

Levenshulme High School – Curriculum Map – History

		Term 1		Term 2		Term 3	
No. of Weeks		8	7	6	6	5	7
Topic Title and NC link		The Norman Conquest	The Norman Conquest	The Angevins and life in the Middle Ages	The Arab Conquest and Crusades.	The Tudors	The Tudors
Year 7	<i>Pupils should know...</i>	What it was like to live in Anglo Saxon Britain. The contenders for the throne of England and subsequent battles. The Norman invasion and why it was an important historical event.	What were William's problems and how did he deal with them? Medieval life under Norman rule and the changes that took place/impact on the Anglo-Saxons.	What are the traits a good King during the Middle Ages -The Anarchy, who should rule -Henry II and King John Ways Medieval kings' authority was challenged by the people and the Church. The way in which significant events like Magna Carta and the Black Death impacted on the lives of the people.	The development of the Arab Empire and its impact on the Middle East and Europe. Comparison of development in Europe and Arabia in the Middle Ages The Crusades and why the Holy Land was important.	What life was like in 1500s England The impact of the Reformation on England How the relationship between monarchs and Church changed during Tudor times	The different reigns of the following Monarchs and their impact on England -Edward VI -Mary I What were the most significant events of Elizabeth's reign? Who were the Stuarts and how did they impact England?
	<i>Pupils should be able to do...</i>	Demonstrate an awareness and knowledge of the way in which life changed for the Anglo-Saxons, being able to recall key facts, begin to accurately interpret a range sources.	To begin to evaluate how the Norman conquest changed Anglo-Saxon England and form supported judgements. Recognise change and continuity over time.	Compare sources of evidence and use contextual knowledge to explain life during the Middle Ages. Recall, analyse and evaluate monarchs and their leadership	Analysis and use existing knowledge to explain different religious interpretations. Should be able to use the provenance of a source to assess its purpose and meaning.	Assess the utility of sources when answering key questions relating to Henry's decisions. Reach a sustained judgement through provenance of	Use their own contextual knowledge to analyse the accuracy of a source Pupils should be able to evaluate the significance of different events

				during the middle ages.		sources and contextual knowledge.	
<p><i>Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?</i></p>	<p>Saxon Britain is the introductory topic as it provides key context of life in Britain before the Norman invasion. This also promotes effective KS2 links as topics that are commonly covered at primary school are the Anglo-Saxons and the monarchy through time.</p> <p>We deliver the content through a range of source materials this also builds on existing skillset of analysing and evaluating sources in History whilst also provides a benchmark of skill level of how to access and evaluate sources.</p>	<p>We choose to move onto the Norman conquest as this allows for student enquiry, students can also use their prior knowledge of Saxon life to begin to develop evaluative/judgement regarding the change that took place for the Saxons. This also provides a strong foundation for historical knowledge/topics covered further into key stages.</p> <p>Understanding the context of what life was like before the Norman invasion allows students to then fully evaluate changes covered in key themes such as religion, society and the monarchy. Change and Continuity are also key aims of how this unit will promote</p>	<p>This unit builds on, chronologically from earlier topics that promote students to gain a wider awareness of the breadth of historical study – over time but also helps them recognise similarities and differences surrounding periods of History. The context/period being the medieval period also allows them to make links with previous periods in history.</p> <p>Key events such as the Magna Carta and the Black Death are also covered as links can be made for some from knowledge of KS2 learning, where students can utilise longer term knowledge but</p>	<p>Students look at the Arab conquest to ensure there is a global and balanced topic coverage. This allows them to develop their awareness and understanding of the significance of religion on a wider scale, then make comparisons and links of what empires are, what differences exist between Europe and the wider world</p> <p>Here students can use their previous knowledge of key themes such as religion, power and society to further understand how this developed Europe during the middle ages and also the middle east – Arab Lands and the significance of religion.</p> <p>Students are introduced to this at this point in the year 7 curriculum as they can begin to make evaluative links between topics, key leaders and religious changes from</p>	<p>The Tutor period provides a chronological sequence building on the chronology of previous topics. It provides topic coverage a little later in the period, this is a popular topic with Y7 as they enjoy using all they have built over time learning about other monarchs to then describe, explain and evaluate a range of Tudor Monarchs – closely being able to assess and evaluate the success and failure of each one – within the society they led – at that time.</p> <p>This provides a really useful platform to move up to the Stuarts and again promotes students</p>	<p>As per previous topic in HT5</p>	

