

Year 11 Big Picture

Autumn 01 Weeks 1 – 7 (7 weeks)	Autumn 02 Weeks 8 – 15 (8 weeks)	Spring 01 Weeks 16 - 21 (6 weeks)
<p>Content: Superpower relations and the Cold War, 1941–91 Key topic 1: The origins of the Cold War, 1941–58</p> <ol style="list-style-type: none"> <u>Early tension between East and West</u> The Grand Alliance. The outcomes of the Tehran, Yalta and Potsdam conferences. <ul style="list-style-type: none"> The ideological differences between the superpowers and the attitudes of Stalin, Truman and Churchill. The impact on US-Soviet relations of the development of the atomic bomb, the Long and Novikov telegrams and the creation of Soviet satellite states in Eastern Europe. <u>The development of the Cold War</u> <ul style="list-style-type: none"> The impact on US-Soviet relations of the Truman Doctrine and the Marshall Plan, 1947. • The significance of Cominform (1947), Comecon (1949) and the formation of NATO (1949). • Berlin: its division into zones. The Berlin Crisis (blockade and airlift) of 1948-49 and its impact. The formation of the Federal Republic of Germany and German Democratic Republic. <u>The Cold War intensifies</u> <ul style="list-style-type: none"> The significance of the arms race. The formation of the Warsaw Pact. • Events in 1956 leading to the Hungarian Uprising, and Khrushchev’s response. The international reaction to the Soviet invasion of Hungary. <p>Key topic 2: Cold War crises, 1958–70</p> <ol style="list-style-type: none"> <u>Increased tension between East and West</u> <ul style="list-style-type: none"> The refugee problem in Berlin, Khrushchev’s Berlin ultimatum (1958), and the summit meetings of 1959–61. • The Construction of the Berlin Wall <p><i>Skills: Cause, consequence, significance, narrative account.</i></p> <p style="text-align: center;">Cultural Capital: Ideologies- Capitalism, Communism, tension</p>	<p>Content: Superpower relations and the Cold War, 1941–91 Key topic 2: Cold War crises, 1958–70</p> <ol style="list-style-type: none"> <u>Cold War crises</u> <ul style="list-style-type: none"> The construction of the Berlin Wall, 1961. • The events of the Cuban Missile Crisis. • The Brezhnev Doctrine and the re-establishment of Soviet control in Czechoslovakia. <u>Reaction to crisis</u> Impact of the construction of the Berlin Wall on US-Soviet relations. Kennedy’s visit to West Berlin in 1963. • The consequences of the Cuban Missile Crisis, including the ‘hotline’. Attempts at arms control: the Limited Test Ban Treaty (1963); the Outer Space Treaty (1967); and the Nuclear Non-Proliferation Treaty (1968). • International reaction to Soviet measures in Czechoslovakia. <p>Key topic 3: The end of the Cold War, 1970–91</p> <ol style="list-style-type: none"> <u>Attempts to reduce tension between East and West</u> Détente in the 1970s, SALT 1, Helsinki, and SALT 2. • The significance of Reagan and Gorbachev’s changing attitudes. • Gorbachev’s ‘new thinking’ and the Intermediate-Range Nuclear Force (INF) Treaty (1987). <u>Flashpoints</u> The significance of the Soviet invasion of Afghanistan, the Carter Doctrine and the Olympic boycotts. • Reagan and the ‘Second Cold War’, the Strategic Defence Initiative <u>The collapse of Soviet control of Eastern Europe</u> <ul style="list-style-type: none"> The impact of Gorbachev’s ‘new thinking’ on Eastern Europe: the loosening Soviet grip on Eastern Europe. • The significance of the fall of the Berlin Wall. The collapse of the Soviet Union and its significance in bringing about the end of the Warsaw Pact. <p><i>Skills: Cause, consequence, significance, narrative account.</i></p> <p style="text-align: center;">Cultural Capital: Ideologies- Capitalism, Communism, tension</p>	<p>Content: Key topic 1: Queen, government and religion, 1558–69</p> <ol style="list-style-type: none"> <u>The situation on Elizabeth’s accession:</u> <ul style="list-style-type: none"> Elizabethan England in 1558: society and government. The Virgin Queen: the problem of her legitimacy, gender, marriage. Her character and strengths. Challenges at home and from abroad: the French threat, financial weaknesses. <u>The ‘settlement’ of religion</u> <ul style="list-style-type: none"> Religious divisions in England in 1558. Elizabeth’s religious settlement (1559): its features and impact. The Church of England: its role in society. <u>Challenge to the religious settlement</u> <ul style="list-style-type: none"> The nature and extent of the Puritan challenge. The nature and extent of the Catholic challenge, including the role of the nobility, Papacy and foreign powers. <u>The problem of Mary, Queen of Scots</u> <ul style="list-style-type: none"> Mary, Queen of Scots: her claim to the English throne, her arrival in England in 1568. Relations between Elizabeth and Mary, 1568–69. <p><i>Skills: Cause, consequence, significance, narrative account.</i></p> <p style="text-align: center;">Cultural Capital: Ideologies- Capitalism, Communism, tension</p>
<p>Assessment Objectives Question 1: this targets AO3, and focuses on making inferences from a source. Question 2: this targets AO1/AO2, and focuses on causation. Question 3 (a): this targets AO3 and uses two contemporary sources. One of them may be visual, but at least one will be written. Students assess the usefulness of both sources for a specified enquiry, making use of their knowledge of the historical context. Question 3 (b): this targets AO4 and uses two later written interpretations. Students explain how the two interpretations differ. Question 3 (c): this targets AO4 and uses the same interpretations as part (b). Students suggest why the two interpretations differ. Question 3 (d): this targets AO4 and re-uses the interpretations. It requires students to evaluate one interpretation, making use of the other interpretation and their knowledge of the historical context</p>	<p>Assessment Objectives Question 1: this targets AO3, and focuses on making inferences from a source. Question 2: this targets AO1/AO2, and focuses on causation. Question 3 (a): this targets AO3 and uses two contemporary sources. One of them may be visual, but at least one will be written. Students assess the usefulness of both sources for a specified enquiry, making use of their knowledge of the historical context. Question 3 (b): this targets AO4 and uses two later written interpretations. Students explain how the two interpretations differ. Question 3 (c): this targets AO4 and uses the same interpretations as part (b). Students suggest why the two interpretations differ. Question 3 (d): this targets AO4 and re-uses the interpretations. It requires students to evaluate one interpretation, making use of the other interpretation and their knowledge of the historical context</p>	<p>Assessment Objectives Q1 (a): this is compulsory and targets AO1. It focuses on describing features. Q1 (b): this is compulsory and targets AO1/AO2. It focuses on causation. Q1 (c): students have a choice of two questions: (i) or (ii). These target AO1/AO2 and require a judgement. They may focus on any of the following: similarity, difference, change, continuity, causation or consequence.</p>
<p>Progress check- Crime and Punishment and Weimar Germany questions.</p>	<p>Mini test cold war PPE1</p>	<p>Mini test 1 Cold War Mini test 2 Cold War</p>

