

Curriculum Overview – History

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 students with an introduction to the essential knowledge that they need to be educated citizens. To introduce students 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 students' 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 students' 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 students gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire students' curiosity to know more about the past. Teaching should equip students to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps students 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*).

Wolfeaton Curriculum Intent

Our history curriculum is underpinned by our Intent statement, or strapline:

Bringing the past to life

Curriculum Aims

Bring the past to life: To inspire and ignite the passion for who we are and where we came from. To promote curiosity and understanding of events in the past.

The Wolfeaton curriculum for history aims to ensure that all students:

- 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

By the end of Key Stage 2, students 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.
- 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. Students may also be able to compare and contrast both the Anglo-Saxons 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.
- Be able to interpret the content of historical sources to help them to determine the message that sources are trying to get across and should be able to speculate the reason/motive why historical sources were produced and have an awareness of bias and its impact.
- Be able to confidently identify Primary and Secondary sources and begin to formulate ideas about their relative utility.

Baseline expectations:

Students should be able to:

- Arrange historical civilisations and historical events in **chronological order**.
- **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.
- **Differentiate between Primary and Secondary sources** and to have the ability to extract basic information from historical sources 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.
- Students' ability to adopt "**writing stamina**" and provide convincing and varied explanations to open-ended questions.
- **Fear of going against conventional viewpoints** even if students can support challenge to accepted conventional viewpoints. This can really impede creativity and originality.
- Students' **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 Wolfreton 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 Roman Empire and Army • The Norman Conquest • The Hundred Year War • War of the Roses 	<ul style="list-style-type: none"> • The English Civil War 	<ul style="list-style-type: none"> • WW1 • WW2 • The Cold War 	<ul style="list-style-type: none"> • Anglo Saxon and Norman England – battles • The Cold War 	<ul style="list-style-type: none"> • Conflict in Vietnam, 1954–63
Protest	<ul style="list-style-type: none"> • The Peasants’ Revolt 	<ul style="list-style-type: none"> • Gunpowder Plot • The French revolution • Suffrage • British Empire 	<ul style="list-style-type: none"> • The Holocaust • Cold War – Uprisings e.g. Berlin, Czechoslovakia etc. 	<ul style="list-style-type: none"> • ANSE – rebellions • Cold War – Uprisings e.g. Berlin, Czechoslovakia etc 	<ul style="list-style-type: none"> • Vietnam - opposition to the Vietnam war • The American Civil Rights Movement
Government	<ul style="list-style-type: none"> • The Feudal System • The Tudors 	<ul style="list-style-type: none"> • The Industrial Revolution • Civil War – Monarchy/Parliament • British Empire 	<ul style="list-style-type: none"> • The Cold War – Capitalism/Communism • Conscription 	<ul style="list-style-type: none"> • The Cold War – Capitalism/Communism • Medicine – the role of government 	<ul style="list-style-type: none"> • Vietnam – Capitalism vs Communism • Civil Rights – government action
Everyday lives	<ul style="list-style-type: none"> • The Black Death • Medieval England • Murder of Thomas Becket 	<ul style="list-style-type: none"> • Witchcraft • Slavery • Factory Conditions • Class Structure – the Titanic • Industrial Revolution 	<ul style="list-style-type: none"> • WW1 and 2 - The Home Front • The Holocaust • 1920s USA – Boom and Bust 	<ul style="list-style-type: none"> • Medicine Through the Ages • The Cold War – life in the east and west 	<ul style="list-style-type: none"> • Civil Rights – life for African Americans • Impact of Vietnam war on civilians live

<p>Religion</p>	<ul style="list-style-type: none"> • Archbishop Becket • Reformation of the church • Role of Religion in Medieval life 	<ul style="list-style-type: none"> • Civil War – Puritans, Henrietta Maria • Gunpowder Plot - Catholics 	<ul style="list-style-type: none"> • The Holocaust – persecution of the Jews 	<ul style="list-style-type: none"> • Medicine – role of the church throughout History 	
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Vocabulary

Having a rich, ambitious, broad vocabulary is vital for students 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 do not 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 Wolfreton, Tier 3 and Tier 2 vocabulary are explicitly taught across our school curriculum. Tier 3 vocabulary is indicated for each topic in the curriculum sequencing below. The following Tier 2 words are developed and used throughout our history curriculum.

