



# History Curriculum

# History at Maltby Academy

## Introduction

The Maltby Academy curriculum is designed to deliver exceptional learning experiences that enable all young people to thrive academically, personally, and socially. Each subject curriculum is ambitious, coherently planned, and carefully sequenced to ensure that all students develop the knowledge, skills, and character required to succeed in a competitive world. Our key drivers: Teaching & Learning, Personal Development, Careers & CEIAG, Enrichment, and Behaviour & Attitudes underpin every aspect of our curriculum design.

## History - intent statement

The History curriculum at Maltby Academy inspires students to investigate the past critically and thoughtfully, equipping them with the knowledge and skills to understand the complexity of human experience and the world in which they live. Our curriculum is coherently sequenced to develop powerful knowledge of local, national and global histories, while fostering the disciplinary skills of enquiry, evaluation and interpretation. Through engaging with diverse perspectives and significant turning points, students learn to challenge assumptions, think independently, and construct evidence-based arguments. The curriculum supports our key drivers by delivering exceptional Teaching & Learning, broadening cultural horizons through Enrichment, and preparing students for future pathways in education and Careers. It also nurtures Personal Development by promoting tolerance, empathy, and resilience. History at Maltby Academy empowers students not only to achieve academic success, but to thrive as informed citizens capable of shaping their own futures and contributing positively to society.

## Why do we study History?

History teaches students to think critically about the past, understand the present, and shape the future. It builds analytical skills, encourages evaluation of evidence, and deepens students' understanding of identity, society, and change over time.

## Qualification

Our Key Stage 4 exam board for History is Edexcel. Our Key Stage 5 exam board is OCR.

## Key Tier 2 Vocabulary

cause, consequence, significance, continuity, change, interpretation, evidence, evaluate, justify, infer, analyse, chronology, perspective, impact, reliability

## Disciplinary Requirements

- Students must construct and support analytical explanations about change, continuity, and significance over time.
- Evaluate interpretations and primary sources, assessing utility, provenance, and reliability.
- Develop structured written arguments using precise historical terminology and well-chosen evidence.
- Demonstrate chronological understanding and an ability to make substantiated historical judgements.

## Vocabulary and Substantive Knowledge Summary

The History curriculum at Maltby Academy enables students to understand the complexity of past societies, the relationships between different periods, and how historical interpretations are formed. Students explore significant events, people, and ideas that have shaped Britain and the wider world, using evidence to develop reasoned arguments and critical thinking. Through this, they gain perspective on their place in time and society.

### Key Stage 3 – History

Vocabulary focus:

Students are introduced to essential historical terminology including chronology, interpretation, evidence, causation, consequence, continuity, change, significance, empire, monarchy, revolution, and parliament. They also develop disciplinary language to discuss concepts such as bias, reliability, context, and perspective.

Substantive knowledge themes:

- Understanding how Britain developed from ancient to modern times, including key turning points such as the Norman Conquest, the Reformation, and the Industrial Revolution.
- Exploring global history through the study of empire, trade, migration, and conflict.
- Investigating local and national history to understand identity and community.
- Examining historical interpretations and the use of sources to question and construct arguments.
- Analysing social, political, and economic developments and their impact over time.
- Using second-order concepts (cause, consequence, significance, continuity and change) to structure historical understanding.

Progression goal:

By the end of Key Stage 3, students can use historical vocabulary confidently to describe and explain key developments and turning points. They can interpret sources critically, identify causes and consequences, and construct well-reasoned historical arguments that show an awareness of multiple perspectives.

### Key Stage 4 - History

Vocabulary focus:

Students develop fluency in advanced historical terms including totalitarianism, democracy, dictatorship, appeasement, reform, industrialisation, revolution, ideology, propaganda, and enfranchisement. They also refine evaluative language such as reliability, interpretation, significance, synthesis, and corroboration.

Substantive knowledge themes:

- Deepening understanding of political, social, and economic change in Britain and the wider world from c.1000 to the present day.
- Analysing thematic and period studies to explore change over time and historical context.
- Evaluating source material critically, considering purpose, provenance, and context.
- Understanding different interpretations of the past and how historians construct arguments.
- Examining key case studies such as conflict and power, medicine through time, and modern world history to explore continuity and change.
- Applying disciplinary knowledge to form evidence-based judgements about causation, consequence, and significance.

Progression goal:

By the end of Key Stage 4, students can construct structured, evidence-based arguments that evaluate historical interpretations and significance. They confidently use specialist vocabulary to analyse events, explain relationships between causes and consequences, and assess the impact of change across different periods and regions.

## Key Stage 5 - History

Vocabulary focus:

Students master advanced disciplinary vocabulary including historiography, synthesis, continuity, causation, reliability, provenance, contextualisation, ideology, nationalism, reform, revolution, and interpretation. They also use evaluative and analytical language such as validity, argumentation, justification, and counter-interpretation.

Substantive knowledge themes:

- Engaging critically with historical interpretations and debates through the study of key themes such as power, protest, revolution, and empire.
- Analysing continuity and change across extended time periods to understand long-term developments.
- Evaluating primary and secondary sources using provenance, context, and reliability to make substantiated judgements.
- Conducting independent research through coursework, applying methodological and historiographical understanding.
- Exploring how historians construct meaning and interpretation through argument and evidence.
- Connecting British and global history to wider themes of democracy, empire, identity, and conflict.

Progression goal:

By the end of Key Stage 5, students can construct sophisticated, substantiated arguments that evaluate interpretations and use evidence critically. They apply high-level historical vocabulary and disciplinary thinking to synthesise knowledge across periods, demonstrating independence, reflection, and critical awareness of how the past is constructed and understood.

Across Key Stages 3 to 5

The History curriculum develops analytical, reflective, and articulate learners who understand the processes of change and continuity over time. By building expertise in historical vocabulary and enquiry, students develop curiosity about the past and the ability to think critically about evidence and interpretation, preparing them for further study and informed citizenship.




# Appendix


39-week plans


Tier 3 vocabulary





 <b>History</b> <b>Year 7</b>							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
How did migration shape Early England? L1 - What was life like for 'British' Celts?	How did migration shape Early England? L2 - How much did the Romans change 'Britain'?	How did migration shape Early England? L3 - How far did the Saxons change 'Britain'?	How did migration shape Early England? L4 - How far did the Vikings change 'Britain'?	How did migration shape Early England? L5 - What was life like in the Danelaw?	How did migration shape Early England? L6 - What was England like by 1066?	How did the Norman Conquest change England? L1 - What happened in 1066?	How did the Norman Conquest change England? L2 - Why did Harold II win the Battle of Stamford Bridge?
Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16
How did the Norman Conquest change England? L3 - What happened at the Battle of Hastings?	How did the Norman Conquest change England? L4 - How did William I consolidate his power?	How did the Norman Conquest change England? L5 - How did William I change England?	How did the Norman Conquest change England? L6 - How much had England changed by 1087?	Consolidation	Why were Norman castles so difficult to attack? L1 - Where should I build my castle?	Why were Norman castles so difficult to attack? L2 - Attacking and defending castles	Why were Norman castles so difficult to attack? L3 - the Siege of Rochester Castle
Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Why were Norman castles so difficult to attack? L4 - Castles Dragons' Den	Why were Norman castles so difficult to attack? L5 - Designing a castle	What was life like in medieval England: L1 How was medieval England ran?	What was life like in medieval England: L2 - What was ordinary life like in Medieval England?	What was life like in medieval England: L3 - Why was life expectancy so low in medieval England?	What was life like in medieval England: L4 - What impact did the Black Death have on life in medieval England?	What was life like in medieval England: L5 - Crimes and rebellions: How was the Peasants' Revolt dealt with?	Consolidation
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32
Who was the best Medieval King? L1 - Was William I a good medieval monarch?	Who was the best Medieval King? L2 - Was Henry II a good king?	Who was the best Medieval King? L3 - Richard Vs John: Two bad kings?	Who was the best Medieval King? L4 - Henry V vs Henry VI: Who was better?	Who was the best Medieval King? L5 - Does Richard III deserve his reputation as a bad king?	Who was the best Medieval King? L6 - Who was the best medieval king?	How did Tudor monarchs overcome the problems of their reigns? L1 - How did Henry VII establish the Tudor dynasty?	How did Tudor monarchs overcome the problems of their reigns? L2 - How did Henry VIII expand his power?
Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	
How did Tudor monarchs overcome the problems of their reigns? L3 - How successfully did Edward overcome the problems of his reign?	How did Tudor monarchs overcome the problems of their reigns? L4 - Does Mary I deserve her reputation as 'Bloody Mary'?	How did Tudor monarchs overcome the problems of their reigns? L5 - How did Elizabeth I overcome the problems of her reign?	How did Tudor monarchs overcome the problems of their reigns? L6 - What was life like for poor people in Tudor England?	How did Tudor monarchs overcome the problems of their reigns? L7 - What was life like for Black Tudors?	Richard III: King in the carpark	Princes in the Tower: The new evidence	