			students to identify both as part of their historical enquiry.	most of all looking at two events as a case study ensure students can gain depth to their study of historical periods by providing detail of both key events to further enhance students love, interest and source analysis skills for History.	previous topics looking for example at the impact of Christianity from the Saxon period up to the middle ages.	to consider change and continuity over time, there is careful selection of source analysis to build and very much provide experiences for students to develop study skills of sources – a key building block for further study.	
Year 8	Topic Title and NC link	The English Civil War	Cromwell, Restoration and Plague and British Empire	Transatlantic Slave Trade	The Industrial Revolution; working conditions	The Industrial Revolution; living conditions	The First World War
	<i>Pupils should know...</i>	The causes of the English Civil War The factors that led to Parliament's victory How the ECW changed the lives of normal people How and why Charles was executed	How the end of the monarchy changed England What life in Puritan England was like What sort of ruler Cromwell was How the Great Plague changed England The impact of the Great Fire How Britain improved India How Britain negatively affected India	What made the Transatlantic slave trade so economically successful The horrors and events of the different stages of a captive's journey from Africa through the passage, auctions and plantation life How slavery was resisted The abolition of the slave trade The consequences of the Slave Trade	What caused the Industrial Revolution in Britain The it was like before the Ind Rev Working conditions in the factory system Working reforms	What Manchester was like during the Ind Rev The growth of horrible diseases like Cholera How living conditions were improved	What caused WWI The impact of propaganda Living and fighting in a trench Weapons and technological development during WWI How accurate the 'Lion led by Donkeys' interpretation is

<p><i>Pupils should be able to do...</i></p>	<p>Explain the significance of different causes Analyse the provenance of an historical source Answer usefulness style questions</p>	<p>Analyse the effect of change and continuity Explain their opinion on Cromwell using evidence Compare the significance of different important events (the Great Plague and the Great Fire) Analyse and evaluate the long- and short-term effects of the Great Fire</p>	<p>Explain the impact of different events using empathy Analyse long term consequences of events of the Slave Trade on the world</p>	<p>Explain the impact of different developments on people's lives Compare and contrast different working conditions for different jobs Assess the benefits and differences between the Domestic System and Factory System</p>	<p>See similarities in Analyse the importance of different factors in leading to change (e.g. War, Government etc)</p>	<p>Evaluate the difference in significance between long- and short-term causes Analyse and explain how different interpretations arise</p>
<p><i>Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?</i></p>	<p>We do this to carry on from the investigation of The Stuarts in Year 7, term 3 and in keeping with our study of history at KS3 in chronological order.</p> <p>The study of the English Civil War is also carried out so as to reinforce the skills that pupils have developed in Year 7. These include such second order concepts of Historical Significance which pupils will have</p>	<p>This study of Cromwell, Restoration, Plague and Empire is carried out now as pupils have finished their study of the English Civil War.</p> <p>This topic is linked directly to pupils' previous study of the outcome of The Civil War and they are familiar as to who Cromwell is and why there is no King. This again is building on the skills of Causation and Significance with pupils analysing the significance of</p>	<p>Pupils study the Slave Trade with the skills and knowledge that they have developed in regards to the British Empire. Pupils will have good understanding of the views and aims of Empire. Pupils will also have knowledge of the negative aspects of Empire from their study of India and how this links to Slavery.</p>	<p>Pupils will continue their chronological study of English History, with the Industrial Revolution providing a crucial Segway between early-modern and modern history.</p> <p>It will continue the study of Britain in its age of Empire, but also provide a contrast by focusing on the UK rather than its empire and its colonies.</p> <p>This topic builds on the students' knowledge of the Empire and the beginning of the Industrial Revolution, however it also</p>	<p>Students will continue their study of the Industrial Revolution by exploring the living conditions of people during this turbulent time. This topic will build on and consolidate student knowledge of the Industrial Revolution. It will provide further opportunity to examine historical sources and interpretations, as well as providing insight into the</p>	<p>Continuing our chronological approach to the past, the study of World War One provides an important opportunity to begin looking at the post-industrial world and the 20th century.</p> <p>The study of Empire and industrialisation are a crucial foundation to understanding the problems the great powers faced in 1914.</p>