Tier 2 history vocabulary, developed throughout Key Stage 3 and Key Stage 4:

Source, evidence, provenance,

Identify, describe, explain, communicate, analyse, suggest, infer, evaluate, substantiate, support, challenge,

Usefulness, reliability, bias, interpretation, opinion, argue, contemporary, judgement

Assessment at KS3

Key Stage 3 assessments have three sections:

- **Section A – knowledge retrieval:** this section includes a range of multiple-choice questions, chronology activities and geography tasks linking to Historical events.
- **Section B – source analysis:** students are asked to analyse sources, guided by key questions they are asked to discuss the content, context, usefulness and provenance of each source
- **Section C – historical enquiry:** students are presented with a key historical enquiry and challenged to describe, explain, analyse and evaluate the key points based upon their own knowledge

Curriculum Sequencing

Key Stage 3: Year 7 – Long Term Planning

	Autumn term	Spring term	Summer term
Knowledge	<p>What is History?</p> <ul style="list-style-type: none"> • Study of the past • Chronology • Using evidence • Different historians' interpretations <p>Romans</p> <ul style="list-style-type: none"> • Overview of Roman Empire • Roman army • Impact of Roman occupation of Britain • Boudicca's revolt <p>The Norman Conquest</p> <ul style="list-style-type: none"> • Life in 1066 • Contenders to the throne 1066 • The Battle of Stamford Bridge • The Battle of Hastings <p>Castles and Norman Methods of Control</p> <ul style="list-style-type: none"> • Motte and bailey castles • Stone square keeps • Concentric castles • Attacking and defending a castle • William's methods of control – Harrying of the North, Domesday Book 	<p>Medieval Life and Religion and Magna Carta</p> <ul style="list-style-type: none"> • The role of King John in the running of England, his failures and how this led to the Magna Carta <p>Murder of Thomas Beckett</p> <ul style="list-style-type: none"> • Events of Becket's death at Canterbury Cathedral. <p>Black Death</p> <ul style="list-style-type: none"> • Spread of the Black Death • Symptoms of plague • Causes and treatments used at the time • Consequences of the Black Death <p>Peasants' Revolt</p> <ul style="list-style-type: none"> • Causes of the Peasants' Revolt • Events of the Peasants' Revolt • Death of Wat Tyler • Consequences of Peasants' Revolt <p>Hundred Years War</p> <ul style="list-style-type: none"> • The causes of the Hundred Years War, the key events and impacts. • Joan of Arc. 	<p>War of the Roses</p> <ul style="list-style-type: none"> • The causes of the Wars of the Roses, the dynastic struggles between the two families and the main Kings involved in this conflict. • The mystery of the Princes in the Tower. <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
Skills – links to the disciplinary concepts	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Chronology - eras, dynasties • Cause and Consequence • Significance – Black Death / Peasants' Revolt • Change and Continuity – Magna Carta • Historians Interpretations – Richard III 	<ul style="list-style-type: none"> • Chronology - eras, dynasties, • Change and Continuity – the church • Source Analysis – Elizabeth I • Similarities and Differences - Religion / Reformation

Tier 3 Vocabulary	<ul style="list-style-type: none"> • Chronology • Primary Source • Secondary Source • Evidence • Soldier • Empire • Revolt • Feudal System • Earl • Peasant • Baron • Archbishop • Fake retreat • Motte and Bailey • Concentric • Stone square keep 	<ul style="list-style-type: none"> • Magna Carta • Government • Rules • Murder • Symptoms • Bubonic • Pneumonic • Consequence • Revolt • Wat Tyler • France • Britain 	<ul style="list-style-type: none"> • Dynasty • Monarchy • Armada • Reformation • Catholic • Protestant
Assessment	<p>Why was the Roman Army so effective?</p> <p>Why did William win the Battle of Hastings?</p>	<p>Why were castles easy to defend?</p> <p>Why did the Peasants Revolt?</p>	<p>Why did Henry break from Rome?</p> <p>End of Year Exam (thematic assessment drawing on content covered throughout the year)</p>