 <b>History</b> <b>Year 8</b>							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
How much did England change in the 1600s?: L2 - Who was Charles I and did he start a Civil War in England?	How much did England change in the 1600s?: L2 - Who was Charles I and did he start a Civil War in England?	How much did England change in the 1600s?: L3 - Who were the Cavaliers and the Roundheads?	How much did England change in the 1600s?: L4 - What were the events and consequences of the English Civil War?	How much did England change in the 1600s?: L5 - What impact did the English Civil War have on life in England?	How much did England change in the 1600s?: L6 - Who was Oliver Cromwell and what changes did he make to England?	What was the Trans-Atlantic Slave Trade?: L1 - What was the Slave Trade triangle?	What was the Trans-Atlantic Slave Trade?: L2 - What was life like for enslaved people in America?
Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16
What was the Trans-Atlantic Slave Trade?: L3 - How did people rebel against slavery?	What was the Trans-Atlantic Slave Trade?: L4 - What was the main cause of the abolition of slavery in Britain?	What was the Trans-Atlantic Slave Trade?: L5 - Should statues linked to slavery be taken down?	Consolidation: What was the Trans-Atlantic Slave Trade?	What impact did the British Empire have on its colonies?: L1 - What was the British Empire?	What impact did the British Empire have on its colonies?: L2 - Why was India controlled by a British company?	What impact did the British Empire have on its colonies?: L3 - Why was there opposition to the British Raj in India?	What impact did the British Empire have on its colonies?: L4 - What was Africa like before colonialism?
Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
What impact did the British Empire have on its colonies?: L5 - What impact did the British Empire have on India and Africa?	To what extent did England change during the Industrial Revolution?: L1 - What were the causes of the Industrial Revolution?	To what extent did England change during the Industrial Revolution?: L2 - What were the greatest inventions of the Industrial era?	To what extent did England change during the Industrial Revolution?: L3 - Why did conditions in factories lead to crime?	To what extent did England change during the Industrial Revolution?: L4 - How did the Industrial Revolution change Sheffield?	To what extent did England change during the Industrial Revolution?: L5 - What was the 'Great Stink'?	Consolidation: To what extent did England change during the Industrial Revolution?	How did mining shape Yorkshire?: L1 - How important was mining for the Industrial Revolution?
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32
How did mining shape Yorkshire?: L2 - What were conditions like in mines?	How did mining shape Yorkshire?: L3 - How did developments in machinery and transport help coal production?	How did mining shape Yorkshire?: L4 - What impact did Thatcher have on mining communities?	How did mining shape Yorkshire?: L5 - What was mining like in Maltby?	How has migration shaped Britain?: L1 - What is migration and how has it shaped Britain?	How has migration shaped Britain?: L2 - How did Viking and Norman invasions impact Britain?	How has migration shaped Britain?: L3 - What can we learn about migration between the fifteenth and eighteenth centuries?	How has migration shaped Britain?: L4 - Why did Irish people migrate in the 1800s, and why did migration increase after WWII?
Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	
How has migration shaped Britain?: L5 - How does the media shape modern views of migration in Britain?	To what extent did the Russian Revolution bring about change?: L1 - Why were people in Russia unhappy at the start of the 1900s?	To what extent did the Russian Revolution bring about change?: L2 - What was communism and why did people want it?	To what extent did the Russian Revolution bring about change?: L3 - How did the Bolsheviks seize power?	To what extent did the Russian Revolution bring about change?: L4 - What was Russia like after Lenin took control?	To what extent did the Russian Revolution bring about change?: L5 - What was life like in Stalin's Russia?	To what extent did the Russian Revolution bring about change?: L6 - What can we learn from 'Animal Farm' about the Russian Revolution?	


 <b>History</b> Year 9							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
What were the causes of WW1?	Why did men sign up for the army, and what were the conditions in the trenches?	Were 'Lions led by donkeys' at the Battle of the Somme?	What role did the British Empire and women play during World War One?	What medical advances were made during WW1?	Why was the American Civil War important?	Did life improve for African Americans after the Emancipation Proclamation?	Who had the biggest impact on the Civil Rights movement?
Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16
What was education like for African Americans and how did they oppose segregation?	What happened to Emmett Till?	Do African Americans have equality today?	Consolidation and Assessment	To what extent have civil rights for women and LGBTQ+ improved since the 1900s?: L1 - Who were the Suffragettes and Suffragists?	To what extent have civil rights for women and LGBTQ+ improved since the 1900s?: L2 - Did Emily Davison deliberately become a martyr?	To what extent have civil rights for women and LGBTQ+ improved since the 1900s?: L3 - How was enfranchisement achieved and what impact did it have?	To what extent have civil rights for women and LGBTQ+ improved since the 1900s?: L4 - What does the case of Alan Turing teach us about LGBTQ+ treatment in WW2?
Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
To what extent have civil rights for women and LGBTQ+ improved since the 1900s?: L5 - How far have LGBTQ+ rights improved since the 1960s?	To what extent have civil rights for women and LGBTQ+ improved since the 1900s?: L6 - Consolidation	Why did Britain emerge victorious from WW2?: - L1 The Path to WW2	Why did Britain emerge victorious from WW2?: L2 Did Britain fight back against 'impossible odds'?	Why did Britain emerge victorious from WW2?: L3 - D-Day	Why did Britain emerge victorious from WW2?: L4 - How did Britain survive the Blitz?	Why did Britain emerge victorious from WW2?: L5 - Why were children evacuated?	Why did Britain emerge victorious from WW2?: L6 - How did changes to life on the Homefront help Britain win the Second World War?
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32
Why did Britain emerge victorious from WW2?: L7 - Why did Britain emerge victorious from World War II?	How and why did the Holocaust happen?: L1 - What was the Holocaust?	How and why did the Holocaust happen?: L2 - What was life like before the Holocaust?	How and why did the Holocaust happen?: L3 - How did the Nazis escalate persecution?	How and why did the Holocaust happen?: L4 - What was the Holocaust by Bullets?	How and why did the Holocaust happen?: L5 - What was the Final Solution?	How and why did the Holocaust happen?: L6 - Did the Jews fight back?	How and why did the Holocaust happen?: L7 - Where does responsibility lie?
Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	
What factors brought the world to the edge of Armageddon? L1: What were the main ideologies of the Cold War?	What factors brought the world to the edge of Armageddon? L2 Berlin Blockade	What factors brought the world to the edge of Armageddon? L3 Cold War escalates	What factors brought the world to the edge of Armageddon? L4 Cuban Missile Crisis	What factors brought the world to the edge of Armageddon? L5 Vietnam War	What factors brought the world to the edge of Armageddon? L6 End of the Cold War	Consolidation	


 <b>History</b> <b>Year 10</b>							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Medicine in Britain 1250-Present: L1 - Medieval causes of disease, L2 - Medieval Prevention and Disease. L3 - Black Death.		L4 - Renaissance Causes, L5 Renaissance Prevention and Treatment. L6 Renaissance Heroes.		L7 - The Plague, L8 - Enlightenment, L9, Jenner & Vaccination.		L10 - Hospitals, L11 Cholera & Snow, L12 Public Health Act.	
Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16
L13 Consolidation, L14 Assessment, L15 - Genetics & Lifestyle.		L16. Lifestyle, L17 - NHS, L18 - Penicillin and Case Studies.		L19 - Assessment. L20 - Western Front, L21 - Western Front battle.		L22 - Historical Context of Western Front & wounds, L23 - Chain of Evacuation, L24 - New Medical Techniques	
Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
L25 - Consolidation, L26 - Assessment / Closing the Gap		Early Elizabethan England: L1 Govt & problems 1558, L2 - Religion & Settlement, L3 - Challenges to the Settlement.		L4 - Who was Mary QofS?, L5 - The Plots, L6 - Netherlands.		L7 - Causes of the Armada, L8 - Events and failure of the Spanish Armada, L9 Education and Leisure.	
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32
L10 - The Poor, L11 - Drake and Exploration, L12 - Raleigh & Virginia		Elizabeth Consolidation and full exam paper.		The Cold War and Superpower Relations: L1 The Grand Alliance; L2 Yalta and Potsdam Conferences; L3 The development of Early Cold War Tension		L4: Truman doctrine and the Marshall Plan; L5 - Soviet Responses; Cominform and Comecon; L6 - The First Berlin Crisis 1948-49	
Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	
L7: The Hungarian Uprising; L8 - Consolidation; L9 The Second Berlin Crisis		L10 - The Cuban Missile Crisis; L11 The Czech Crisis (Prague Springs); L12 - Consolidation and assessment		L13 - Detente; L14 - The Soviet invasion of Afghanistan; L15- Reagan and Grobachev		L16 - The End of the Cold War; L17 Consolidation	


 <b>History</b> <b>Year 11</b>							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Weimar and Nazi Germany 1918-1939 L1 Introduction to the Weimar Government; L2 The Treaty of Versailles; L3 Early threats to the Weimar Republic		L4 The occupation of the Ruhr and hyperinflation; L5 Stresemann's economic and foreign policy; L6 Weimar Culture		L7 the early years of the Nazi party; L8 The Munich Putsch; L9 Consolidation and assessment		L10 Closing the Gap and Consolidation; L11 The reorganisation of the NSDAP; L12 Increase in Nazi support	
Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16
L13 Hitler's rise to power; L14 Hitler's consolidation of power - the Reichstag Fire and Enabling Law; L15 Hitler's consolidation of power - The Night of Long Knives		L16 Nazi control of the Church; L17 assessment so far; L18 Police State		L19 Nazi Propaganda; L20 Religious opposition to the Nazis; L21 Nazi control of Young People		L22 Consolidation; L23 Germany mock; L24 Nazi policies towards women	
Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
L25 Nazi policies towards minorities; L26 Living standards in Nazi Germany; L27 Consolidation		Exam ready consolidation - Medicine		Exam ready consolidation - Medicine		Exam ready consolidation - Elizabeth	
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32
Exam ready consolidation - Cold War		Exam ready consolidation - Germany		Exam ready consolidation - Germany		Exam ready consolidation	
Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	
Exam ready consolidation		Exam ready consolidation					




