

## Long-term planning

### History - Year 11

Year 11 Themes	Superpower relations and the Cold War, 1941–91:  Origins of the Cold War, Cold War Crisis	Superpower relations and the Cold War, 1941–91:  The End of the Cold War	Early Elizabethan England, 1558–88:  Queen, government and religion, Challenges: Home and Abroad	Early Elizabethan England, 1558–88:  Elizabethan society in the Age of Exploration
<p><b>Paper 2:</b> Students are required to study one British depth study and one period study</p> <p><b>British Depth Study:</b> a substantial and coherent short time span and require students to understand the complexity of a society or historical situation and the interplay of different aspects within it</p> <p><b>Non-Brit Depth Study:</b> The period studies</p>	<b>Students will know that</b>			
	<p><b>Origins of the Cold War:</b> The Grand Alliance between Britain, the USA, and the USSR in 1941 broke down after 1945 due to growing ideological differences, highlighted in the Tehran, Yalta, and Potsdam conferences. The invention of nuclear weapons and the Soviet establishment of control over Eastern Europe intensified mistrust, while both sides sought to build spheres of influence through economic and military measures, culminating in the Berlin Blockade (1948) and the creation of NATO (1949) and the Warsaw Pact (1955). The Hungarian Uprising of 1956 demonstrates the limits of Soviet control and the international reaction to challenges within the Eastern Bloc.</p> <p><b>Cold War Crises:</b> The construction of the Berlin Wall in 1961 highlighted the division of East and West Berlin and Khrushchev’s attempts to stop the flow of refugees, affecting US–Soviet relations. The Cuban Missile Crisis (1962) brought the superpowers to the brink of nuclear war, influenced by the Cuban Revolution, Castro’s alignment with the USSR, and the failed Bay of Pigs invasion. The Soviet</p>	<p><b>The End of the Cold War:</b> The 1970s saw a period of détente with arms negotiations and diplomatic cooperation, but this gave way to the “Second Cold War” in the late 1970s and early 1980s, triggered by the Soviet invasion of Afghanistan, President Reagan’s confrontational stance, and the development of “Star Wars” nuclear technology. From 1985, Mikhail Gorbachev’s leadership introduced reforms and a willingness to negotiate with the USA, changing the dynamics of superpower relations. These developments, combined with the courage of Eastern European populations, led to the fall of the Berlin Wall (1989), the collapse of the Warsaw Pact, and ultimately the breakup of the Soviet Union (1991).</p>	<p><b>Queen, government and religion:</b> Elizabeth I inherited the throne in 1558 during a period of political, religious, and international uncertainty, facing threats from France, factions within England, and questions over her succession. She established the 1559 Religious Settlement to maintain peace, balancing Protestant reforms with limited concessions to Catholics, though both groups remained dissatisfied. Challenges to her authority included Mary Stuart’s claim to the throne, support from the Pope, and ongoing tensions with Puritans and foreign powers.</p> <p><b>Challenges: Home and Abroad:</b> Elizabeth I faced ongoing Catholic plots to overthrow her, including those linked to Mary Stuart, and relied on Secretary Walsingham and his spy network to uncover and neutralise threats. The execution of Mary Stuart in 1587 removed the main internal threat but worsened relations with Spain, contributing to international tension. Philip II of Spain, motivated by the desire to restore Catholicism and protect his empire, clashed with England over privateering, the Netherlands, and ultimately launched the Spanish Armada in 1588.</p>	<p><b>Elizabethan society in the Age of Exploration:</b> Elizabethan society was shaped by education, social hierarchy, cultural activities, and leisure pursuits, which varied across social groups. Poverty and unemployment were significant issues, and students should understand the causes and measures taken to support the ‘deserving’ and ‘undeserving’ poor. Technical developments in navigation and shipbuilding allowed longer voyages, early attempts at colonisation, and the expansion of trade, which provide context for England’s emerging influence overseas.</p>