Key Stage 3: Year 8 – Long Term Planning

	Autumn term	Spring term	Summer term
Knowledge	<p>Gunpowder Plot</p> <ul style="list-style-type: none"> Why were the plotters angry? What were the main events of the gunpowder plot? What happened to the plotters? Were the plotters guilt or framed? <p>Witchcraft</p> <ul style="list-style-type: none"> Early modern attitudes towards superstition, religion, and witchcraft. Witch hunts and witch trials. The Pendle Hill Witches. The Salem Witch Trials. <p>English Civil War</p> <ul style="list-style-type: none"> 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. Cavaliers v Roundheads: what impact did the war have on England? Key battles of the English Civil Wars. The execution of Charles I 	<p>The French Revolution</p> <ul style="list-style-type: none"> France in 1789 Personality of King Louis XVI Causes of the French Revolution Tennis Court Oath Storming of the Bastille Louis escape and execution France after the Revolution <p>The Industrial Revolution</p> <ul style="list-style-type: none"> Causes of the Industrial Revolution How Britain changed 1750-1900 Living conditions Working conditions Consequences of the Industrial Revolution <p>Slavery</p> <ul style="list-style-type: none"> Slave trade including the slave triangle Middle Passage Slave auction Conditions on plantation Different types of slaves Runaways and punishments Abolition of slavery 	<p>The British Empire</p> <ul style="list-style-type: none"> What/where was the British Empire Why did Britain want an Empire? How did the Empire Develop? India – East India Trading Company, Indian Mutiny, Gandhi and Salt March American War of Independence Invasion of Australia Empire legacy Was the British Empire a force for good or evil? <p>The Suffragettes</p> <ul style="list-style-type: none"> Women and the Vote Suffragettes v Suffragists Emily Davison Imprisonment including hunger strikes and force feeding. The role of the First World War in gaining the vote for women <p>The Titanic</p> <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?
Skills – links to the disciplinary concepts	<ul style="list-style-type: none"> Chronology - eras Cause and consequence – Gunpowder Plot Significance – Execution of Charles I Cause and Consequence - The English Civil War Historians Interpretations - Cromwell 	<ul style="list-style-type: none"> Chronology - eras Cause and Consequence – The French Revolution Change and Continuity - French Revolution and the Terror Cause and Consequence - Industrial Revolution 	<ul style="list-style-type: none"> Chronology - eras Similarities and Differences - India and Empire Historians Interpretations – India Similarities and Differences - Suffrage movement Change and Continuity - The Vote Source Analysis – Emily Davison

		<ul style="list-style-type: none"> • Significance – Industrialists / role of individuals • Source Analysis – Children’s’ working conditions • Significance – Slavery • Source Analysis - Slavery • Similarities and Differences - Protest 	<ul style="list-style-type: none"> • Cause and Consequence - Titanic • Change and continuity – Titanic class structure
Tier 3 Vocabulary	<ul style="list-style-type: none"> • Catholic • Protestant • Gunpowder • Parliament • King • Monarchy • Plotters • Ducking • Parliamentarians • Royalists • Roundheads • Cavaliers • Divine Right of Kings • Taxation • Puritans • Execution 	<ul style="list-style-type: none"> • Estates • Protest • Revolution • Liberty • Equality • Fraternity • Rural • Urban • Dwelling • Privy • Back-to-back • Labour • Steam • Entrepreneur • Plantation • Abolition • Auction • Middle Passage • Trade 	<ul style="list-style-type: none"> • Empire • Colony • Indigenous • Legacy • Monarchy • Democracy • Parliament • War • Suffrage • Class • Martyr
Assessment	<p>Why was the Gunpowder Plot unsuccessful?</p> <p>Why was Charles I so unpopular?</p>	<p>Why did the French Revolution start?</p> <p>Source Analysis: Industrial Revolution</p>	<p>Who was to blame for the sinking of the Titanic?</p> <p>End of Year Exam (thematic assessment drawing on content covered throughout the year)</p>

