









Subject	Year	Term
History	7	1
Topic		
What is History? Introductory Module and Norman Conquest		
Content (Intent)		
Prior Learning (Topic)	KS2 (Primary National Curriculum)	
<div><div><div>a. What is History? Can you solve a History mystery?</div><div>b. What are historical sources and foundation terms?</div><div>c. What was life like in England before 1066? (Anglo-Saxons)</div><div>d. Why was there a succession Crisis in 1066?</div><div>e. Why was the Battle of Stamford Bridge important?</div><div>f. How did William win the Battle of Hastings?</div><div>g. How did William consolidate power in England?</div><div>h. Local study: Pilton in the Domesday Book pre and post 1066</div></div><div><div>Why are we studying this?</div><div><div>This unit is being taught to develop our understanding of chronology. It develops our understanding of succession to the throne and conflict within History. It is a key turning point in English history which leads into the second half of term 1, the Impact of the Norman Conquest which focuses on how the Normans changed the history of Britain.</div></div></div></div>		
Future Learning (Topic)	Medieval Realms	
What Knowledge and Skills will be taught (Implementation)	How will your understanding be assessed & recorded (Impact)	
<div>Skills<ul style="list-style-type: none">Knowledge and UnderstandingChronologyCausationHistorical ExplanationHistory foundation terms (Bias, AD, Primary etc).</div> <div>First Half of Term One<ul style="list-style-type: none">History Mysteries (Mark Pullen, Tollund Man)Different types of historical sourcesThe Norman Conquest of 1066</div> <div>Second Half of Term One<ul style="list-style-type: none">The Feudal SystemMedieval CastlesThe Domesday Book</div>	<div>Assessment<div>Explain question - Why did William win the Battle of Hastings?</div><div>End of unit knowledge test.</div><div>What does progress look like?</div><div>Pupils will be able to describe what happened at the Battle of Hastings and explain a number of reasons for William’s victory. They will also begin to use source material and attempt to make inferences from their content. You will be able to recall knowledge and information about this unit.</div><div>Homeworks<div>1. Meanwhile elsewhere</div><div>2. Revision homework for end of Unit test</div></div><div>Unit Lesson resources<div>Here you will find all of the lessons taught this year. They are numbered and always taught in sequence. This means that you need never miss a lesson again, even if you are absent.</div></div><div></div></div>	
How can people help at home?		
<div>Encourage students to read over their class notes regularly and do wider reading from books / internet. Check Class charts/Teams for further information on homework set and deadlines. Use the lesson resource links to revisit today’s learning. Use the links below to develop a deeper understanding.</div> <div>You can also test your young person using the at home quiz below.</div>		
Helpful further reading/discussion (including Reading and Vocabulary Lists)		
<div><div></div><div>Anglo- Saxons</div><div></div><div>The Norman Conquest</div><div></div><div>William’s control of England</div></div>	<div>Vocabulary Lists</div> <div>Significance</div> <div>Interpretation</div> <div>Cause & Consequence</div> <div>Change & Continuity</div>	<div>Home Quiz</div> <div></div>






Subject		Year	Term
History		7	2
Topic			
Medieval Realms			
Content (Intent)			
Prior Learning (Topic)		The Norman Conquest	
<div><div><div>a. What was life like in medieval villages and towns?</div><div>b. What was the impact of the Black Death in UK and Pilton?</div><div>c. Why was Thomas Becket murdered?</div><div>d. Was King John a good or bad King?</div><div>e. Who was more powerful barons or kings?</div><div>f. Edward 1 Hammer of the Scots?</div><div>g. How significant was the peasant's revolt?</div></div></div>		<div><div>Why are we studying this?</div><div>This unit builds upon the knowledge and chronology of unit one but also allows pupils to begin to explore the concept of impact or consequence. In addition, it allows comparisons between differing strategies used by the Normans to control Britain and it introduces pupils to issues and artefacts that are still visible today including castles and feudalism. This unit is taught as it moves students forward chronologically. It looks at one of the most famous examples of an event being a 'turning point' in history and allows pupils to go into depth on issues of cause, consequence and importance. It also allows pupils to understand issues surrounding religion and how this was for so long linked to health.</div></div>	
Future Learning (Topic) Medieval Conflict			
What Knowledge and Skills will be taught (Implementation)		How will your understanding be assessed & recorded (Impact)	
<div><div>Skills</div><div><div><div>• Source Analysis</div><div>• Cause and Consequence</div><div>• Similarity and Difference</div><div>• Knowledge and Understanding</div><div>• Source Analysis</div></div></div><div><div>First Half of Term Two</div><div><div>• Life for a peasant (What was Medieval Pilton like?).</div><div>• Life in medieval towns</div><div>• Medieval Religion</div><div>• Medieval Law and Order (justice)</div><div>• Black Death UK and Pilton</div><div>• Interpretations</div></div></div><div><div>Second Half of Term Two</div><div><div>• Medieval conflict</div><div>• Thomas Becket</div><div>• King John and Magna Carta/Simon de Montfort</div><div>• Edward 1</div><div>• Peasants Revolt</div></div></div></div>		<div><div>Assessment</div><div><div>King John source skills and Knowledge Test</div><div><div>What does progress look like?</div><div><div><div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><d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Subject	Year	Term
History	7	3
Topic		
Medieval Conflict		
Content (Intent)		
Prior Learning (Topic)	Medieval Realms	
<ul style="list-style-type: none">What was life like for a knight?Why did knights go on Crusade?How have the Crusades been interpreted?Who benefitted most from the Crusades?How tolerant was Medieval SocietyStephen and Matilda		Why are we studying this?