<p>focus on a substantial and coherent medium time span of at least 50 years and require students to understand the unfolding narrative of substantial developments</p>	<p>invasion of Czechoslovakia in 1968 showed Moscow’s determination to maintain control over the Warsaw Pact and provoked international condemnation of its suppression of “socialism with a human face.”</p>			
	<b>Students will know how to</b>			
	<p>To <b>explain the causes</b> and early developments of tension between the USA and USSR.</p>	<p>To <b>describe</b> the causes, key events, and outcomes of the Cold War in the 1970s–1991.</p>	<p>To explain Elizabeth’s political, religious, and personal challenges in her early reign.</p>	<p>To explain social structures, leisure, and education in Elizabethan society.</p>
	<p>To <b>analyse</b> the impact of key events, conferences, and military/economic strategies.</p>	<p>To <b>analyse</b> the impact of leaders, diplomacy, and domestic pressures on superpower relations.</p>	<p>To analyse the consequences of the 1559 Religious Settlement for different groups in England.</p>	<p>To analyse the causes and responses to poverty and unemployment.</p>
	<p>To <b>assess the consequences</b> of early Cold War crises for international relations.</p>	<p>To <b>evaluate</b> the factors that contributed to the end of the Cold War.</p>	<p>To assess the threats to Elizabeth’s authority and how she managed them.</p>	<p>To evaluate the significance of exploration, trade, and early colonisation for England.</p>
	<p>To describe the causes, key events, and <b>consequences</b> of major Cold War crises.</p>			
	<p>To <b>analyse</b> how these events affected superpower relations and global politics.</p>			
	<p>To <b>evaluate</b> the effectiveness of political and military strategies during crises.</p>			
	<b>Vocabulary and the concepts they link to</b>			
	<p><b>Origins:</b> Grand Alliance, nuclear weapons, Eastern Europe, buffer zone, spheres of influence, military/economic aid, Berlin Blockade, NATO, Warsaw Pact, Hungarian Uprising, ideological differences</p> <p><b>Cold War Crises:</b> Berlin Wall, East Berlin, West Berlin, refugees, US-Soviet relations, Cuban Revolution, communism, Bay of Pigs, Cuban Missile Crisis, nuclear brinkmanship, Warsaw Pact, Prague Spring, “socialism with a human face,” international reaction.</p>	<p><b>End of Cold War:</b> Détente, arms negotiations, diplomacy, Second Cold War, Soviet invasion of Afghanistan, “evil empire,” Strategic Defence Initiative (Star Wars), Glasnost, Perestroika, Eastern Bloc, Berlin Wall, Warsaw Pact, Eastern European uprisings, collapse of the Soviet Union.</p>	<p><b>Queen, government and religion:</b> succession, heir, marriage negotiations, Religious Settlement (1559), Catholic opposition, Puritans, Pope, foreign threats, diplomacy, authority, rebellion, legitimacy.</p> <p><b>Challenges: Home and Abroad:</b> Catholic plots, espionage, spy networks, foreign policy, military invasion, naval power, privateering, Trade Embargo, rebellion, diplomacy, Protestant opposition, Catholic opposition</p>	<p><b>Elizabethan society in the Age of Exploration:</b> Education, social hierarchy, leisure, sports, pastimes, theatre, apprentices, poor relief, poverty, unemployment, deserving poor, undeserving poor, navigation, shipbuilding, exploration, trade, colonisation, settlement, overseas expansion, technical innovation.</p>
<b>Assessment</b>				

	Students complete a task using 10 key terms, essential knowledge, and chronology drawn from the Knowledge Organiser, followed by an exam-style question based on a technique modelled during the deliberate practice lesson.	Students complete a task using 10 key terms, essential knowledge, and chronology drawn from the Knowledge Organiser, followed by an exam-style question based on a technique modelled during the deliberate practice lesson.	Students complete a task using 10 key terms, essential knowledge, and chronology drawn from the Knowledge Organiser, followed by an exam-style question based on a technique modelled during the deliberate practice lesson.	Students complete a task using 10 key terms, essential knowledge, and chronology drawn from the Knowledge Organiser, followed by an exam-style question based on a technique modelled during the deliberate practice lesson.
<b>Diversity &amp; development of cultural capital</b>				
	<p>The Rest is History (Podcast)</p> <p>Dan Snow's History Hit (Podcast)</p> <p>History Extra (Podcast)</p> <p>Tinker Tailor Soldier Spy (FILM)</p>	<p>The Rest is History (Podcast)</p> <p>Dan Snow's History Hit (Podcast)</p> <p>History Extra (Podcast)</p> <p>Tinker Tailor Soldier Spy (FILM)</p>	<p>A Time Travellers Guide to Elizabethan England - Ian Mortimer</p> <p>The Rest is History (Podcast)</p> <p>Dan Snow's History Hit (Podcast)</p> <p>History Extra (Podcast)</p>	<p>A Time Travellers Guide to Elizabethan England - Ian Mortimer</p> <p>The Rest is History (Podcast)</p> <p>Dan Snow's History Hit (Podcast)</p> <p>History Extra (Podcast)</p>
<b>Cross-curricular opportunities and enrichment</b>				
<p>Year 8 English – Animal Farm: Awareness of the Russian Revolution/ beginning of the Soviet Union</p> <p>Yr 9 Geog – Unit on Russian Society and Geopolitics</p>	<p>Year 8 English – Animal Farm: Awareness of the Russian Revolution/ beginning of the Soviet Union</p> <p>Yr 9 Geog – Unit on Russian Society and Geopolitics</p>	<p>GCSE English – Links with Shakespeare and playwrights</p> <p>Geog – Trade and the beginning of settlements/Empire</p>	<p>GCSE English – Links with Shakespeare and playwrights</p> <p>Geog – Trade and the beginning of settlements/Empire</p>	