		<p>learned at the end of Year 7. The English Civil War content also includes source work that again build on the skills pupils have developed in year 7 such as analysing a source and making inferences.</p> <p>The study of the English Civil War also is studied at this point as it introduces pupils to Causation and why historical events happen at certain points and their consequences. This new concept puts pupils in good standing for answering new style assessment questions that make pupils evaluate certain statements.</p>	<p>Cromwell and what caused the Monarchy to be restored to Britain. Pupils will also be evaluating the similarities and differences of Cromwell's England and Restoration England. This will involve pupils building on knowledge that they have learned in Term One. Our study of the Plague will also link pupils learning to the Black Death in Year 7 and again it's similarities and differences.</p> <p>The Study of the British Empire is also done at this stage as it links to their learning as to how England has changed as a result of the English Civil War. The creation of the New Model Army and the increasing of Trade and discovery in Restoration London set pupils up for as to</p>	<p>Pupils will have good grasp of Cause and Consequence and be able to use this to understand what caused Slavery and it's Human and Global Impact.</p> <p>Pupils will be introduced to new content and get an understanding how the Transatlantic Slave Trade still impacts us today and evaluate the various consequences that impact us today.</p> <p>The study of the Slave Trade also gets pupils to understand what Industry is and how manufacturing was changing and requiring more resources in Britain.</p>	<p>introduces new content by exploring the new developments of the Industrial Age which shaped the modern world we live in. By comparing and contrasting life before and after the revolution it provides and excellent opportunity for students to develop their understanding of change and continuity, and the significance of particular changes/ developments over time.</p> <p>Our study of working conditions during the industrial period will also provide an opportunity to engage with Manchester's industrial past. The use of primary source material will allow students to develop their critical thinking and analysis skills, and engage students with relevant historical developments they can connect with their local area.</p> <p>This topic provides a crucial foundation to further exploring the lives and living conditions of</p>	<p>everyday lives of people at this time.</p> <p>We will examine the changes brought by the industrial revolution and the rapid growth of urban communities. This will give students the opportunity to examine peoples living conditions by looking at the causes and consequences of poor public health and sanitation.</p> <p>This topic further allows students to connect the study of history to their local area, learning about Manchester's past and the lives of people here. Combined with the topic on working conditions, they provide a solid foundation to understanding the industrial world</p>	<p>Examining the outbreak of the war and the reasons behind the calamity give students a chance to develop their skills of causation and consequence.</p> <p>The Study of WW1 also allows students to continue looking at the significance of new developments, highlighting the importance of key innovations and their impact on the war.</p> <p>Likewise, students will continue to develop their analytical skills and use of primary material by using sources and interpretations to better understand the past, and the how it impacted peoples lives at the time. It will provide students to engage with a range of interpretations and</p>
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			why Britain wanted and got an Empire.		working people at this time in England.	prior to the outbreak of WWI.	viewpoints, and encourage them to develop their own opinions and evidence-based evaluations of the past. This will then provide give them a firm base for to begin their Year 9 investigation into the Rise of Hitler in Year 9 and how World War One and its ending impacted Europe.
Year 9	Topic Title and NC link	The Inter War Years (including the Rise of Hitler)	The Treatment of People in Nazi Germany	World War II	The Cold War	The Civil Rights Movement	Medieval and Renaissance Medicine
	<i>Pupils should know...</i>	What life was like in Weimar Germany The effect of hyperinflation, The Boom and Bust period in America in the 20s and 30s. Britain in the inter-war years. The difference between Fascism and Communism and the rise of the Dictators, Hitler's early life, how Hitler came to power and how he maintained power.	What life was like for women, children and other minorities in Nazi Germany, including political opponents. An in-depth study on the Holocaust focusing on why the Nazis persecuted the Jews, how the persecution developed from restrictions, to the Ghettos, to the Final Solution and the importance of remembering the Holocaust.	The road to war, key events of World War II including the evacuation of Dunkirk, D-Day and the War in the East, Pearl Harbour, the war in the Pacific and the dropping of the atomic bomb on Hiroshima and Nagasaki.	Key details about the Yalta and Potsdam conferences, how tensions between east and west developed through the Berlin Blockade and Airlift, the effects of the space race on international relations, including forming judgements on the moon landings, the building of the Berlin Wall and the Cuban Missile Crisis. Investigation work into who shot JFK and the reason why Communism came to an end.	The main points of the Jim Crow laws and 'separate but equal' facilities and how this led to inequality. The effect of key events on the motivating the Civil Rights Movement including the murder of Emmott Till, Rosa Parks, the Selma Marches Martin Luther King and Malcolm X and how effective different forms of protest were.	The main developments that took place in Health in England from the Middle Ages to the Present for three main themes: <ul style="list-style-type: none"> • Surgery & Anatomy • Public Health • Disease & Infection They should also understand how key factors affect the development of these themes in four key time spans