 <b>History</b> Year 12 Side A							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
1. Intro to the USA	2. Trade Union Divisions	3. Trade Unions pre WW1, 4. 1920s	5. 1930s and the New Deal.	6. WW2, 7. First essay (factors)	8. 50s and 60s.	9. 70s-90s, 10. PATCO	11. Women and Chavez
Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16
12. Revision Lesson / 13. 30 marker essays intro	14. 30 markers lesson 2	15 Revision, 16, Revision	17. Assessment lesson	1. Native Americans Intro, 2. Native Americans in 1865	3. Assimilation and Education	4. Dawes Act, 5 Melting Pot	6. 1920s and Meriam Report
Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
7. Obstacles and essay planning, 8 New Deal	9. WW2	10. Post War, 11 Red Power and Alcatraz	12. NARF, Nixon, Reagan	13. 30 marker intro, 14. 30 marker lesson 2	Coursework Taught lesson 1	Coursework taught lesson 2 and 3	Revision for mocks - Native Americans
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32
Revision for mocks - Trade Unions	TRIAL EXAMS WEEK	Coursework Taught lesson 4 & 5	Coursework Taught lesson 6	Coursework Taught lesson 7 & 8	Coursework workshops	Coursework workshops	Coursework workshops
Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	
Coursework workshops	Coursework workshops	Revision	Revision	Mocks Week	Coursework workshops	Coursework workshops	

 <b>History</b> Year 12 Side B							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Civil Rights in the USA 1865-1992 - Women L1 Women in 1865; L2 Changing opportunities for women; L3 How did women influence change?		L4; How did WWI impact life for women?; L5 Impact of the New Deal on women; L6 Essay Workshop		Tudor mock paper; L7 Women and politics 1915-1940; L8 Feminism and prohibition		L9 Essay Workshop; L10 impact of WWII on opportunities for women; L11 the Rise of New Feminism	
Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16
L12 Radical feminism and its opponents; L13 Roe V Wade; L14 consolidation;		L15 Women in the Gilded Age; L16 Women and the New Deal; L17 Women and the Black Power movement		L18 Consolidation; L19 consolidation / mock; L20 consolidation / mock		Civil Rights in the USA 1865-1992 - African Americans L1 Introduction; L2 Position after emancipation; L3 The roll back of rights	
Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
L4 African American civil Rights pre WWI; L5 Consolidation and Essay workshop; L6 key individuals and organisations		L7 Why was there limited support for civil rights 1915-41?; L8 What were the barriers to progress in the inter-war period? L9 What impact did WWII have on Civil Rights for African Americans?		L10 Civil Rights explosion: 1955-65; L11 Civil Rights in 1960s; L12 Civil Rights 1970s - 1992		L13 How significant were the presidencies of Reagan and Bush?; L14 Case studies; L15 consolidation	
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32
Coursework		Coursework		Coursework		Coursework	
Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	
Coursework		Coursework		Coursework		Coursework	

 <b>History</b> Year 12 Side B							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
OCR A Level Tudors L1 What was England like in 1485?; L2 Early challenges to Henry VII - Pretenders ; L2.5 Early Challenges to Henry VII - Tax rebellions		L3 Early Challenges; L4 Controlling the nobility; L5 Reforming finances; L6 Henry VII's foreign policy with France; L7 foreign policy with Scotland, Spain, and Burgundy		L7.5 foreign policy with Scotland, Spain, and Burgundy; L8 Foreign Policy consolidation; L9 Henry VII Consolidation		L9.5 Henry VII assessment; L10 Introduction to Henry VIII; L11 Henry VII and Wolsey;	
Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16
L11.5 Wolsey's role in foreign policy; L12 Henry VIII vs Wolsey - essay; L13 Wolsey's domestic policies		L14 Wolsey's downfall; L15 the Reformation; L15.5 the Reformation		L16; Thomas Cromwell and The Pilgrimage of Grace; L17 Cromwell's reform of government, L18 Henry VIII's later foreign policy		L19 Consolidation; L20 Consolidation - main events of Henry VII and VIII; L21 Assessment	
Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
L22 Consolidation; L23 Government of Edward VI; L24 Downfall of Protector Somerset		L25 Rebellions; L26 Essay workshop: source analysis; L27 Policies of Lord President Northumberland		L28: The Edwardian Reformation; L29 The succession; L30 Crisis of transition		L31 The Marian Reformation; L31.5 The Marian Reformation; L32 Essay workshop: source analysis - Religion	
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32
L33: Essay workshop: source analysis - Unrest, L34 Essay workshop: source analysis - religion; L35 Essay workshop: source analysis - Faction		Coursework		Coursework		Coursework	
Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	
Coursework		Coursework		Coursework		Coursework	

 <b>History</b> <b>Year 13 Side B</b>							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Civil Rights in the USA 1865-1992 - Women L1 Women in 1865; L2 Changing opportunities for women; L3 How did women influence change?		L4; How did WWI impact life for women?; L5 Impact of the New Deal on women; L6 Essay Workshop		Tudor mock paoper; L7 Women and politics 1915-1940; L8 Feminism and prohibition		L9 Essay Workshop; L10 impact of WWII on opportunities for women; L11 the Rise of New Feminism	
Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16
L12 Radical feminism and its opponents; L13 Roe V Wade; L14 consolidation;		L15 Women in the Gilded Age; L16 Women and the New Deal; L17 Women and the Black Power movement		L18 Consolidation; L19 consolidation / mock; L20 consolidation / mock		Civil Rights in the USA 1865-1992 - African Americans L1 Introduction; L2 Position after emancipation; L3 The roll back of rights	
Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
L4 African American civil Rights pre WWI; L5 Consolidation and Essay workshop; L6 key individuals and organisations		L7 Why was there limited support for civil rights 1915-41?; L8 What were the barriers to progress in the inter-war period? L9 What impact did WWII have on Civil Rights for African Americans?		L10 Civil Rights explosion: 1955-65; L11 Civil Rights in 1960s; L12 Civil Rights 1970s - 1992		L13 How significant were the presidencies of Reagan and Bush?; L14 Case studies; L15 consolidation	
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32
Exam Ready Consolidation		Exam Ready Consolidation		Exam Ready Consolidation		Exam Ready Consolidation	
Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	
Exam Ready Consolidation		Exam Ready Consolidation					

 <b>History</b> <b>Year 13 Side B</b>							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
OCR A Level Tudors L1 What was England like in 1485?; L2 Early challenges to Henry VII - Pretenders ; L2.5 Early Challenges to Henry VII - Tax rebellions		L3 Early Challenges; L4 Controlling the nobility; L5 Reforming finances; L6 Henry VII's foreign policy with France; L7 foreign policy with Scotland, Spain, and Burgundy		L7.5 foreign policy with Scotland, Spain, and Burgundy; L8 Foreign Policy consolidation; L9 Henry VII Consolidation		L9.5 Henry VII assessment; L10 Introduction to Henry VIII; L11 Henry VII and Wolsey;	
Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16
L11.5 Wolsey's role in foreign policy; L12 Henry VIII vs Wolsey - essay; L13 Wolsey's domestic policies		L14 Wolsey's downfall; L15 the Reformation; L15.5 the Reformation		L16; Thomas Cromwell and The Pilgrimage of Grace; L17 Cromwell's reform of government, L18 Henry VIII's later foreign policy		L19 Consolidation; L20 Consolidation - main events of Henry VII and VIII; L21 Assessment	
Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
L22 Consolidation; L23 Government of Edward VI; L24 Downfall of Protector Somerset		L25 Rebellions; L26 Essay workshop: source analysis; L27 Policies of Lord President Northumberland		L28: The Edwardian Reformation; L29 The succession; L30 Crisis of transition		L31 The Marian Reformation; L31.5 The Marian Reformation; L32 Essay workshop: source analysis - Religion	
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32
L33: Essay workshop: source analysis - Unrest, L34 Essay workshop: source analysis - religion; L35 Essay workshop: source analysis - Faction		Exam Ready Consolidation		Exam Ready Consolidation		Exam Ready Consolidation	
Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	
Exam Ready Consolidation		Exam Ready Consolidation					