Key Stage 3: Year 9 – Long Term Planning

	Autumn term	Spring term	Summer term
Knowledge	<p>The First World War</p> <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 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 The Home Front & The end of the War The Treaty of Versailles <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? Prohibition Wall Street Crash The Great Depression 	<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. Key events that allowed Hitler rise to power: <ul style="list-style-type: none"> Munich Putsch Reichstag Fire Enabling Act Night of the Long Knives Propaganda Why did Germans vote for Hitler? Life for ordinary Germans under Hitler; The poor, children, women, and the working classes <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>Holocaust</p> <ul style="list-style-type: none"> Why the Jews? Kristallnacht Transportation to Concentration Camps Life in Concentration Camps Liberation <p>The Cold War</p> <ul style="list-style-type: none"> The Origins of the Cold War and legacy of World War II Key events; Building of the Berlin Wall & Cuban Missile Crisis The Wall comes down <p>Civil Rights</p> <ul style="list-style-type: none"> What are civil rights? Life in the USA Key events: Bus Boycott, Little Rock, Greensboro Sit-Ins, Freedom Rides Role of individuals e.g. MLK, Rosa Parks, Malcolm X Civil Rights Act and Voting Rights Act
Skills – links to the disciplinary concepts	<ul style="list-style-type: none"> Chronology – eras Significance - The Wall Street Crash Historians Interpretations – Treaty of Versailles Significance – Assassination of Archduke Franz Ferdinand Change and Continuity - The First World War 	<ul style="list-style-type: none"> Chronology - eras Cause and Consequence - Nazi Germany Significance – The atomic bomb Similarities and Differences – methods of warfare Source Analysis – Nazi Germany Historians Interpretations – The atomic bomb 	<ul style="list-style-type: none"> Chronology - eras Similarities and Differences – Capitalism and Communism Cause and consequence – The Cold War Change and Continuity – Civil Rights Significance – The Holocaust
Tier 3 Vocabulary	<ul style="list-style-type: none"> Conscientious Objector Dictatorship Hyperinflation Armistice 	<ul style="list-style-type: none"> Fascism Nazi Propaganda Great Depression 	<ul style="list-style-type: none"> Genocide Ghetto Antisemitism Holocaust

	<ul style="list-style-type: none"> • Democracy • Appeasement • Assassination • Nationalism • Alliance • Imperialism • Trenches • Artillery • Conscription • Boom • Bust • Prohibition 	<ul style="list-style-type: none"> • Appeasement • Blitzkrieg • Battles • Evacuation • Home Front 	<ul style="list-style-type: none"> • Kristallnacht • Capitalism • Communism • Civil Rights • Equality • Campaign • Act
Assessment	What were the causes of WW1?	<p>Why was Hitler able to rise to power?</p> <p>Was Dunkirk a success or failure?</p> <p>Should the USA have dropped the Atomic Bomb?</p>	<p>What were the key events of the Cuban Missile Crisis?</p> <p>End of Year Exam (thematic assessment drawing on content covered throughout the year)</p>