							<ul style="list-style-type: none"> • Medieval • Renaissance • Industrial • Modern
<i>Pupils should be able to do...</i>	Students should be able to explain the impact of WWI on countries involved and their rebuilding in the interwar period. They will also assess the causes which allowed for the rise of the dictators in Europe and the rise to power of Adolf Hitler in Germany including the long and short term causes.	Students should be able to assess the causes and consequences of targeting different minorities. They will be able to analyse historical evidence including the way the Jewish population were targeted and persecuted They will be able to use evidence to assess why the Holocaust is such an important event in History.	Students should be able to analyse the way the balance of power changed between the different powers during the course of the war. They should form judgements about whether America was right to drop the Atomic Bomb and the way this may impact upon international relations.	Students should be able to explain the different positions of the different leaders at the end of WWII and how this led to an increase in tensions. They should be able to analyse the differences between living conditions in East and West Berlin and how different events in Berlin contributed to the development and consolidation of the Cold War. Students will be able to compare how different events contributed to the development of tensions.	Analyse evidence to assess the significance of different events, be able to use evidence to develop pieces of extended writing, including the impact of the different individuals upon the development of events.	Describe the key features of medieval medicine, identify the differences between the key themes and the details which go in them. Assess the usefulness of sources by looking at content and provenance. Be able to structure extended pieces of writing correctly.	
<i>Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?</i>	<p>This links back to the work students will have done at the end of Y8.</p> <p>We start Y9 with this as the Treaty of Versailles is one of the key events in early C20th history and leads to the rise of Hitler, WW2 and the Holocaust</p>	This chronologically follows the previous topic now focusing just on Germany, examining how Hitler in Germany was able to take advantage of the turmoil created by the Wall Street Crash in America. It also looks at how he laid the foundations for what would	This chronologically and thematically follows directly on from the Rise of Hitler topic and is taught separately from WW2 which overlaps with the final and most violent stages of the Holocaust to ensure that the	This chronologically also follows directly on from the Rise of Hitler topic. As in the previous column this is taught separately from the Holocaust as this helps students form a more cohesive understanding of the narrative of the war.	<p>Chronologically this follows directly on from WW2 and it makes thematic sense to teach this here in terms of teaching the conflicts of the C20th.</p> <p>This topic is also taught at GCSE so if students choose</p>	<p>Chronologically this also follows on from WW2 and the period has overlap with the Cold War topic.</p> <p>After learning about WW2 and the Cold War this is a focus on social and cultural history again instead of the</p>	

		<p>which are key topics taught later in the year. The end of WW2 then leads onto the Cold War, so this is a very important period of History for the students to learn about.</p> <p>After the summer break it builds on the historical skills and second order concepts that were taught in Y7 and Y8 to prepare them going forward to the other units.</p> <p>They are also prepared in the development of their ability to answer specific GCSE Question types.</p>	<p>become the Holocaust next half term.</p> <p>The way that Hitler abuses democratic freedoms for his own gains links to our school and British value of democracy.</p> <p>As with all topics in KS3 they are also prepared in the development of their ability to answer specific GCSE Question types in the event that they take History for GCSE.</p>	<p>sensitive subject is taught with more clarity.</p> <p>Building on long term causes and effects of the treatment of Germany post WW2 it explores how Hitler and the Nazi's were able to exploit long term and low level racism and xenophobia and fear of communist revolution to create the Holocaust.</p> <p>As with all topics in KS3 they are also prepared in the development of their ability to answer specific GCSE Question types in the event that they take History for GCSE.</p>	<p>and the fight against Fascism links to our school values of democracy and free speech.</p> <p>As with all topics in KS3 they are also prepared in the development of their ability to answer specific GCSE Question types in the event that they take History for GCSE.</p>	<p>History as an option so this forms as a foundation for them to build on when it is taught in KS4, mainly Y11.</p> <p>As with all topics in KS3 they are also prepared in the development of their ability to answer specific GCSE Question types in the event that they take History for GCSE.</p>	<p>large scale conflicts of WW2 and the Cold War.</p> <p>Although it focuses on the American Civil Rights Movement it does strongly link heavily with the British and school values of equality and equity.</p> <p>As with all topics in KS3 they are also prepared in the development of their ability to answer specific GCSE Question types in the event that they take History for GCSE.</p>
Year 10	Topic Title and NC link	Health & the People	Norman England	Norman England	Norman England	America 1840-95	America 1840-95
	<i>Pupils should know...</i>	The main developments that took place in Health in England from the	The importance of the Norman Conquest and how it impacted on England.	About the wide purpose of castles in Norman England from the purely	About the role of the Church in Norman England. Why after the conquest there were	About the expansion across America by the Early Settlers. They	About conflict across America focusing on:

	<p>Middle Ages to the Present for three main themes:</p> <ul style="list-style-type: none"> • Surgery & Anatomy • Public Health • Disease & Infection <p>They should also understand how key factors affect the development of these themes in four key time spans</p> <ul style="list-style-type: none"> • Medieval • Renaissance • Industrial • Modern 	<p>They should know the reasons behind the succession crisis and how this led to conflict between England and Normandy. Pupils should also be aware of how, once in power, King William consolidated his power and dealt with opposition from the Anglo-Saxons</p>	<p>military to symbolic and residential</p> <p>They should also be aware of other methods that William used in order to control the country such as:</p> <ul style="list-style-type: none"> • The Feudal System • The Domesday Book <p>Pupils should also know how these were aspects of Norman control that had both similarities and differences to Anglo-Saxon England</p>	<p>changes; what those changes were and the impact they had on ordinary people.</p> <p>Pupils should also know the impact the Conquest had on the lives of ordinary people living in the villages and towns of Norman England.</p>	<p>should understand the opportunities that America gave them as well as any problems</p> <p>Pupils should also understand how this impacted on the lives of the Native American Indian. To do so pupils need to understand the Native American's lifestyle and why this was an issue to the White Americans</p>	<ul style="list-style-type: none"> • How the movement of White People across the country led to increasing conflict with the Native American and how the US Government developed policies to deal with this. • The American Civil War: Its causes as a result of both slavery and political differences and its impact
<p><i>Pupils should be able to do...</i></p>	<p>Analyse historical sources using both provenance and content</p> <p>Evaluate the utility of historical sources and interpretation</p> <p>Compare and contrast development across different time periods and explain their significance</p>	<p>Analyse historical sources using both provenance and content</p> <p>Use knowledge to explain why a source was convincing</p> <p>Explain change and continuity and how these impacts on society</p>	<p>Analyse historical sources using both provenance and content</p> <p>Use knowledge to explain why a source was convincing</p> <p>Explain change and continuity and how these impacts on society</p>	<p>Analyse historical sources using both provenance and content</p> <p>Use knowledge to explain why a source was convincing</p> <p>Explain change and continuity and how these impacts on society</p>	<p>Analyse historical sources using both provenance and content</p> <p>Be able to explain the difference between HOW and WHY sources are different</p> <p>Use knowledge to explain why a source was convincing</p> <p>Be able to evaluate the relative</p>	<p>Analyse historical sources using both provenance and content</p> <p>Be able to explain the difference between HOW and WHY sources are different</p> <p>Use knowledge to explain why a source was convincing</p> <p>Be able to evaluate the relative</p>

						importance of factors	importance of factors
	<p><i>Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?</i></p>	<p>We do this at the start of the GCSE course as it is one of the content heavy units which means that we have a clear run at it at this point. It is also a complete difference to the content of Year 9 and the focus on modern history which is a nice change.</p> <p>It does pick up on some of the content of teaching in KS3 for example the Black Death in Year 7 and 19th Century living conditions in Year 8. But in addition it builds on the historical skills and second order concepts that are taught in KS3. This then prepares them going forward to the other units. They are also prepared in the development of</p>	<p>We choose to do Norman England as our second topic as that means that with Health and the people the content for Paper 2 of the exam is covered. It also builds on some of the knowledge from the previous unit.</p> <p>It picks up on and develops the Norman Conquest studied in Year 7, for example claimants to the throne and the reasons for victory at Hastings. Skills and second order concepts previously studied continue to be refined and developed. New question types are introduced that appear in subsequent GCSE units.</p>	<p>This is a continuation of the unit started in HT2.</p> <p>It picks up on and develops the establishment of Norman Power in England studied in Year 7, for example a study of the purpose of Castles. Skills and second order concepts previously studied continue to be refined and developed. New question types are introduced that appear in subsequent GCSE units.</p>	<p>This is a continuation of the unit started in HT2.</p> <p>It picks up on and develops the Norman Conquest studied in Year 7, for example the role of the Church in Medieval society and aspects of Medieval life. Skills and second order concepts previously studied continue to be refined and developed. New question types are introduced that appear in subsequent GCSE units.</p>	<p>We choose to do America expansion & consolidation as our third GCSE topic as it is Section A of Paper 1. We also believe that the skills and concepts are more accessible than Section B of the paper which we leave until Year 11.</p> <p>This unit doesn't really build on prior knowledge but instead skills and concepts previously studied. These continue to be refined and developed. New question types are introduced that appear in both previous and subsequent GCSE units.</p>	<p>This is a continuation of the unit started in HT5.</p> <p>It builds on prior knowledge from the previous topic by examining how aspects of Native American life and early American migration would bring the two groups into conflict. Skills and second order concepts previously studied continue to be refined. New question types are introduced that appear in both</p>