## Key Stage 3 – Tier 3 Vocabulary and Definitions

### KS3 History – Year 7

Week	Curriculum Component	Tier 3 Vocabulary	Definition
1	How did migration shape Early England? L1 – What was life like for 'British' Celts?	<b>Celts</b>	A group of people who lived in Europe during the Iron Age and were the largest group in ancient Europe.
1	How did migration shape Early England? L1 – What was life like for 'British' Celts?	<b>Tribe</b>	A social group of people who share a common language, culture, history, and customs.
1	How did migration shape Early England? L1 – What was life like for 'British' Celts?	<b>Brigantes</b>	A Celtic tribe that lived in northern Britain during the Iron Age and Roman era.
1	How did migration shape Early England? L1 – What was life like for 'British' Celts?	<b>Parisii</b>	A British Celtic tribe located in what is now East Yorkshire.
2	How did migration shape Early England? L2 – How much did the Romans change 'Britain'?	<b>Empire</b>	A group of countries or territories ruled by a single power.
2	How did migration shape Early England? L2 – How much did the Romans change 'Britain'?	<b>Emperor</b>	The ruler of an empire.
2	How did migration shape Early England? L2 – How much did the Romans change 'Britain'?	<b>Smelting</b>	Extracting metal from rock by heating and melting.
2	How did migration shape Early England? L2 – How much did the Romans change 'Britain'?	<b>Sewage System</b>	Networks of pipes that remove waste water from homes.
3	How did migration shape Early England? L3 – How far did the Saxons change Britain?	<b>Saxons</b>	Germanic settlers in early medieval England.
3	How did migration shape Early England? L3 – How far did the Saxons change Britain?	<b>Settlement</b>	A community established where people live and work.
3	How did migration shape Early England? L3 – How far did the Saxons change Britain?	<b>Chronology</b>	The order in which events occur.
4	How did migration shape Early England? L4 – How far did the Vikings change Britain?	<b>Viking</b>	Scandinavian seafarers active between the 8th and 11th centuries.
4	How did migration shape Early England? L4 – How far did the Vikings change Britain?	<b>Raid</b>	A sudden attack or incursion.
4	How did migration shape Early England? L4 – How far did the Vikings change Britain?	<b>Jorvik</b>	The Viking name for York.
4	How did migration shape Early England? L4 – How far did the Vikings change Britain?	<b>Norse</b>	Relating to ancient Scandinavia.
5	How did migration shape Early England? L5 – What was life like in the Danelaw?	<b>Wapentake</b>	A local administrative division in Anglo-Saxon England.
5	How did migration shape Early England? L5 – What was life like in the Danelaw?	<b>Pagan</b>	Following polytheistic or non-Christian religions.
6	How did migration shape Early England? L6 – What was England like by 1066?	<b>Witan</b>	A council of nobles advising the Anglo-Saxon king.

Week	Curriculum Component	Tier 3 Vocabulary	Definition
6	How did migration shape Early England? L6 – What was England like by 1066?	<b>Thegn</b>	A noble holding land directly from the king in return for military service.
6	How did migration shape Early England? L6 – What was England like by 1066?	<b>Ceorl</b>	A free peasant farmer in Anglo-Saxon England.
7	How did the Norman Conquest change England? L1 – What happened in 1066?	<b>Contender</b>	A person competing for leadership or victory.
7	How did the Norman Conquest change England? L1 – What happened in 1066?	<b>Fyrd</b>	Part-time Anglo-Saxon soldiers raised for war.
7	How did the Norman Conquest change England? L1 – What happened in 1066?	<b>Housecarls</b>	Professional bodyguards or soldiers for Anglo-Saxon nobles.
8	How did the Norman Conquest change England? L2 – Why did Harold II win at Stamford Bridge?	<b>Invasion</b>	Entering and taking control of another area by force.
8	How did the Norman Conquest change England? L2 – Why did Harold II win at Stamford Bridge?	<b>Casualties</b>	People killed or injured in conflict.
9	How did the Norman Conquest change England? L3 – What happened at the Battle of Hastings?	<b>Cavalry</b>	Soldiers who fought on horseback.
9	How did the Norman Conquest change England? L3 – What happened at the Battle of Hastings?	<b>Feigned Retreat</b>	A battle tactic of pretending to flee to lure enemies out of formation.
10	How did the Norman Conquest change England? L4 – How did William I consolidate his power?	<b>Consolidate</b>	To strengthen or unite control.
10	How did the Norman Conquest change England? L4 – How did William I consolidate his power?	<b>Coronation</b>	A ceremony where a monarch receives their crown.
10	How did the Norman Conquest change England? L4 – How did William I consolidate his power?	<b>Domesday</b>	The record of land ownership in England commissioned by William I.
11	How did the Norman Conquest change England? L5 – How did William I change England?	<b>Hierarchy</b>	A system that organises people or things by importance or rank.
11	How did the Norman Conquest change England? L5 – How did William I change England?	<b>Continuity</b>	Remaining the same or consistent over time.
12	How did the Norman Conquest change England? L6 – How much had England changed by 1087?	<b>Significant</b>	Important or meaningful.

Week	Curriculum Component	Tier 3 Vocabulary	Definition
12	How did the Norman Conquest change England? L6 – How much had England changed by 1087?	<b>Consequence</b>	A result or outcome.
13	Consolidation	<b>Cause</b>	A reason for an event or action.
13	Consolidation	<b>Analytical</b>	Careful examination of details to explain something.
14	Why were Norman castles so difficult to attack? L1 – Where should I build my castle?	<b>Motte</b>	A raised mound on which a castle is built.
14	Why were Norman castles so difficult to attack? L1 – Where should I build my castle?	<b>Bailey</b>	The outer courtyard of a castle.
14	Why were Norman castles so difficult to attack? L1 – Where should I build my castle?	<b>Moat</b>	A water-filled ditch around a castle for defence.
15	Why were Norman castles so difficult to attack? L2 – Attacking and defending castles	<b>Gatehouse</b>	A fortified entry building of a castle.
15	Why were Norman castles so difficult to attack? L2 – Attacking and defending castles	<b>Portcullis</b>	A heavy iron gate lowered to block a castle entrance.
15	Why were Norman castles so difficult to attack? L2 – Attacking and defending castles	<b>Siege</b>	A military blockade to capture a fortified place.
16	Why were Norman castles so difficult to attack? L3 – Siege of Rochester Castle	<b>Trebuchet</b>	A large medieval catapult for hurling projectiles.
16	Why were Norman castles so difficult to attack? L3 – Siege of Rochester Castle	<b>Curtain Wall</b>	Outer wall protecting a castle or fort.
17	Why were Norman castles so difficult to attack? L4 – Castles Dragon's Den	<b>Keep</b>	The strongest central tower in a castle.
17	Why were Norman castles so difficult to attack? L4 – Castles Dragon's Den	<b>Concentric</b>	Castle design with multiple layers of defensive walls.
18	Why were Norman castles so difficult to attack? L5 – Designing a castle	<b>Machicolations</b>	Openings in castle walls to attack enemies below.
18	Why were Norman castles so difficult to attack? L5 – Designing a castle	<b>Loopholes</b>	Narrow slits in walls for archers to shoot through.
19	What was life like in medieval England? L1 – How was medieval England ran?	<b>Monarch</b>	A king or queen ruling a country.
19	What was life like in medieval England? L1 – How was medieval England ran?	<b>Clergy</b>	People with religious authority, such as priests or ministers.
20	What was life like in medieval England? L2 – What was ordinary life like?	<b>Peasant</b>	A poor farmer or labourer with little land.
20	What was life like in medieval England? L2 – What was ordinary life like?	<b>Agricultural</b>	Related to farming or cultivating land.

Week	Curriculum Component	Tier 3 Vocabulary	Definition
21	What was life like in medieval England? L3 – Why was life expectancy so low?	<b>Plague</b>	A highly contagious disease.
21	What was life like in medieval England? L3 – Why was life expectancy so low?	<b>Pestilence</b>	A fatal epidemic disease.
22	What was life like in medieval England? L4 – What impact did the Black Death have?	<b>Chronicler</b>	A writer of historical events.
22	What was life like in medieval England? L4 – What impact did the Black Death have?	<b>Pilgrimage</b>	A journey to a sacred or religious place.
23	What was life like in medieval England? L5 – Crimes and rebellions: Peasants' Revolt	<b>Revolt</b>	A violent uprising against rulers.
23	What was life like in medieval England? L5 – Crimes and rebellions: Peasants' Revolt	<b>Poll Tax</b>	A tax paid by every adult regardless of income.
23	What was life like in medieval England? L5 – Crimes and rebellions: Peasants' Revolt	<b>Serf</b>	A peasant bound to work for a lord.
24	Consolidation	<b>Statute</b>	A written law passed by government.
25	Who was the best Medieval King? L1 – Was William I a good medieval monarch?	<b>Reign</b>	Period of time a monarch rules.
25	Who was the best Medieval King? L1 – Was William I a good medieval monarch?	<b>Noble</b>	A person of high social rank.
26	Who was the best Medieval King? L2 – Was Henry II a good king?	<b>Inquest</b>	An official investigation into a death.
26	Who was the best Medieval King? L2 – Was Henry II a good king?	<b>Archbishop</b>	A bishop of higher authority overseeing a province.
27	Who was the best Medieval King? L3 – Richard vs John	<b>Magna Carta</b>	The 1215 charter limiting royal power and guaranteeing rights.
27	Who was the best Medieval King? L3 – Richard vs John	<b>Baron</b>	A nobleman of lower rank.
28	Who was the best Medieval King? L4 – Henry V vs Henry VI	<b>Civil War</b>	A war between groups within the same country.
28	Who was the best Medieval King? L4 – Henry V vs Henry VI	<b>Mercenary</b>	A professional soldier hired for pay.
29	Who was the best Medieval King? L5 – Does Richard III deserve his reputation?	<b>Treason</b>	Betrayal of one's country.
29	Who was the best Medieval King? L5 – Does Richard III deserve his reputation?	<b>Usurped</b>	Illegally taken power or position.
30	Who was the best Medieval King? L6 – Who was the best medieval king?	<b>Significance</b>	The importance or impact of something.