	Autumn term	Spring term	Summer term
Knowledge	<p>Anglo-Saxon and Norman England, c1060–88</p> <p>Anglo-Saxon England and the Norman Conquest, 1060–66</p> <p>Anglo-Saxon government, economy and society</p> <ul style="list-style-type: none"> Government, economy, and society Monarchy and government. The power of the English monarchy. Earldoms, local government, and the legal system. The economy and social system. Towns and villages. The influence of the Church <p>The last years of Edward the Confessor and the succession crisis</p> <ul style="list-style-type: none"> The significance and power of the house of Godwin. Harold Godwinson’s succession as Earl of Wessex. Harold Godwinson’s embassy to Normandy. The reasons for the rising against Tostig and his exile. The death of Edward the Confessor. <p>The rival claimants for the throne</p> <ul style="list-style-type: none"> The motives and claims of William of Normandy, Harald Hardrada and Edgar the Aethling. The Witan and the coronation and reign of Harold Godwinson. Reasons for, and significance of, the outcome of the battles of Gate Fulford and Stamford Bridge <p>The Norman invasion</p> <ul style="list-style-type: none"> The Battle of Hastings. Reasons for William’s victory, including the leadership skills of Harold and William, Norman and English troops and tactics. <p>William I in power: securing the kingdom, 1066–87</p>	<p>Norman England, 1066–88</p> <p>The feudal system and the Church</p> <ul style="list-style-type: none"> The feudal hierarchy. The role and importance of tenants-in-chief and knights. The nature of feudalism (landholding, homage, knight service, labour service); forfeiture. The Church in England: its role in society and relationship to government, including the significance of Stigand and Lanfranc. The Normanisation and reform of the Church in the reign of William I. The extent of change to Anglo-Saxon society and economy. <p>Norman government</p> <ul style="list-style-type: none"> Changes to government after the Conquest. Centralised power and the limited use of earls under William I. The role of regents during William’s absences. The office of sheriff and the demesne. Introduction and significance of the ‘forest’. The Domesday survey and Domesday Book and their significance for Norman government and finance. <p>The Norman aristocracy</p> <ul style="list-style-type: none"> The culture and language of the Norman aristocracy. The career and significance of Bishop Odo. <p>William I and the succession</p> <ul style="list-style-type: none"> Character and personality of William I and his relations with Robert, including Robert’s 	<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 <p>Superpower relations 1941- 1991</p> <p>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.

	<p>Establishing control</p> <ul style="list-style-type: none"> • The submission of the earls, 1066. • Rewarding followers and establishing control on the borderlands through the use of earls. The Marcher earldoms. • Reasons for the building of castles; their key features and importance <p>Anglo-Saxon resistance, 1068–71</p> <ul style="list-style-type: none"> • Causes and outcomes of Anglo-Saxon resistance: the revolt of Earls Edwin and Morcar (1068); Edgar the Aethling and the rebellions in the North (1069); Hereward the Wake and rebellion at Ely (1070–71). <p>The legacy of resistance to 1087</p> <ul style="list-style-type: none"> • The reasons for and features of Harrying of the North (1069–70). Its immediate and long-term impact, 1069–87. • Changes in landownership from Anglo-Saxon to Norman, 1066–87. <p>Revolt of the Earls, 1075</p> <ul style="list-style-type: none"> • Reasons for and features of the revolt. • The defeat of the revolt and its effects. 	<p>revolt in Normandy (1077–80). William’s death and the disputed succession.</p> <ul style="list-style-type: none"> • William Rufus and the defeat of Robert and Odo. <p>Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches 1250–c1500:</p> <p>Medicine in medieval England</p> <p>Ideas about the cause of disease and illness</p> <ul style="list-style-type: none"> • Supernatural and religious explanations of the cause of disease. • Rational explanations <p>Approaches to prevention and treatment</p> <ul style="list-style-type: none"> • 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 <p>1500–c1700: The Medical Renaissance in England</p> <p><u>Ideas about the cause of disease and illness</u></p> <ul style="list-style-type: none"> • Continuity and change in explanations of the cause of disease and illness including a scientific approach <p><u>Approaches to prevention and treatment</u></p> <ul style="list-style-type: none"> • 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. 	<p>The formation of the Federal Republic of Germany and German Democratic Republic.</p>
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Skills – links to the disciplinary concepts	<ul style="list-style-type: none"> • Chronology – eras • Cause and Consequence – Succession crisis • Cause and Consequence – Battle of Hastings • Similarities and Differences – Anglo Saxon society vs Norman Society • Change and Continuity – Anglo Saxon Government, Norman Government • Significance – King William 	<ul style="list-style-type: none"> • Chronology - eras • Significance - The Black Death, Penicillin • Similarities and Differences – prevention of illness • Change and Continuity – medicine through time 	<ul style="list-style-type: none"> • Chronology - eras • Source Analysis - The treatment of injury and illness in the Trenches of the Western Front • Cause and consequence – Cold War, Capitalism vs Communism
Vocabulary	See Appendix – Key Stage 4 Vocabulary and Key Terms		
Assessment	<p>Anglo-Saxon and Norman England, c1060–88</p> <ul style="list-style-type: none"> • Describe one feature (2 marks) x2 • Explain why (12 marks) • How far do you agree (16 marks) 	<p>Medicine c1250- present including the treatment of soldiers on the Western Front 1914-1918</p> <ul style="list-style-type: none"> • Explain one way ___ were similar/different (4 marks) • Explain why (12 marks) • How far do you agree (16 marks + 4 SPAG) 	<p>Western Front 1914-1918</p> <ul style="list-style-type: none"> • Source analysis assessing the progress made in medicine during WW1. • Describe one feature (2 marks) x2 • How useful are source (8 marks) • How could you follow up (4 marks) <p>The Cold War</p> <ul style="list-style-type: none"> • Explain one consequence (4 marks) x2 • Write a narrative account (8 marks) • Explain the importance of (8 marks) x2