		their ability to answer specific GCSE Question types					previous and subsequent GCSE units
Year 11	Topic Title and NC link	America 1840-95	Cold War East & West 1945-72	Cold War East & West 1945-72	Cold War East & West 1945-72	Exam preparation	N/A
	<i>Pupils should know...</i>	About the consolidation of America focusing on: The continued settlement of the West of America by the Homesteaders How this brought about more conflict with the Native Americans How the US Government solved the 'Indian' problem through the use of Reservations and War	The Origins of the Cold War and how it came about after WW2 The Conferences at the end of WW2 that decided the division of Germany and the map of Europe The creation of the Soviet sphere of influence and the US attempts to contain it through the Truman Doctrine and Marshall Aid Look at impact of division in Berlin	About the Development of the Cold War The failure of containment of communism with the spread to Asia and China and the proxy wars in Korea and Vietnam The technological races, arms and space, and how these heightened tensions between the superpowers The 'thaw' under Khrushchev and whether this was real	About the transformation of the Cold War. They should look at key events from the 1960s that changed relations between the superpowers and brought the countries close to war <ul style="list-style-type: none"> • The Berlin Wall • The Cuban Missile Crisis • The Prague Spring The easing of tensions and detenté	The content of the four key units of the GCSE: <ol style="list-style-type: none"> 1. Health and the People 2. Norman England 3. America: Consolidation and Expansion 4. The Cold War East and West 	
	<i>Pupils should be able to do...</i>	Analyse historical sources using both provenance and content Be able to explain the difference between HOW and WHY sources are different Use knowledge to explain why a	Analyse historical sources using both provenance and content Evaluate the utility of historical sources and interpretation Be able to evaluate the relative importance of factors	Analyse historical sources using both provenance and content Evaluate the utility of historical sources and interpretation Be able to evaluate the relative	Analyse historical sources using both provenance and content Evaluate the utility of historical sources and interpretation Be able to evaluate the relative importance of factors Consider causation and the impact of events	Analyse historical sources and interpretations Consider the second order concepts: <ul style="list-style-type: none"> • Causation • Change and continuity • Significance • Chronology 	

		source was convincing Be able to evaluate the relative importance of factors	Consider causation and the impact of events	importance of factors Consider causation and the impact of events		Be able to analyse, evaluation and form judgements about historical events and periods	
<i>Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?</i>	This is a continuation of the unit started in HT4 of Year 10 It builds on prior knowledge from the previous topic by examining how aspects of Native American life and early American migration would bring the two groups into conflict. And looks at US government policies Skills and second order concepts previously studied continue to be refined New question types are introduced that appear in both previous and subsequent GCSE units and these are	This is the final unit of the GCSE. It has been left as we feel that the content and concepts are the most challenging, It builds on prior knowledge from KS3 when in Year 9 students study a 'cherry picked' version of the Cold War. It is built on by looking at the Cold War more holistically and the nature of the relationships between East and West The historical skills and second order concepts that have been developed through GCSE continue to be refined as do the question types By now most Question types have been encountered so these are refined, but	This is a continuation of the unit started in HT2 It builds on knowledge from Year 9 – notably of the Space and Arms races as well as continuing to develop the themes and concepts started in HT2 Skills and second order concepts previously studied continue to be refined New question types are introduced that appear in both previous and subsequent GCSE units and these are practised	This is a continuation of the unit started in HT2 It builds on knowledge from Year 9 – notably of the Cuban Missile Crisis and the building of the Berlin Wall as well as continuing to develop the themes and concepts started in HT2 Skills and second order concepts previously studied continue to be refined New question types are introduced that appear in both previous and subsequent GCSE units and these are practised throughout the unit	This is a continuation of a unit started in HT2 By now we have finished teaching the content of the course and so the focus turns to revision and exam preparation It builds on and consolidates the knowledge and skills gained over the GCSE course and prepares students for the upcoming examinations		

		practised throughout the unit	there are some new ones as well	throughout the unit			
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