Week	Curriculum Component	Tier 3 Vocabulary	Definition
31	How did Tudor monarchs overcome problems? L1 – How did Henry VII establish dynasty?	<b>Dynasty</b>	A line of rulers from the same family.
31	How did Tudor monarchs overcome problems? L1 – How did Henry VII establish dynasty?	<b>Succession</b>	The order of inheritance for leadership.
32	How did Tudor monarchs overcome problems? L2 – How did Henry VIII expand power?	<b>Annulment</b>	Legal cancellation of a marriage.
32	How did Tudor monarchs overcome problems? L2 – How did Henry VIII expand power?	<b>Reformation</b>	A religious movement challenging the Catholic Church's authority.
33	How did Tudor monarchs overcome problems? L3 – Edward VI	<b>Regent</b>	A person ruling on behalf of a monarch.
34	How did Tudor monarchs overcome problems? L4 – Mary I "Bloody Mary"?	<b>Catholic</b>	Member of the Roman Catholic faith.
35	How did Tudor monarchs overcome problems? L5 – Elizabeth I	<b>Itinerant</b>	Travelling from place to place.
36	How did Tudor monarchs overcome problems? L6 – Poor people in Tudor England	<b>Taxation</b>	Compulsory payment to government authorities.
37	How did Tudor monarchs overcome problems? L7 – Black Tudors	<b>Assimilate</b>	To adapt and integrate into a new culture or community.
38	Richard III: King in the carpark	<b>Interpretation</b>	The act of explaining or understanding the meaning of something.
39	Princes in the Tower: new evidence	<b>Evidence</b>	Information used to prove or support an idea (e.g., sources, artefacts, accounts).

### KS3 History – Year 8

Week	Curriculum Component	Tier 3 Vocabulary	Definition
1	How much did England change in the 1600s? L1 – Who was Charles I and did he start a Civil War?	<b>Monarch</b>	A king or queen who is the head of state.
1	How much did England change in the 1600s? L1	<b>Divine Right of Kings</b>	The belief that monarchs are chosen by God to rule.
2	How much did England change in the 1600s? L2 – Who were the Cavaliers and the Roundheads?	<b>Roundhead</b>	A supporter of Parliament during the English Civil War.
2	How much did England change in the 1600s? L2	<b>Cavalier</b>	A supporter of King Charles I during the English Civil War.
3	How much did England change in the 1600s? L3	<b>Civil War</b>	A war within one country between different groups or regions.

Week	Curriculum Component	Tier 3 Vocabulary	Definition
3	How much did England change in the 1600s? L3	<b>Parliament</b>	The national law-making body made up of representatives.
4	How much did England change in the 1600s? L4 – Events and consequences of the English Civil War	<b>Treason</b>	The betrayal of one's country by going to war against it or helping its enemies.
4	How much did England change in the 1600s? L4	<b>New Model Army</b>	The professional army created by Parliament during the English Civil War.
5	How much did England change in the 1600s? L5 – Impact of the Civil War	<b>Lord Protector</b>	The title given to the head of state during England's Commonwealth period.
5	How much did England change in the 1600s? L5	<b>Absolute Monarchy</b>	A system in which a monarch holds total power.
6	How much did England change in the 1600s? L6 – Oliver Cromwell	<b>Puritan</b>	A Protestant who sought to purify the Church of England.
6	How much did England change in the 1600s? L6	<b>Interpretation</b>	The act of explaining or understanding the meaning of something.
7	What was the Trans-Atlantic Slave Trade? L1	<b>Slavery</b>	The ownership and control of people as property.
7	What was the Trans-Atlantic Slave Trade? L1	<b>Middle Passage</b>	The forced transatlantic journey endured by enslaved Africans.
8	What was the Trans-Atlantic Slave Trade? L2	<b>Plantation</b>	A large agricultural estate using enslaved labour to grow crops.
8	What was the Trans-Atlantic Slave Trade? L2	<b>Commodity</b>	A product or raw material that can be traded or sold.
9	What was the Trans-Atlantic Slave Trade? L3 – Resistance	<b>Rebellion</b>	Organised armed resistance against authority.
9	What was the Trans-Atlantic Slave Trade? L3	<b>Resistance</b>	Opposition or defiance against power or control.
10	What was the Trans-Atlantic Slave Trade? L4 – Abolition	<b>Abolition</b>	The ending or outlawing of slavery.
10	What was the Trans-Atlantic Slave Trade? L4	<b>Perpetrator</b>	A person who commits a harmful or illegal act.
11	What was the Trans-Atlantic Slave Trade? L5 – Statue debate	<b>Legacy</b>	A long-lasting impact left by past events or people.
11	What was the Trans-Atlantic Slave Trade? L5	<b>Moral</b>	Relating to what is right and wrong.
12	Consolidation – Slave Trade	<b>Economic</b>	Relating to trade, wealth, and production.
13	What impact did the British Empire have? L1	<b>Empire</b>	A group of nations or territories ruled by a single authority.
13	What impact did the British Empire have? L1	<b>Colonies</b>	Territories settled and governed by another country.

Week	Curriculum Component	Tier 3 Vocabulary	Definition
14	What impact did the British Empire have? L2 – India	<b>Raj</b>	The period of direct British rule over India.
14	What impact did the British Empire have? L2	<b>Sepoys</b>	Indian soldiers serving under British command during colonial rule.
15	What impact did the British Empire have? L3 – Opposition	<b>Massacre</b>	The brutal and indiscriminate killing of many people.
16	What impact did the British Empire have? L4 – Africa	<b>Colonisation</b>	Establishing control over another territory and its people.
17	What impact did the British Empire have? L5	<b>Infrastructure</b>	Physical systems needed for a society, such as roads and railways.
18	Industrial Revolution L1 – Causes	<b>Industrial Revolution</b>	A period of major industrial and technological change beginning in the 18th century.
19	Industrial Revolution L2 – Inventions	<b>Factory</b>	A building where goods are produced by machines.
19	Industrial Revolution L2	<b>Textile</b>	Relating to fabric production.
20	Industrial Revolution L3 – Crime	<b>Urban</b>	Relating to towns and cities.
21	Industrial Revolution L4 – Sheffield	<b>Industry</b>	A group of businesses producing similar goods or services.
22	Industrial Revolution L5 – The Great Stink	<b>Pollution</b>	The contamination of the environment with harmful substances.
23	Consolidation – Industrial Revolution	<b>Progress</b>	Moving forward or improvement over time.
24	Mining in Yorkshire L1	<b>Colliery</b>	A coal mine and its associated buildings.
24	Mining in Yorkshire L1	<b>Seam</b>	A layer of mineral, such as coal, found underground.
25	Mining in Yorkshire L2 – Conditions	<b>Firedamp</b>	Methane gas that can form explosive mixtures in mines.
26	Mining in Yorkshire L3 – Development	<b>Drift mining</b>	Horizontal mining into the side of a hill to access coal seams.
27	Mining in Yorkshire L4 – Thatcher	<b>Strike</b>	A work stoppage by employees to demand better conditions.
27	Mining in Yorkshire L4	<b>Union</b>	An organisation representing workers' rights and interests.
28	Mining in Yorkshire L5 – Maltby	<b>Legacy</b>	A long-term impact of past events.
29	How has migration shaped Britain? L1	<b>Migration</b>	The movement of people from one place to another.
29	How has migration shaped Britain? L1	<b>Immigration</b>	Moving permanently into another country.

Week	Curriculum Component	Tier 3 Vocabulary	Definition
30	Migration L2 – Vikings & Normans	<b>Settlers</b>	People who establish permanent residence in a new area.
31	Migration L3 – 1500–1800	<b>Huguenots</b>	French Protestants who fled persecution.
32	Migration L4 – Irish migration	<b>Push factors</b>	Reasons people leave their homes to migrate.
32	Migration L4	<b>Pull factors</b>	Reasons people are attracted to a new place.
33	Migration L5 – Media views	<b>Mass media</b>	Large-scale communication reaching a wide audience.
34	Russian Revolution L1 – Why was Russia unhappy?	<b>Revolution</b>	A major and often violent change in government or society.
35	Russian Revolution L2 – Communism	<b>Democracy</b>	Rule by the people through elected representatives.
36	Russian Revolution L3 – Bolsheviks	<b>Radicalisation</b>	Adopting extreme political beliefs.
37	Russian Revolution L4 – Lenin	<b>Propaganda</b>	Information used to influence opinion.
38	Russian Revolution L5 – Stalin	<b>Authoritarian</b>	Demanding strict obedience to authority (implied in fascist/total control systems).
39	Russian Revolution L6 – Animal Farm	<b>Interpretation</b>	An explanation or analysis of historical events.

### KS3 History – Year 9

Week	Curriculum Component	Tier 3 Vocabulary	Definition
1	What were the causes of WW1?	<b>Long-Term Cause</b>	A factor that builds over time and influences an event.
1	What were the causes of WW1?	<b>Militarism</b>	Building up armed forces and readiness for war.
1	What were the causes of WW1?	<b>Alliance</b>	An agreement between countries for mutual support and protection.
1	What were the causes of WW1?	<b>Imperialism</b>	Expanding a country's influence through colonisation and control.
1	What were the causes of WW1?	<b>Nationalism</b>	Strong loyalty and pride in one's country.
1	What were the causes of WW1?	<b>Trigger Cause</b>	The immediate event that directly leads to a wider event.
1	What were the causes of WW1?	<b>Assassination</b>	The deliberate killing of an important political figure.
2	Why did men sign up for the army?	<b>Conscription</b>	Compulsory enlistment into the armed forces.
2	Why did men sign up for the army?	<b>Propaganda</b>	Information used to influence opinion or promote a cause.