	Autumn term	Spring term	Summer term
Knowledge	<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>Increased tension between East and West</p> <ul style="list-style-type: none"> 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. <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). 	<p>The USA, 1954–75: conflict at home and abroad</p> <p>The position of Black Americans in the early 1950s</p> <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. <p>Progress in education</p> <ul style="list-style-type: none"> 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). <p>The Montgomery Bus Boycott and its impact, 1955–60</p> <ul style="list-style-type: none"> 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. <p>Opposition to the civil rights movement</p> <ul style="list-style-type: none"> 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’. <p>Progress, 1960–62</p>	<p>The USA, 1954–75: conflict at home and abroad</p> <p>Reasons for US involvement in the conflict in Vietnam, 1954–63</p> <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. Greater involvement under Kennedy, including the overthrow of Diem and the Strategic Hamlet Program. <p>Escalation of the conflict under Johnson</p> <ul style="list-style-type: none"> The increasing threat of the Vietcong. The Gulf of Tonkin incident (1964), and increased US involvement in Vietnam. <p>The nature of the conflict in Vietnam, 1964–68</p> <ul style="list-style-type: none"> 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. <p>Changes under Nixon, 1969–73</p> <ul style="list-style-type: none"> 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). <p>Opposition to the war</p>

	<ul style="list-style-type: none"> • 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>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. 	<ul style="list-style-type: none"> • 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). <p>Peaceful protests and their impact, 1963–65</p> <ul style="list-style-type: none"> • 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). <p>Malcolm X and Black Power, 1963–70</p> <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"> • 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>Revision</p> <ul style="list-style-type: none"> • Medicine through time and Warfare on the Western Front • The USA conflict at home and abroad; Civil Rights and Vietnam • The Cold War; Superpower relations 1945-1991
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<p>Skills – links to the disciplinary concepts</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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</p>	<p>See Appendix – Key Stage 4 Vocabulary and Key Terms</p>		
<p>Assessment</p>	<p>The Cold War</p> <ul style="list-style-type: none"> • Explain one consequence (4 marks) x2 • Write a narrative account (8 marks) • Explain the importance of (8 marks) x2 	<p>USA Conflict at home and abroad. Home The development of the civil rights movement</p> <ul style="list-style-type: none"> • Give two things you can infer (4 marks) • Explain why (12 marks) • How useful are sources (8 marks) 	<p>USA Conflict at home and abroad. Reasons for US involvement in the conflict in Vietnam, 1954–63</p> <ul style="list-style-type: none"> • What is the difference (4 marks) • Why are they different (4 marks) • How far do you agree with interpretations (16 marks + 4 SPAG) <p>Revision and exam preparation</p>