Year 11 Big Picture

<i>Spring 02</i> <i>Weeks 22 – 27 (6 weeks)</i>	<i>Summer 01</i> <i>Weeks 28 – 33 (6 weeks)</i>	<i>Summer 02</i> <i>Weeks 34 – 39 (7 weeks)</i>
<p>Content: Key topic 2: Challenges to Elizabeth at home and abroad, 1569–88</p> <p><u>1 Plots and revolts at home</u></p> <ul style="list-style-type: none"> • The reasons for, and significance of, the Revolt of the Northern Earls, 1569–70. • The features and significance of the Ridolfi, Throckmorton and Babington plots. Walsingham and the use of spies. • The reasons for, and significance of, Mary Queen of Scots’ execution in 1587. <p><u>2 Relations with Spain</u></p> <ul style="list-style-type: none"> • Political and religious rivalry. • Commercial rivalry. The New World, privateering and the significance of the activities of Drake. <p><u>3 Outbreak of war with Spain, 1585–88</u></p> <ul style="list-style-type: none"> • English direct involvement in the Netherlands, 1585–88. The role of Robert Dudley. • Drake and the raid on Cadiz: ‘Singeing the King of Spain’s beard’. <p><u>4 The Armada</u></p> <ul style="list-style-type: none"> • Spanish invasion plans. Reasons why Philip used the Spanish Armada. • The reasons for, and consequences of, the English victory. <p>Content: Key topic 3: Elizabethan society in the Age of Exploration, 1558–88</p> <p><u>1 Education and leisure</u></p> <ul style="list-style-type: none"> • Education in the home, schools and universities. • Sport, pastimes and the theatre. <p><u>2 The problem of the poor</u></p> <ul style="list-style-type: none"> • The reasons for the increase in poverty and vagabondage during these years. • The changing attitudes and policies towards the poor. <p><u>3 Exploration and voyages of discovery</u></p> <ul style="list-style-type: none"> • Factors prompting exploration, including the impact of new technology on ships and sailing and the drive to expand trade. • The reasons for, and significance of, Drake’s circumnavigation of the globe. <p><u>4 Raleigh and Virginia</u></p> <ul style="list-style-type: none"> • The significance of Raleigh and the attempted colonisation of Virginia. • Reasons for the failure of Virginia. <p><u>Cultural capital:</u> Monarchy, interpreting art. Religious tolerance, Tudor theatre, discovery and development of the New World.</p>	Revision	GCSE exam season
<p>Assessment Objectives</p> <p>Q1 (a): this is compulsory and targets AO1. It focuses on describing features. Q1 (b): this is compulsory and targets AO1/AO2. It focuses on causation. Q1 (c): students have a choice of two questions: (i) or (ii). These target AO1/AO2 and require a judgement. They may focus on any of the following: similarity, difference, change, continuity, causation or consequence.</p>		
<p>Mini test Elizabeth PPE2</p>		