Week	Curriculum Component	Tier 3 Vocabulary	Definition
3	Were 'Lions led by donkeys' at the Battle of the Somme?	<b>Interpretation</b>	An explanation or analysis of historical events.
3	Were 'Lions led by donkeys' at the Battle of the Somme?	<b>Casualties</b>	People killed or injured during conflict.
4	What role did the British Empire and women play during WW1?	<b>Munitions</b>	Weapons, ammunition and military supplies.
4	What role did the British Empire and women play during WW1?	<b>Munitionettes</b>	Women who worked in ammunition factories during wartime.
5	What medical advances were made during WW1?	<b>Shellshock</b>	Psychological trauma caused by the experience of battle.
5	What medical advances were made during WW1?	<b>Thomas Splint</b>	A metal splint used to stabilise broken limbs during WW1.
5	What medical advances were made during WW1?	<b>Carrel-Dakin Method</b>	An antiseptic wound treatment developed in WW1.
6	Why was the American Civil War important?	<b>Emancipation</b>	The granting of freedom and rights to enslaved people.
6	Why was the American Civil War important?	<b>Proclamation</b>	A formal public announcement.
7	Did life improve for African Americans after Emancipation?	<b>Segregation</b>	Separation of people based on race.
7	Did life improve for African Americans after Emancipation?	<b>Discrimination</b>	Unfair treatment of individuals based on identity.
8	Who had the biggest impact on the Civil Rights Movement?	<b>Civil Rights</b>	The rights of citizens to equality and freedom.
8	Who had the biggest impact on the Civil Rights Movement?	<b>Turning Point</b>	A key moment when significant change occurs.
9	What was education like for African Americans?	<b>Jim Crow Laws</b>	State laws enforcing racial segregation in the southern USA.
9	What was education like for African Americans?	<b>Literacy</b>	The ability to read and write.
10	What happened to Emmett Till?	<b>Injustice</b>	Unfair treatment or violation of rights.
10	What happened to Emmett Till?	<b>Brutality</b>	Extreme cruelty or violence.
11	Do African Americans have equality today?	<b>Supreme Court</b>	The highest judicial body in the USA.
11	Do African Americans have equality today?	<b>Correlate</b>	To have a mutual relationship or connection.
12	Consolidation and Assessment	<b>Trend</b>	A general direction in which events develop.
12	Consolidation and Assessment	<b>Continuity</b>	When things remain the same over time.
13	Civil Rights – Suffragists and Suffragettes	<b>Radicalisation</b>	The process of adopting extreme political beliefs.
13	Civil Rights – Suffragists and Suffragettes	<b>Rallies</b>	Public meetings to protest or support a cause.

Week	Curriculum Component	Tier 3 Vocabulary	Definition
14	Civil Rights – Emily Davison	<b>Martyr</b>	A person who dies for their beliefs or cause.
15	Civil Rights – Enfranchisement	<b>Democracy</b>	Rule by the people through elected representatives.
16	Civil Rights – Alan Turing & WW2	<b>Persecution</b>	Hostility and ill-treatment due to identity.
17	Civil Rights since 1960s	<b>Active Resistance</b>	Direct, often physical, opposition.
17	Civil Rights since 1960s	<b>Passive Resistance</b>	Peaceful or nonviolent opposition.
18	Civil Rights Consolidation	<b>Progress</b>	Moving forward or improvement over time.
19	The Path to WW2	<b>Treaty</b>	A formal written agreement between countries.
20	Why did Britain emerge victorious?	<b>Occupied</b>	Taken over by enemy forces.
21	Why did Britain emerge victorious? – D-Day	<b>Operation Overlord</b>	The codename for the D-Day invasion of France in 1944.
21	Why did Britain emerge victorious? – D-Day	<b>Amphibious</b>	Involving forces moving from sea to land.
22	Why did Britain survive the Blitz?	<b>Blitz</b>	German bombing campaign against Britain during WWII.
22	Why did Britain survive the Blitz?	<b>Anderson Shelter</b>	An air-raid shelter built in British gardens during WWII.
23	Why were children evacuated?	<b>Evacuation</b>	The organised removal of people from danger zones.
23	Why were children evacuated?	<b>Billets</b>	Civilian homes used to house evacuees or soldiers.
24	Homefront	<b>Rationing</b>	Restricting access to goods to ensure fair distribution.
24	Homefront	<b>Land Girls</b>	Women who worked on farms during WWII.
25	Why did Britain win WW2?	<b>Supremacy</b>	Being superior in power or status.
26	What was the Holocaust?	<b>Genocide</b>	The deliberate destruction of a national or ethnic group.
26	What was the Holocaust?	<b>Antisemitism</b>	Prejudice or hostility toward Jewish people.
27	Life before the Holocaust	<b>Citizenship</b>	The legal status of belonging to a nation.
28	Escalation of persecution	<b>Kristallnacht</b>	The 1938 night of attacks on Jewish businesses and synagogues.
28	Escalation of persecution	<b>Ghetto</b>	A restricted area where minority groups were forced to live.
29	Holocaust by Bullets	<b>Einsatzgruppen</b>	Mobile Nazi death squads that executed civilians.
30	Final Solution	<b>Wannsee Conference</b>	1942 meeting to plan the Nazi "Final Solution."
30	Final Solution	<b>Extermination</b>	The complete destruction of a group.

Week	Curriculum Component	Tier 3 Vocabulary	Definition
31	Jewish resistance	<b>Uprising</b>	A rebellion against authority.
31	Jewish resistance	<b>Partisans</b>	Members of resistance groups during wartime.
32	Responsibility	<b>Perpetrator</b>	A person responsible for committing a harmful act.
32	Responsibility	<b>Bystander</b>	A person who observes wrongdoing but does not intervene.
32	Responsibility	<b>Resister</b>	A person who takes action against oppression.
33	Origins of the Cold War	<b>Alliance</b>	An agreement between countries for mutual support.
33	Origins of the Cold War	<b>Ideology</b>	A system of ideas and beliefs guiding political action.
34	Berlin Blockade	<b>Blockade</b>	Cutting off supplies to force surrender.
35	Cold War escalates	<b>Escalation</b>	A rapid increase in intensity or scope.
36	Cuban Missile Crisis	<b>Annihilation</b>	Total destruction or elimination.
37	Vietnam War	<b>Proxy War</b>	A conflict fought indirectly through other countries.
38	End of the Cold War	<b>Reform</b>	Making changes to improve a system.
39	Consolidation	<b>Change</b>	When things become different from before.

## Key Stage 4 – Tier 3 Vocabulary and Definitions

### GCSE History – Year 10

#### Paper 1: Medicine Through Time

Week	Curriculum Component	Tier 3 Vocabulary	Definition
1	Medicine in Britain 1250–1500 – Medieval causes of disease	<b>Medieval</b>	Relating to the Middle Ages, roughly from 500 to 1500 CE.
1	Medicine in Britain 1250–1500 – Medieval causes of disease	<b>Miasma</b>	"Bad air" believed to cause disease before germ discovery.
1	Medicine in Britain 1250–1500 – Medieval causes of disease	<b>Four Humours</b>	Theory that health depended on balance of four body fluids.
1	Medicine in Britain 1250–1500 – Medieval causes of disease	<b>Theory of Opposites</b>	Galen's idea that illness could be treated by using the opposite quality.
2	Medieval prevention and treatment	<b>Physician</b>	A medically trained doctor.
2	Medieval prevention and treatment	<b>Apothecary</b>	A person who mixed and sold herbal remedies.
2	Medieval prevention and treatment	<b>Barber Surgeon</b>	A practitioner who performed surgery and dentistry.
2	Medieval prevention and treatment	<b>Wisewoman</b>	A local healer using traditional remedies.

Week	Curriculum Component	Tier 3 Vocabulary	Definition
3	The Black Death	<b>Bubonic Plague</b>	A deadly infectious disease spread by fleas on rats.
3	The Black Death	<b>Flagellant</b>	A person who whipped themselves to show repentance.
3	The Black Death	<b>Quarantine</b>	Isolation to prevent spread of disease.
4	Renaissance causes	<b>Renaissance</b>	A period of renewed learning and scientific discovery.
4	Renaissance causes	<b>Humanism</b>	The belief that people should question and use reason.
4	Renaissance causes	<b>Printing Press</b>	A machine enabling mass production of books and ideas.
5	Renaissance treatment & prevention	<b>Anatomy</b>	Study of the structure of the human body.
5	Renaissance treatment & prevention	<b>Dissection</b>	Cutting open a body to study internal parts.
6	Renaissance heroes	<b>Circulation</b>	The movement of blood around the body.
6	Renaissance heroes	<b>Empirical Evidence</b>	Knowledge based on observation and experience.
7	The Plague & Enlightenment	<b>Scientific Method</b>	A systematic way of testing ideas.
7	The Plague & Enlightenment	<b>Enlightenment</b>	Movement promoting reason and science.
8	Jenner & Vaccination	<b>Vaccine</b>	A substance that stimulates immunity.
8	Jenner & Vaccination	<b>Vaccination</b>	Protection from disease through immunisation.
8	Jenner & Vaccination	<b>Smallpox</b>	A deadly disease eradicated by vaccination.
10	Public Health & Cholera	<b>Public Health Act</b>	Laws passed to improve sanitation and health.
10	Public Health & Cholera	<b>Sanitation</b>	Systems to maintain cleanliness and prevent disease.
11	NHS & 20th century medicine	<b>NHS</b>	National Health Service founded in 1948.
11	NHS & 20th century medicine	<b>Antibiotic</b>	A drug used to kill bacteria.
11	NHS & 20th century medicine	<b>Penicillin</b>	First antibiotic discovered by Alexander Fleming.
12	Modern medicine	<b>DNA</b>	Molecule carrying genetic information.
12	Modern medicine	<b>Genetic Engineering</b>	Modification of genes.
12	Modern medicine	<b>Screening</b>	Testing to detect disease early.
12	Modern medicine	<b>Transplant Surgery</b>	Replacing damaged organs with healthy ones.
12	Modern medicine	<b>MRI Scan</b>	Magnetic imaging used to produce internal images.



