Semitism</p> <p>Socialist</p> <p>Context</p> <p>Workhouse</p> <p>Eye-witness testimony</p> <p>Destitute</p> <p>Lodging House</p>	<p>Retribution</p> <p>Deterrence</p> <p>Reform</p> <p>Rehabilitation</p> <p>Capital Punishment</p> <p>Justice</p> <p>Justice of the peace</p> <p>Government</p> <p>Collective responsibility</p> <p>Heresy</p>		<p>Succession</p> <p>Witan</p> <p>Submission</p> <p>Normans</p> <p>Anglo-Saxons</p> <p>Knight Service</p>		<p>Segregation</p> <p>Integration</p> <p>Federal Legislation</p> <p>Boycott</p> <p>Militancy</p>
Disciplinary Knowledge	Analysis and evaluation of source utility [AO3]	Analysis of second order concepts: difference [AO2]; Knowledge and understanding of features and characteristics of the period [AO1].		Knowledge and understanding of features and characteristics [AO1]. Analysis of second order concepts: causation [AO2]		Analysing interpretations [AO4]

Year 11

Subject and Year Group	Autumn Year 11	Autumn 2 Year 11	Spring 1 Year 11	Spring 2 Year 11	Summer 1 Year 11	Summer 2 Year 11
Topic/Unit to be studied	Superpower Relations and the Cold War, 1941-91		Modern World Depth Study – USA 1954-75		Review / revision and the exams	
Key Questions	<p>What actually was the Cold War?</p> <p>If both the USA and the Soviet Union already had the capability to destroy their rivals by 1950, why did they keep creating new weapons?</p> <p>What were the three main Cold War Crises between 1958 and 1970?</p> <p>Why did the Soviet Union eventually collapse?</p>		<p>Why did America become involved in Vietnam?</p> <p>Why did the USA’s tactics fail, while the Vietcong tactics proved hugely effective?</p> <p>How important was the Tet Offensive (1968) in changing the American public’s view of the war?</p> <p>Why did some people support the war?</p> <p>Why did America fail in Vietnam?</p>			
Key Terms	<p>Ideology</p> <p>Capitalism</p> <p>Communism</p> <p>Détente</p> <p>Deterrent</p>		<p>Communist</p> <p>Containment</p> <p>Tactics</p> <p>Escalation</p> <p>Guerrilla fighters</p>			
Disciplinary Knowledge	<p>Analysis of second order concepts: difference [AO2]; Knowledge and understanding of features and characteristics of the period [AO1].</p>		<p>Analysis and evaluation of source utility. [AO3]</p> <p>Analysis of interpretations (how/why they differ). [AO4]</p> <p>Analysis and evaluation of interpretations. [AO4]</p>			