Future Learning (Topic)	Tudors	
What Knowledge and Skills will be taught (Implementation)	How will your understanding be assessed & recorded (Impact)	
<p>Skills</p> <ul style="list-style-type: none">Historical interpretationsInferencesCause and Consequences <p>First Half of Term Three</p> <ul style="list-style-type: none">Tolerance, Jews and MatildaWhat life was like for a knightHeraldryThe causes of the CrusadesHow the Crusades were foughtInterpretations of the Crusaders Richard the Lionheart and Saladin <p>Second Half of Term Three</p> <ul style="list-style-type: none">Medieval Law and OrderHealth and MedicineWars of the RosesEngland abroad Agincourt/Joan of Arc/100 yrs war	<p>Assessment</p> <p>There is a closed book end of year exam testing all knowledge, understanding and exam skills from this year.</p> <p><u>Homeworks</u> → </p> <p>1 Meanwhile elsewhere 2. Revision homework for end of Unit test Lesson help links</p> <p><u>What does progress look like?</u></p> <p><u>Unit Lesson resources</u></p> <p>Here you will find all of the lessons taught this year. They are numbered and always taught in sequence. This means that you need never miss a lesson again, even if you are absent.</p>	
How can people help at home?		
<p>Encourage students to read over their class notes regularly and do wider reading from books / internet</p> <p>Check Class charts/Teams for further information on homework set and deadlines. Use the lesson resource links to revisit today's learning and the further reading QR coded below to broaden understanding of the topic. You can also test your young person using the at home quiz below.</p>		
Helpful further reading/discussion (including Reading and Vocabulary Lists)		
 The Crusades	<p>Vocabulary Lists</p> <p>Conflict Rebellion Massacre Historical interpretation</p>	<p>Home quiz</p> 



Subject		Year	Term
History		8	1
Topic			
Divided Britain: The Tudors and The Stuarts			
Content (Intent)			
Prior Learning (Topic)		England abroad 100 years war	
<ul style="list-style-type: none">Who held power in the 16th century?Henry VII solve his problems?Was Henry VIII a good or bad King?How significant was religious change in the Tudor era?Does Mary deserve here title 'Bloody Mary'?How successful was Elizabeth I reign?The Spanish ArmadaWhat were the causes/consequences of the Civil War? (Civil War in Pilton/Devon).Why was Charles I executed?Restoration to Glorious Revolution		<p>Why are we studying this?</p> <p>This unit examines one of the biggest periods of change in English history. It allows us to build upon our knowledge of the importance of religion to people in history. There is the opportunity to then look at the impact that this religious change had on England and wider Europe and its long-lasting impact today</p>	
Future Learning (Topic)		Slavery	
What Knowledge and Skills will be taught (Implementation)		How will your understanding be assessed & recorded (Impact)	
<p>Skills</p> <ul style="list-style-type: none">Knowledge and UnderstandingChange and ContinuityHistorical InterpretationsCause and Consequence <p>First Half of Term One</p> <ul style="list-style-type: none">The reign of Henry VIII, Edward VI, Mary I and Elizabeth IReligious ChangeGunpowder plotWitches and superstitionSamurai Bill and Blackbeard <p>Second Half of Term One</p> <ul style="list-style-type: none">The Causes and Consequences of the Civil WarLife after the Civil War and Oliver CromwellRestoration/Great Fire of London/Coming to AmericaCulloden/What was Britain like in 1750		<p>Assessment</p> <p>During term one, there will be an assessment testing student's ability to analyse the evidence for different historical interpretations of Henry VIII using their Knowledge and Understanding</p> <p><u>Homeworks</u></p> <p>1 Meanwhile elsewhere</p> <p>2. Revision homework for end of Unit test</p> <p><i>What does progress look like?</i></p> <p>Pupils will be able to articulate the different views of similar religions and their churches' appearance. They will be able to explain the causes of the English Reformation (Henry VIII) and some of the consequences of this religious change.</p> <p><u>Unit Lesson resources</u></p> <p>Here you will find all of the lessons taught this year. They are numbered and always taught in sequence. This means that you need never miss a lesson again, even if you are absent.</p>	
How can people help at home?			