Appendix – Key Stage 4 Vocabulary and Key Terms - Definitions

ANGLO SAXON AND NORMAN ENGLAND

- **ANGLO-SAXON ENGLAND:** Anglo-Saxon England was early medieval England starting at the end of Roman Britain, which lasted until 1066, the Norman invasion
- **EARL:** Man of great influence who ran his own area of the country or 'earldom'.
- **BAILEY:** Outer area that surrounded the motte. This was where houses, stables and so on were built.
- **BARONS:** A person at the lower end of the nobility who held land from the king.
- **BAYEUX TAPESTRY:** Is an embroidered cloth depicting the events leading up to the Norman conquest
- **CORONATION:** Crowning of the next monarch (King/Queen)
- **DOMESDAY BOOK:** Domesday Book is a written manuscript of the Great Survey, commissioned by William the Conqueror. The main purpose was to find anything owned by Harold Godwinson.
- **EDWARD THE CONFESSOR:** Saint Edward the Confessor ruled in Anglo Saxon times as a king of England. He ruled from 1042 to 1066.
- **FEUDALISM:** Feudalism was a structured society in medieval Europe, that would declare granted land in exchange for resources or protection.
- **FENLANDS:** Low area of marshy land.
- **FEIGNED RETREAT:** Pretending to retreat and then turning back on your opponents. This weakened the opponent's defensive wall.
- **FREEMAN:** Group of peasants that lived in the manor but still had to pay rent.
- **FYRD:** A Fyrd was the English Anglo Saxon militia before 1066. Ordinary, peasant soldiers.
- **GELD:** Form of tax.
- **HAROLD GODWINSON:** Harold Godwinson was the last king of Anglo Saxon England, as a product of the witan, as the last king had died and had no hereditary blood to pass on the throne.
- **HAROLD HARDRADA:** Harald Hardrada was the king of Norway 1046 to 1066. He unsuccessfully took over the English throne which led to his death in 1066.
- **HARRYING:** Devastation of the north in 1070
- **HOUSECARLS:** A housecarl is a person who gives a service of protection to someone of great power such as an English king or noble. Professional soldiers within Harold Godwinson's army.
- **INFANTRY:** Soldiers on foot.
- **KEEP:** Secure building which housed the Norman earls or those important people that needed shelter!
- **MOTTE AND BAILEY CASTLE:** Motte and Bailey castles appeared after William's conquer of England. These were built in France to defend themselves from the constant onslaught of Vikings.
- **MOTTE:** Earth mound in which the keep was built on
- **NOVISSIMA VERBA:** To be promised the throne upon a deathbed
- **PATRONAGE:** Land, titles or power given to ensure individual's support.
- **REGENT:** Someone who rules the country in absence of the monarch.
- **SALTING:** Throwing salt of farmland to make it infertile.
- **SERFS/VILLEINS:** Poorest peasants
- **STAMFORD BRIDGE:** Located in the north of England, this is where Harold Godwinson fought Harald Hardrada and Tostig Godwinson and won
- **SHERIFF:** The king's chief legal officer in an area.

- **SHIELD WALL:** A defensive strategy successfully used by Harold Godwinson at the Battle of Hastings. The shield wall would be made of an individual soldier's shield interconnecting with the soldier next to him
- **SUB-REGULUS:** A deputy king
- **TOSTIG GODWINSON:** Tostig Godwinson is the brother of Harold Godwinson. Tostig was exiled by his brother and turned on him at Stanford Bridge. Tostig was killed there.
- **VIKINGS:** Scandinavian soldiers who would raid and pillage much of northern Europe
- **WILLIAM OF NORMANDY:** William of Normandy was the duke of Normandy. He would then go off to conquer the Anglo-Saxon English throne and would be referred to as William the Conqueror
- **WITAN:** The witan consisted of the most politically powerful men in Anglo Saxon England and could choose a king if the recent king who passed had no hereditary blood, or who never had any children.

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.

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.

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.