

Module/Unit of Learning	Taught During	What will students learn?	How are students challenged to become experts?	Links to other Subjects
The USA, 1954-75, Civil Rights	Autumn Half Term 1	We learn about the development of the Civil Rights Movement through key events such as the March on Washington. We look at key legislation passed to improve the lives of black Americans and then what happened after these laws were passed, in the late 1960s and 1970s. We finish learning about the Civil Rights Movement, by studying the impact of Nixon's rule. We then begin to learn about America's increased involvement in the Vietnam War but also about the huge challenges they faced.	This paper is heavily focused on the disciplinary knowledge of a historian, the use of sources as evidence of reality and perspective, the approaches a historian would take and the development of their own historical arguments and judgements.	
The USA, 1954-75	Autumn Half Term 2	We learn about the Vietnam War, the reasons for US involvement, escalation, the experiences of war, tactics and key events, such as the Tet Offensive and My Lai Massacre. The students end the unit with a study of Nixon, Vietnamisation and Protest, before studying the end of the Vietnam War and the cost of the war.	This paper is heavily focused on the disciplinary knowledge of a historian, the use of sources as evidence of reality and perspective, the approaches a historian would take and the development of their own historical arguments and judgements.	
Early Elizabethan England Early Elizabethan England	Spring Term 1	Students learn about the early years of Elizabeth's reign, focusing on the challenges she faced when she became queen, the religious divisions in England and how Elizabeth dealt with these, the role of the Netherlands in these religious struggles and the life of Mary, Queen of Scots. Students learn about the threats Elizabeth faced from 1569-88. They learn about the Revolt of the Northern Earls and the three main plots made against her. They learn about the role of Sir Francis Drake and the long and short-term causes of the Armada. Finally, they learn about why the Spanish were defeated.	Students are challenged primarily through the vast range of new vocabulary and exam questions. We challenge them through regular questioning and knowledge tests. Students are challenged through regular knowledge tests and exam questions. We model and co-construct excellent answers and challenge our students to begin creating these independently.	

Early Elizabethan England	Spring Term 2	Students now learn about Elizabethan culture and society. They focus on Elizabethan education, leisure, poverty, exploration and the colonisation of Virginia.	Students are challenged primarily through the vast range of new vocabulary and exam questions. We challenge them through regular questioning and knowledge tests. The topics we study in the Elizabeth module are challenging, as they focus on religious divisions and tough political decisions, as well as social and cultural divisions within England.	
Superpower Relations	Summer Term 1	Students learn about the Cold War: how tensions increased during and after WWII and how Europe became more ideologically and politically divided. They then study the causes, events and consequences of the Hungarian Uprising. Students learn about three Cold War Crises. They first learn about the Berlin Crisis, 1958-63 and the building of the Berlin Wall. Then they learn about the Cuban Missile Crisis, 1962 and how close the USA and USSR came to nuclear war. Finally they investigate the causes, events and consequences of the Prague Spring, 1968.	Our students are challenged to further develop their exam skills through exam practice. Paper focuses on chronology, causation and significance, which are all challenging historical second order concepts built through KS3 and KS4	
Superpower Relations	Summer Term 2	Students then learn about how the Cold War ended, 1963-91. They study détente in the 1970s, the increase in tensions due to the invasion of Afghanistan and presidency of Reagan in the 1980s and finally how economic pressures caused the Cold War to end and the Berlin Wall to fall in 1989.	Regular feedback on exam questions and regular testing of knowledge challenge our students to develop substantive knowledge, disciplinary and procedural knowledge. We expect them to be able to answer unseen exam questions independently.	