<p>Encourage students to read over their class notes regularly and do wider reading from books / internet</p> <p>Check Class charts/Teams for further information on homework set and deadlines. Use the lesson resource links to revisit todays learning and the further reading QR coded below to broaden understanding of the topic . You can also test your young person using the at home quiz below.</p>			
Helpful further reading/discussion (including Reading and Vocabulary Lists)			
 <p>Tudors</p>  <p>English Civil War</p>		<p>Vocabulary Lists</p> <p>Reformation</p> <p>Puritan</p> <p>Parliament</p> <p>Civil War</p> <p>Treason</p> <p>Home quiz</p> 	





Subject		Year	Term
History		8	2
Topic			
Slavery			
Content (Intent)			
Prior Learning (Topic)		Glorious Revolution	
<div><div>A. Why did slavery become so prevalent in the 18th century?</div><div>B. What was the slave triangle?</div><div>C. What was life like for a slave?</div><div>D. Why was slavery abolished?</div><div>E. How has slavery impacted racism in society today?</div></div>		<div>Why are we studying this?</div> <div>This unit is being taught so that we have an understanding of the history of slavery and inequality. It will challenge us to think about how local and national history can impact upon our own lives. In addition, students will continue to develop their skills in using sources alongside the study of diversity.</div>	
Future Learning (Topic)		The Industrial Revolution	
What Knowledge and Skills will be taught (Implementation)		How will your understanding be assessed & recorded (Impact)	
<div>Skills</div> <div><ul style="list-style-type: none">Source AnalysisCause and ConsequenceKnowledge & UnderstandingCause and Consequence</div> <div>First Half of Term Two</div> <div><ul style="list-style-type: none">The origins of slaveryThe slave tradeLife of a slaveThe abolition of slaveryThe impact of slavery on modern society</div> <div>Second Half of Term Two</div> <div><ul style="list-style-type: none">Civil Rights MovementRacism / Murder of Stephen Lawrence</div>		<div>Assessment</div> <div>The term ends with an assessment on the abolition of slavery where students will be expected to analyse historical sources.</div> <div>What does progress look like?</div> <div>Homeworks</div> <div><div>1 Meanwhile elsewhere</div><div>2. Revision homework for end of Unit test</div></div> <div>What does progress look like?</div> <div>Pupils will be able to explain what happened in the transatlantic slave trade and reasons for abolition.</div> <div>Lesson help links</div> <div>Unit Lesson resources</div> <div>Here you will find all of the lessons taught this year. They are numbered and always taught in sequence. This means that you need never miss a lesson again, even if you are absent.</div> <div></div>	
How can people help at home?			
