

# History

## To make a success of our future we must have an understanding of our past

The Greek word historia translates as “inquiry” and this is fundamental to our department. We seek to challenge and excite, to provoke and to enlighten, to make History fun and fascinating. We want to foster learning that poses more questions than answers, that leaves children asking what happened next, why did she do that, what will happen to him and how does this affect me. We want to nurture that inquisitive mind that fosters a thirst for learning, a growing independence, a desire to take risks and reach their own conclusions. Students should be proud to be historians; to gain knowledge of their identity, their belonging and to learn tolerance in an intolerant world.

Autumn		Spring		Summer
Conflict and tensions between East and West, 1945-1972 Part two: The development of the Cold War	Conflict and tensions between East and West, 1945-1972 Part three: The transformation of the Cold War	Norman England c.1066 – c.1100 Part one: The Normans: Conquest and Control	Norman England c.1066 – c.1100 Part two: Life under the Normans	

- Students will receive one piece of homework every week
- Homework will consist of a variety of different tasks including revision for assessments, deepening learning, exam questions, research, extension of class work
- Homework will be placed onto the VLE
- The class teacher shall monitor homework completion and be responsible for non-completion, both in terms of ensuring completion and with consequences
- 15 minute break/lunchtime detention led by class teacher for initial non completion of two homeworks
- 30 minute after school detention led by class teacher for non-completion of homeworks 3 – 5 with recorded contact home
- On non-completion of homework 6 Head of Department to meet student and discuss homework concern and create action plan accordingly

Unit	Duration (lessons)	Learning Objectives/Outcomes
Part one: The Origins of the Cold War	14	<ul style="list-style-type: none"> <li>• To explain how the end of the second World War led to the development of the Cold War</li> <li>• To describe the contrasting attitudes and ideologies of the Cold War political systems</li> <li>• To explain the impact of the Yalta and Potsdam conferences on Cold War relations</li> <li>• To describe the aims of Stalin, Churchill, Attlee,</li> </ul>

		<p>Roosevelt and Truman</p> <ul style="list-style-type: none"> <li>• To describe the impact of the dropping of the atomic bomb on superpower relations</li> <li>• To evaluate east-west rivalry over the Iron Curtain</li> <li>• To evaluate the American policies of the Truman Doctrine and the Marshall Plan and the Soviet reaction</li> <li>• To explain the reasons for and results of the Berlin Blockade</li> </ul>
Part two: The development of the Cold War	16	<ul style="list-style-type: none"> <li>• To evaluate the significance of events in Asia for superpower relations: USSR's support for Mao Tse-tung and Communist revolution in China, and the military campaigns waged by North Korea against the UN and by the Vietcong against France and the USA</li> <li>• To describe the military rivalries: the arms race; membership and purposes of NATO and the Warsaw Pact; the space race, including Sputnik, ICBMs, Polaris, Gagarin, Apollo</li> <li>• To explain and evaluate the impact of these rivalries on east/west relations</li> <li>• To explain the causes of the Hungarian uprising and Nagy's reforms, describe the events and evaluate the response of the superpowers</li> <li>• To describe the U2 Crisis and explain its effects on the Paris Peace Summit and the peace process</li> </ul>
Part three: Transformation of the Cold War	16	<ul style="list-style-type: none"> <li>• To explain the reasons for the construction of the Berlin Wall and evaluate Kennedy's response</li> <li>• To describe the tensions over Cuba: Castro's revolution, the Bay of Pigs and the missile crisis</li> <li>• To evaluate the roles of Castro, Khrushchev, Kennedy in the Cuban missile crisis and describe the USA's reaction to missiles on Cuba and results of the crisis</li> <li>• To explain the reasons for the Czechoslovakian uprising and the role of Dubeck and the Prague Spring movement</li> <li>• To describe and evaluate USSR's response to the reforms; the and effects the Prague Spring had on East-West relations, including the Warsaw Pact and the Brezhnev Doctrine</li> <li>• To explain the reasons for the easing of tension: sources of tension, including the Soviets' record on human rights; the reasons for Détente and for SALT 1</li> <li>• To assess the part played by key individuals Brezhnev and Nixon in Détente</li> </ul>

<p>Norman England, c1066 – c1100 Part one: The Normans: conquest and control</p>	<p>14</p>	<ul style="list-style-type: none"> <li>• To explain and prioritise the different causes of the Norman invasion of Anglo-Saxon England</li> <li>• To identify the claimants to the throne in 1066 and rank their causes</li> <li>• To describe and explain the significance of the Battles of Stamford Bridge and Hastings, the Anglo-Saxon and Norman tactics and Williams military innovations</li> <li>• To describe William's attempts to establish control and their successes and impacts upon the indigenous population, including; <ul style="list-style-type: none"> <li>○ The Harrying of the North</li> <li>○ Revolt 1067 – 1075</li> <li>○ William's leadership and government</li> <li>○ To describe the inheritance of William II and its relationship with his reign</li> </ul> </li> </ul>
<p>Norman England, c1066 – c1100 Part two: Life under the Normans</p>	<p>16</p>	<ul style="list-style-type: none"> <li>• To describe the rights, responsibilities and roles within the feudal system</li> <li>• To describe patronage and land distribution within the Anglo-Saxon and Norman governments systems</li> <li>• To define military service</li> <li>• To describe the justice and legal systems of Norman England</li> <li>• To investigate the Domesday book and its impact upon Anglo-Saxon society</li> <li>• To identify the changing economic and social situations in Norman England and their consequences, including; <ul style="list-style-type: none"> <li>○ Towns and villages</li> <li>○ Work</li> <li>○ Food</li> <li>○ Seasonal life</li> <li>○ Forest law</li> </ul> </li> </ul>
<p>Norman England, c1066 – c1100 Part three: The Norman church and Monasticism</p>	<p>16</p>	<ul style="list-style-type: none"> <li>• To describe the Anglo-Saxon church before 1066</li> <li>• To describe the role of Archbishop Lanfranc in the reform of the English church</li> <li>• To investigate the Norman church building programme</li> <li>• To describe the organisation of the Norman church and analyse its relations with the state and the Papacy</li> <li>• To analyse the investiture contest</li> <li>• To describe the growing monasticism in Norman England</li> <li>• To evaluate the impact of the Norman reforms on the English church including; <ul style="list-style-type: none"> <li>○ The building of abbey and monasteries</li> <li>○ Monastic life</li> <li>○ Schools and education</li> <li>○ Latin and the use of the vernacular</li> </ul> </li> </ul>