**Paper 2: Early Elizabethan England**

Week	Curriculum Component	Tier 3 Vocabulary	Definition
19	Government & problems 1558	<b>Succession</b>	The order in which people inherit the throne.
19	Government & problems 1558	<b>Legitimacy</b>	The lawful right to rule.
19	Government & problems 1558	<b>Privy Council</b>	Advisors chosen by the monarch.
20	Religion & Settlement	<b>Reformation</b>	Movement creating Protestant churches.
20	Religion & Settlement	<b>Catholic</b>	Follower of the Roman Catholic Church.
20	Religion & Settlement	<b>Protestant</b>	Christian who broke from Catholic Church.
21	Challenges to the Settlement	<b>Excommunication</b>	Expulsion from the Catholic Church.
21	Challenges to the Settlement	<b>Jesuit</b>	Member of Catholic missionary order.
21	Challenges to the Settlement	<b>Plot</b>	A secret plan to achieve unlawful aims.
22	Mary Queen of Scots	<b>Martyr</b>	Someone who dies for their beliefs.
22	Mary Queen of Scots	<b>Treason</b>	Betrayal of one's country.
23	Spanish Armada	<b>Alliance</b>	Agreement between countries for mutual support.
23	Spanish Armada	<b>Circumnavigation</b>	Sailing around the world.
23	Spanish Armada	<b>Privateer</b>	Sailor authorised to attack enemy ships.
24	Education & Leisure	<b>Propaganda</b>	Information used to shape opinion.
25	The Poor	<b>Monopoly</b>	Exclusive control over trade.
26	Exploration	<b>Colonisation</b>	Establishing control over foreign land.
26	Exploration	<b>Indigenous</b>	Native inhabitants of a land.

**Paper 2: Cold War – Superpower Relations**

Week	Curriculum Component	Tier 3 Vocabulary	Definition
29	Origins of the Cold War	<b>Capitalism</b>	Economic system based on private ownership.
29	Origins of the Cold War	<b>Communism</b>	System where property is owned collectively.
29	Origins of the Cold War	<b>Iron Curtain</b>	Divide between communist East and capitalist West.
30	Early Cold War	<b>Containment</b>	US policy preventing spread of communism.
30	Early Cold War	<b>Truman Doctrine</b>	US policy supporting nations resisting communism.
30	Early Cold War	<b>Marshall Plan</b>	American aid programme to rebuild Europe.
30	Early Cold War	<b>Berlin Blockade</b>	Soviet attempt to cut off West Berlin (1948–49).
30	Early Cold War	<b>Berlin Airlift</b>	Western air supply operation to West Berlin.
31	Alliances	<b>NATO</b>	Western military alliance formed in 1949.

Week	Curriculum Component	Tier 3 Vocabulary	Definition
31	Alliances	<b>Warsaw Pact</b>	Communist military alliance formed in 1955.
32	Crises	<b>Uprising</b>	A rebellion against authority.
35	Cuban Missile Crisis	<b>Nuclear Deterrent</b>	Possession of nuclear weapons to prevent attack.
36	Prague Spring	<b>De-Stalinisation</b>	Khrushchev's policy reducing Stalin's repression.
37	Détente	<b>Détente</b>	Easing of Cold War tensions.
37	Détente	<b>Diplomacy</b>	Managing international relations by negotiation.
38	Reagan & Gorbachev	<b>Perestroika</b>	Soviet reforms introducing economic change.
38	Reagan & Gorbachev	<b>Glasnost</b>	Policy promoting openness in USSR.
39	End of Cold War	<b>Collapse of the USSR</b>	Disintegration of the Soviet Union in 1991.

## Year 11

### GCSE History – Year 11

#### Paper 3: Weimar and Nazi Germany (AQA)

##### Germany after the First World War (Weeks 1–3)

Week	Curriculum Component	Tier 3 Vocabulary	Definition
1	Introduction to the Weimar Government	<b>Armistice</b>	An agreement made by opposing sides in a war to stop fighting.
1	Introduction to the Weimar Government	<b>Kaiser</b>	The German emperor who ruled until 1918.
1	Introduction to the Weimar Government	<b>Weimar Republic</b>	The democratic government established in Germany after WW1.
1	Introduction to the Weimar Government	<b>Constitution</b>	The set of rules outlining how a country is governed.
1	Introduction to the Weimar Government	<b>Democracy</b>	A political system where citizens elect representatives.
2	The Treaty of Versailles	<b>Treaty of Versailles</b>	The 1919 peace treaty that imposed restrictions on Germany.
2	The Treaty of Versailles	<b>Reparations</b>	Payments Germany was forced to make for war damage.
2	The Treaty of Versailles	<b>War Guilt Clause</b>	Article 231 blaming Germany for WW1.
2	The Treaty of Versailles	<b>Diktat</b>	A dictated peace imposed without negotiation.
3	Early threats to the Weimar Republic	<b>Spartacists</b>	Communist group that attempted to overthrow the government in 1919.
3	Early threats to the Weimar Republic	<b>Freikorps</b>	Paramilitary groups of ex-soldiers opposing communism.

Week	Curriculum Component	Tier 3 Vocabulary	Definition
3	Early threats to the Weimar Republic	<b>Putsch</b>	A violent attempt to overthrow the government.
3	Early threats to the Weimar Republic	<b>Hyperinflation</b>	Extreme price rises that reduce the value of money.

### Recovery and the Golden Age (Weeks 4–6)

Week	Curriculum Component	Tier 3 Vocabulary	Definition
4	Occupation of the Ruhr & Hyperinflation	<b>Occupation of the Ruhr</b>	French and Belgian takeover of Germany's industrial region in 1923.
4	Occupation of the Ruhr & Hyperinflation	<b>Passive Resistance</b>	Non-violent refusal to cooperate.
4	Occupation of the Ruhr & Hyperinflation	<b>Reintroduction of the Rentenmark</b>	New German currency introduced in 1923.
5	Stresemann's economic and foreign policy	<b>Dawes Plan</b>	1924 agreement reorganising reparations with US loans.
5	Stresemann's economic and foreign policy	<b>Young Plan</b>	1929 agreement reducing reparations payments.
5	Stresemann's economic and foreign policy	<b>Locarno Pact</b>	1925 treaty securing Germany's borders.
5	Stresemann's economic and foreign policy	<b>League of Nations</b>	International peace organisation Germany joined in 1926.
6	Weimar Culture	<b>Golden Age</b>	Period of stability and cultural growth (1924–29).
6	Weimar Culture	<b>Cultural Revival</b>	Artistic and intellectual activity in Weimar Germany.
6	Weimar Culture	<b>Moderate</b>	Holding centrist political views.

### Rise of the Nazis (Weeks 7–12)

Week	Curriculum Component	Tier 3 Vocabulary	Definition
7	Early years of the Nazi Party	<b>Nazi Party</b>	National Socialist German Workers' Party led by Hitler.
7	Early years of the Nazi Party	<b>Ideology</b>	A system of ideas forming political policy.
7	Early years of the Nazi Party	<b>SA (Sturmabteilung)</b>	Nazi paramilitary force known as Brownshirts.
8	The Munich Putsch	<b>Munich Putsch</b>	Hitler's failed 1923 attempt to seize power in Bavaria.
8	The Munich Putsch	<b>Mein Kampf</b>	Hitler's autobiography outlining Nazi beliefs.
9	Consolidation & Assessment	<b>Extremist</b>	A person with radical political views.
10	Reorganisation of the NSDAP	<b>Election Campaign</b>	Organised effort to win votes.
10	Reorganisation of the NSDAP	<b>Charisma</b>	Personal quality inspiring loyalty.
11	Increase in Nazi Support	<b>Great Depression</b>	Global economic crisis beginning in 1929.

Week	Curriculum Component	Tier 3 Vocabulary	Definition
11	Increase in Nazi Support	<b>Unemployment</b>	Being without work but available to work.
11	Increase in Nazi Support	<b>Propaganda</b>	Information used to influence opinion.
12	Hitler's rise to power	<b>Backstairs Intrigue</b>	Secret political dealings leading to Hitler's appointment.
12	Hitler's rise to power	<b>Reichstag Fire</b>	Burning of the German parliament in 1933.
12	Hitler's rise to power	<b>Enabling Act</b>	Law allowing Hitler to pass laws without parliament.