<div>Encourage students to read over their class notes regularly and do wider reading from books / internet</div> <div>Check Class charts/Teams for further information on homework set and deadlines. Use the lesson resource links to revisit today's learning and the further reading QR coded below to broaden understanding of the topic. <i>You can also test your young person using the at home quiz below.</i></div>			
Helpful further reading/discussion (including Reading and Vocabulary Lists)			
<div></div> <div>The Slave Trade</div>		<div>Vocabulary Lists</div> <div>Racism</div> <div>Abolition</div> <div>Servitude</div> <div>Empire</div> <div>Civil Rights</div> <div>Home quiz</div> <div></div>	







Subject		Year	Term
History		8	3
Topic			
The Industrial Revolution			
Content (Intent)			
Prior Learning (Topic)		Slavery	
<div><div>A. What was the Industrial Revolution? (How did it change Pilton?)</div><div>B. Why Britain first?</div><div>C. How far did life change for people?</div><div>D. What was life like for children in the Industrial Revolution?</div><div>E. What new inventions and industries were developed?</div><div>F. Who was the blame for the Titanic disaster?</div></div>		<div><div>Why are we studying this?</div><div>This unit is being taught to develop our understanding of Britain's standing within the world, then and now. It allows us to develop an understanding of Britain's legacy and influence and how it is still evident within society today e.g. food, sports etc. We will also develop our understanding of equality and what people have done to gain it in the past. The role of the suffragettes is still relevant in relation to topics that are in the spotlight today regarding women's rights</div></div>	
Future Learning (Topic)		The First World War	
What Knowledge and Skills will be taught (Implementation)		How will your understanding be assessed & recorded (Impact)	
<div><div>Skills</div><div><div><div>• Cause & Consequence</div><div>• Change & Continuity</div><div>• Knowledge and Understanding</div><div>• Source Analysis</div></div></div><div><div>First Half of Term Three</div><div><div>• Farming and factories (In UK and Pilton)</div><div>• Transport and inventions</div><div>• Life in Industrial towns/Law and disorder</div><div>• American Revolution/Trafalgar/Waterloo</div></div></div><div><div>Second Half of Term Three</div><div><div>• The fight for female Suffrage</div><div>• The British Empire</div><div>• British Culture/Sport and Leisure</div><div>• Revolution? Peterloo.</div><div>• What was Britain like by 1900</div><div>• Titanic</div></div></div></div>		<div><div>Assessment</div><div><div><div>Homeworks</div><div>1 Meanwhile elsewhere</div><div>2. Revision homework for end of Unit test</div><div>Lesson help links</div></div><div><div>What does progress look like?</div></div><div><div>Unit Lesson resources</div><div>Here you will find all of the lessons taught this year. They are numbered and always taught in sequence. This means that you need never miss a lesson again, even if you are absent.</div></div></div><div><div><div><div><div></div><div></div><div></div></div><div></div></div></div></div></div>	
How can people help at home?			
<div><div>Encourage students to read over their class notes regularly and do wider reading from books / internet</div><div>Check Class charts/Teams for further information on homework set and deadlines. Use the lesson resource links to revisit today's learning and the further reading QR coded below to broaden understanding of the topic and the further reading QR coded below to broaden understanding of the topic. You can also test your young person using the at home quiz below.</div></div>			
Helpful further reading/discussion (including Reading and Vocabulary Lists)			
<div><div><div><div><div></div><div></div><div></div></div><div></div></div><div>Industrial Revolution</div></div><div><div><div><div></div><div></div><div></div></div><div></div></div><div>Empire</div></div><div><div><div><div></div><div></div><div></div></div><div></div></div><div>Votes for women</div></div></div>		<div><div><div>Vocabulary Lists</div><div>Industrial</div><div>Revolution</div><div>Suffrage</div><div>Innovation</div><div>Class</div></div><div><div>Home quiz</div><div><div><div></div><div></div><div></div></div><div></div></div></div></div>	



Subject		Year	Term
History		9	1
Topic			
The First World War & Hitler's Rise to Power			
Content (Intent)			
Prior Learning (Topic)		The Industrial Revolution	
<ul style="list-style-type: none">Why did war break out in 1914?Who joined the war effort? (Pilton/Devon at war).What was life like in the trenches?How has military leadership been interpreted?How did the war end?Why did Hitler come to power in Germany?How did women in Britain gain the vote?		Why are we studying this?	
Future Learning (Topic)		WW2	
What Knowledge and Skills will be taught (Implementation)		How will your understanding be assessed & recorded (Impact)	
<p>Skills</p> <ul style="list-style-type: none">Knowledge and UnderstandingCause and consequenceSignificanceSource analysis <p>First Half of Term One</p> <ul style="list-style-type: none">The Cause of the First World WarLife in the TrenchesThe Treaty of VersaillesDemocracy, women and the voteThe mystery of Emily Davison <p>Second Half of Term One</p> <ul style="list-style-type: none">Hitler's rise to powerThe rise of the USA		<p>Assessment</p> <p>During term one, there will be an assessment testing the key historical skill of causation in the form of a knowledge-based open book essay question on the causes of the first world war.</p> <p>Homeworks</p> <ul style="list-style-type: none">1. Meanwhile elsewhere2. Revision homework for end of Unit test <p>Lesson help links</p> <p>What does progress look like?</p> <p>Give our opinion on whether or not WW1 was inevitable. We will be able to explain the causes and consequences of World War One. We will be able to evaluate how important the alliances were to the start of World War One.</p> <p>Unit Lesson resources</p> <p>Here you will find all of the lessons taught this year. They are numbered and always taught in sequence. This means that you need never miss a lesson again, even if you are absent.</p>	
How can people help at home?			
Encourage students to read over their class notes regularly and do wider reading from books / internet. Check Class charts/Teams for further information on homework set and deadlines. Use the lesson resource links to revisit today's learning and the further reading QR coded below to broaden understanding of the topic. You can also test your young person using the at home quiz below.			