### Nazi Control and Dictatorship (Weeks 13–18)

Week	Curriculum Component	Tier 3 Vocabulary	Definition
13	Nazi Propaganda	<b>Censorship</b>	Suppression of opposing information.
13	Nazi Propaganda	<b>Cult of Personality</b>	Creation of a heroic public image of a leader.
14	Religious Opposition	<b>Concordat</b>	1933 agreement between Hitler and the Pope.
14	Religious Opposition	<b>Confessional Church</b>	Protestant group opposing Nazi control.
15	Police State	<b>Gestapo</b>	Nazi secret police.
15	Police State	<b>Police State</b>	Government controlling citizens through fear and surveillance.
16	Consolidation	<b>Dictatorship</b>	System where one person holds absolute power.
17	Nazi Policies Towards Women	<b>Volksgemeinschaft</b>	Nazi idea of a racially unified people's community.
17	Nazi Policies Towards Women	<b>Aryan</b>	Nazi term for the so-called master race.
18	Nazi Policies Towards Minorities	<b>Nuremberg Laws</b>	1935 laws removing Jewish citizenship rights.
18	Nazi Policies Towards Minorities	<b>Kristallnacht</b>	1938 attack on Jewish homes and businesses.
18	Nazi Policies Towards Minorities	<b>Persecution</b>	Hostility and ill-treatment due to identity.

### Life in Nazi Germany (Weeks 15–27 overlap in curriculum flow)

Week	Curriculum Component	Tier 3 Vocabulary	Definition
15	Young People	<b>Hitler Youth</b>	Organisation training boys in Nazi ideology.
15	Young People	<b>League of German Maidens</b>	Nazi girls' organisation.
15	Young People	<b>Indoctrination</b>	Teaching beliefs uncritically.
16	Employment & Economy	<b>Autarky</b>	Economic self-sufficiency.
16	Employment & Economy	<b>Rearmament</b>	Building military strength.
16	Employment & Economy	<b>Public Works</b>	Government projects creating jobs.

<b>Week</b>	<b>Curriculum Component</b>	<b>Tier 3 Vocabulary</b>	<b>Definition</b>
16	Employment & Economy	<b>Strength Through Joy</b>	Leisure programme for workers.
17	Living Standards	<b>Rationing</b>	Controlling distribution of food and goods.
17	Living Standards	<b>Total War</b>	Devoting all resources to war effort.
17	Living Standards	<b>Black Market</b>	Illegal trade during shortages.
18	War & Defeat	<b>Allied Bombing</b>	Attacks on German cities during WWII.
18	War & Defeat	<b>Defeat</b>	Military loss leading to surrender.
18	War & Defeat	<b>Denazification</b>	Post-war removal of Nazi influence.

### Weeks 19–39

Exam Ready Consolidation

<b>Week</b>	<b>Curriculum Component</b>	<b>Tier 3 Vocabulary</b>	<b>Definition</b>
25	Exam ready – Cold War	<b>Containment</b>	US policy preventing spread of communism.
27	Exam ready – Germany	<b>Totalitarianism</b>	Government control over all aspects of life.
33	Final consolidation	<b>Significance</b>	The importance or lasting impact of something.



## Key Stage 5 – Tier 3 Vocabulary and Definitions

### A Level History – Year 12

#### Side A – The USA & Trade Unions

##### Trade Unions & USA Overview (Weeks 1–12)

Week	Curriculum Component	Tier 3 Vocabulary	Definition
1	Introduction to the USA	<b>Ideology</b>	A system of ideas forming the basis of political or economic policy.
1	Introduction to the USA	<b>Federalism</b>	Division of power between national and state governments.
2	Trade Union Divisions	<b>Collective Bargaining</b>	Negotiation between workers and employers over pay and conditions.
2	Trade Union Divisions	<b>Closed Shop</b>	Workplace requiring union membership.
3	Trade Unions pre-WWI	<b>Strike</b>	Work stoppage to demand better conditions.
3	Trade Unions pre-WWI	<b>Injunction</b>	Court order preventing a specific action, often against strikes.
4	1930s & the New Deal	<b>New Deal</b>	Roosevelt's programme to combat the Great Depression.
4	1930s & the New Deal	<b>Wagner Act</b>	1935 law strengthening trade union rights.
5	WWII & Essay Factors	<b>War Economy</b>	Economic system focused on wartime production.
6	1950s & 1960s	<b>Affluence</b>	Increased prosperity and consumer spending.
7	1970s–90s & PATCO	<b>PATCO Strike</b>	1981 air traffic controllers' strike broken by Reagan.
7	1970s–90s & PATCO	<b>Deindustrialisation</b>	Decline of traditional manufacturing industries.
8	Women & Chavez	<b>United Farm Workers</b>	Trade union led by César Chávez.
8	Women & Chavez	<b>Grassroots Activism</b>	Campaigning organised at community level.
9	Essay Skills	<b>Historiography</b>	The study of how history is written and interpreted.
10	30 Markers	<b>Judgement</b>	A reasoned conclusion based on evaluation of evidence.

##### Native Americans Depth Study (Weeks 13–24)

Week	Curriculum Component	Tier 3 Vocabulary	Definition
13	Native Americans Intro	<b>Plains Tribes</b>	Indigenous groups living on the Great Plains.
13	Native Americans in 1865	<b>Reservation</b>	Land set aside for Native Americans by the US government.
14	Assimilation & Education	<b>Assimilation</b>	Policy of forcing minority groups to adopt dominant culture.
14	Assimilation & Education	<b>Boarding Schools</b>	Institutions designed to re-educate Native children.
15	Dawes Act	<b>Dawes Act</b>	1887 law dividing tribal land into individual plots.
15	Dawes Act	<b>Allotment</b>	Allocation of land to individual Native families.

Week	Curriculum Component	Tier 3 Vocabulary	Definition
16	1920s & Meriam Report	<b>Meriam Report</b>	1928 investigation criticising US Native policy.
17	Obstacles & New Deal	<b>Indian Reorganisation Act</b>	1934 law restoring some tribal self-government.
18	WWII	<b>Code Talkers</b>	Native American soldiers using indigenous languages for codes.
19	Post-War & Red Power	<b>Termination Policy</b>	1950s policy ending federal recognition of tribes.
19	Post-War & Red Power	<b>Red Power Movement</b>	1960s activism for Native rights.
20	Nixon & Reagan	<b>Self-Determination</b>	Policy allowing tribes greater control over affairs.

### Side B – Civil Rights in the USA 1865–1992

#### Women's Rights (Weeks 1–14)

Week	Curriculum Component	Tier 3 Vocabulary	Definition
1	Women in 1865	<b>Emancipation</b>	Legal freeing of enslaved people.
1	Changing Opportunities	<b>Industrialisation</b>	Growth of factory-based economy.
2	WWI Impact	<b>Suffrage</b>	The right to vote.
3	New Deal Impact	<b>Second Wave Feminism</b>	1960s–70s movement for gender equality.
4	Women & Politics 1915–40	<b>19th Amendment</b>	1920 law granting women the vote.
5	Feminism & Prohibition	<b>Prohibition</b>	Ban on alcohol production and sale (1920–33).
6	Essay Workshop	<b>Evaluation</b>	Assessing strengths and weaknesses of an argument.
7	Impact of WWII	<b>Total War</b>	Full mobilisation of society for war effort.
8	Rise of New Feminism	<b>Equal Rights Amendment</b>	Proposed constitutional amendment for gender equality.
9	Radical Feminism	<b>Patriarchy</b>	System where men hold primary power.
9	Roe v Wade	<b>Roe v. Wade</b>	1973 Supreme Court case legalising abortion nationwide.
11	Gilded Age	<b>Industrial Capitalism</b>	Economic system dominated by large corporations.
12	Black Power Movement	<b>Black Power</b>	Movement promoting racial pride and self-determination.

#### African American Civil Rights (Weeks 15–24)

Week	Curriculum Component	Tier 3 Vocabulary	Definition
15	Introduction	<b>Reconstruction</b>	Period rebuilding the South after the Civil War.
15	Position after Emancipation	<b>Jim Crow Laws</b>	Laws enforcing racial segregation.
16	Pre-WWI	<b>NAACP</b>	Organisation campaigning for civil rights through legal action.
17	Interwar Barriers	<b>Ku Klux Klan</b>	White supremacist terrorist organisation.

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Week	Curriculum Component	Tier 3 Vocabulary	Definition
18	Impact of WWII	<b>Double V Campaign</b>	Campaign for victory against fascism abroad and racism at home.
19	1955–65 Explosion	<b>Civil Rights Act (1964)</b>	Law outlawing segregation in public places.
19	1955–65 Explosion	<b>Voting Rights Act (1965)</b>	Law removing barriers to Black voting.
20	1970s–1992	<b>Affirmative Action</b>	Policy promoting opportunities for minorities.
21	Reagan & Bush	<b>Conservatism</b>	Political ideology favouring limited government intervention.

### Coursework & Revision (Weeks 22–39)

Week	Curriculum Component	Tier 3 Vocabulary	Definition
22	Coursework	<b>Primary Source</b>	Evidence created at the time of events.
23	Coursework	<b>Secondary Source</b>	Interpretation produced after events.
30	Workshops	<b>Analysis</b>	Breaking down evidence to explain meaning.
37	Mocks Week	<b>Synthesis</b>	Combining evidence into a coherent argument.