Helpful further reading/discussion (including Reading and Vocabulary Lists)			
 WW1		<p>Vocabulary Lists</p> <p>Propaganda Hyperinflation Imperialism Nationalism Alliances Armistice</p> <p>Home quiz</p> 	



Subject	Year	Term
History	9	2
Topic		
The Second World War& The Holocaust		
Content (Intent)		
Prior Learning (Topic)	The rise of the USA	
<div>A. Why did war break out in 1939? (Pilton and the Home Front)</div> <div>B. What were the key turning points in the Second World War?</div> <div>C. The Holocaust and Atomic warfare</div> <div>D. Immigration Nation</div>		<div>Why are we studying this?</div> <div>We will learn how powerful groups have dominated others and the impact of this on minority groups. Pupils will gain an understanding of genocide and recognise that they still happen in today's society and are not just associated with Nazism.</div>
Future Learning (Topic)	The Cold War	
What Knowledge and Skills will be taught (Implementation)	How will your understanding be assessed & recorded (Impact)	
<div>Skills</div> <div><ul style="list-style-type: none">Source AnalysisInterpretationsKnowledge & UnderstandingCause and consequences</div> <div>First Half of Term Two</div> <div><ul style="list-style-type: none">Causes of the Second World WarDunkirkThe battle of BritainThe Blitz ,Evacuation and the Home FrontThe Holocaust</div> <div>Second Half of Term Two</div> <div><ul style="list-style-type: none">The Atom BombImmigration Nation – The Empire comes homeThe Windrush</div>	<div>Assessment</div> <div>he term starts with a source and interpretation question assessing student's understanding of Hitler's Rise to Power.</div> <div><div>Homeworks</div><div>1 Meanwhile elsewhere</div><div>2. Revision homework for end of Unit test</div><div>Lesson help links</div></div> <div><div>What does progress look like?</div></div> <div><div>Unit Lesson resources</div><div>Here you will find all of the lessons taught this year. They are numbered and always taught in sequence. This means that you need never miss a lesson again, even if you are absent.</div></div>	
<div>How can people help at home?</div> <div>Encourage students to read over their class notes regularly and do wider reading from books / internet</div> <div>Check Class charts/Teams for further information on homework set and deadlines. Use the lesson resource links to revisit todays learning and the further reading QR coded below to broaden understanding of the topic. <i>You can also test your young person using the at home quiz below.</i></div>		
<div>Helpful further reading/discussion (including Reading and Vocabulary Lists)</div> <div><div><div><div></div><div>WW2 and The Holocaust</div></div></div><div><div>Vocabulary Lists</div><div>Dictatorship</div><div>Totalitarian</div><div>Lebensraum</div><div>Aryan Race</div></div><div><div>Home quiz</div><div></div></div></div>		

Subject		Year	Term
History		9	3
Topic			
The Cold War & Terrorism			
Prior Learning (Topic)		Immigration Nation	
A. How did the Cold War develop? B. Why did America go to war in Vietnam? C. Why was there a nuclear arms race and space race? D. What is protest and what is terrorism?		Why are we studying this?	
Future Learning (Topic)		GCSE	
What Knowledge and Skills will be taught(Implementation)		How will your understanding be assessed & recorded (Impact)	
<p>Skills</p> <ul style="list-style-type: none">Cause & ConsequenceChange & Continuity <p>First Half of Term Three</p> <ul style="list-style-type: none">The Causes of the Cold WarGermany after WW2The Nuclear Arms Race & the Space RaceProxy Wars <p>Second Half of Term Three</p> <ul style="list-style-type: none">Justice in Modern BritainReligion in Modern BritainProtest and terrorLooking forward...Looking back		<p>Assessment</p> <p>There is a closed book end of year exam testing all knowledge, understanding and exam skills from this year.</p> <p>Homeworks</p> <p>1 Meanwhile elsewhere 2. Revision homework for end of Unit test Lesson help links</p>  <p><u>What does progress look like?</u></p> <p><u>Unit Lesson resources</u></p> <p>Here you will find all of the lessons taught this year. They are numbered and always taught in sequence. This means that you need never miss a lesson again, even if you are absent.</p>	
How can people help at home?			
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Helpful further reading/discussion (including Reading and Vocabulary Lists)			
 <p>The Cold War</p>		<p>Vocabulary Lists</p> <p>Ideology Communism</p> <p>Capitalism</p> <p>Mutually Assured</p> <p>Destruction Proxy War</p> <p>Home Quiz</p> 