

Subject:	History				
	Year Group:				
	11				
<b>Scheme title</b>	<b>Part 2 – Escalation of Tension in Vietnam</b> We will teach about the background to the Vietnam war, including: •French rule in Indochina before WW2 •Japanese occupation during WW2 and the creation of the Vietnam •Conflict between Vietnam and France after WW2 – French defeat at Dien Bien Phu and the division of Vietnam along 17th Parallel •Key figures including Ho Chi Minh & Ngo Dinh Diem •South Vietnam under Diem & the creation of the Vietcong  We will teach about early US intervention in the Vietnam War, including: •The reasons for intervention and the Domino Theory •How the US helped South Vietnam under Eisenhower •How the US helped South Vietnam under Kennedy •How effective these two presidents were in their intervention  We will teach about the US intervention under President Johnson, including: •The Gulf of Tonkin incident and direct US involvement in the war •BTS tactics – bombing and soldiers fighting tactics •Vietcong fighting tactics and how they were superior to the US •The Tet Offensive 1968 •The My Lai Massacre 1968 •Reasons for opposition to the Vietnam War and public demands for peace •	<b>Part 3 – The Ending of Conflict in Vietnam</b> We will teach about how the Vietnam war changed after Nixon became president, including: •Nixon's policy of Vietnamisation to withdraw US troops •Nixon's policy of renewed bombing and widening bombing into Laos and Cambodia •Nixon's policy of negotiation – both with South Vietnam and China & Russia  We will teach about opposition to the Vietnam War under Nixon, including: •How the media influenced public opinion on the war •Why people continued to oppose the Vietnam War •The Kent State University shooting •The impact of the Watergate affair on the Vietnam War  We will teach about how peace was achieved to end the Vietnam War, including: •Key negotiators: Henry Kissinger & Le Duc Tho •The Paris Peace Talks & the terms agreed •How US troops withdrew and the Fall of Saigon •How the Vietnam War impacted Vietnam •How the Vietnam War impacted the USA and its reputation	<b>Part one: Elizabeth's court and Parliament</b> We will teach about Elizabeth's early life, including: •The relationship she had with her family •Her treatment under Mary I's reign and how this impacted her character •How her character made her suited to rule England  We will teach about how Elizabeth ran the country, including: •Importance of the Royal Court •The political system of England in the 16th Century – the roles of different groups like parliament and MPs •How she used patronage to keep control of people around her •The role of the Privy Council •Key ministers on the Privy Council (Ceil, Walsingham, Dudley and Hatton)  We will teach about the difficulties Elizabeth faced as a female ruler, including: •The problem of marriage and the succession •Her relationship with Parliament •Threat to her reign with the Essex Rebellion (1601) •How strong or weak Elizabeth's authority was at the end of her reign	<b>Part two: Life in Elizabethan times</b> We will teach about society and cultural changes in Elizabethan England: •The Renaissance and new intellectual movements like Humanism •The structure of society, the belief in the Great Chain of Being •Reasons for the increasing wealth and the impact of it including the rise of the gentry as a class •Cultural changes like the growth of theatre and how it links to the social structure of England •Opposition to the theatre  We will teach about the problem of poverty in Elizabethan England including: •Long term reasons for the increase in poverty •Societal attitudes towards the poor •What measures Elizabeth and her government took to solve the problem of poverty including: changing opinions of the poor, poor laws •The effectiveness of government action  We will teach about the Elizabethan exploration including: •Why exploration was so popular? •Key figures in exploration: Hawkins, Drake & Raleigh •Key discoveries and gains •The impact of exploration on England and its position in Europe	<b>Part three: Troubles at home and abroad</b> We will teach about reactions to Elizabeth's religious policy including: •What Elizabeth's religious policy was – the Middle Way •What Puritans were and why they disagreed with the Middle Way •How Puritans were a threat to Elizabeth's rule •Key Catholic plots against Elizabeth: Northern Rebellion, Ridolfi Plot, Throckmorton Plot, Babington Plot •Actions of the Pope – excommunicating Elizabeth, missionaries and Jesuits  We will teach about the problem of Mary Queen of Scots including: •Who Mary Queen of Scots was and why she was a problem for Elizabeth •How Elizabeth dealt with Mary – execution and the impact of this  We will teach about conflict between England and Spain including: •Long term reasons for conflict: rejection of proposal, competition in exploration, piracy, religion •Events in the Netherlands and how they caused tension between England and Spain •The Causes and events of the Spanish Armada •Why the Spanish Armada failed •The impact of English victory in the Spanish Armada
<b>Skills</b>	<b>Historical Concepts:</b> Change & continuity, Similarity & difference, Cause & consequence, Significance, Source Analysis  Students will utilise the following skills: Using a chain of reason to explain the link between events and consequences to form a historical account.  Engaging in historical debate and coming to a balanced judgement  Historical significance  Source analysis  Structures to support learning: •REEL: Develop extended writing skills to include a point, evidence or example, explain it and link it to the overall point. This is helpful across all written subjects and reinforces literacy skills.  PEKL: Designed to help students analyse sources and evaluate interpretations (historical debates)	<b>Historical Concepts:</b> Change & continuity, Similarity & difference, Cause & consequence, Significance, Source Analysis  Students will utilise the following skills: Using a chain of reason to explain the link between events and consequences to form a historical account.  Engaging in historical debate and coming to a balanced judgement  Historical significance  Source analysis  Structures to support learning: •REEL: Develop extended writing skills to include a point, evidence or example, explain it and link it to the overall point. This is helpful across all written subjects and reinforces literacy skills.  PEKL: Designed to help students analyse sources and evaluate interpretations (historical debates)	<b>Historical Concepts:</b> Change & continuity, Similarity & difference, Cause & consequence, Significance, Historical Debate  Students will utilise the following skills: Using a chain of reason to explain the link between events and consequences to form a historical account.  Engaging in historical debate and coming to a balanced judgement  Historical significance, Evaluating historical interpretations  Structures to support learning: •REEL: Develop extended writing skills to include a point, evidence or example, explain it and link it to the overall point. This is helpful across all written subjects and reinforces literacy skills.  PEKL: Designed to help students analyse sources and evaluate interpretations (historical debates)	<b>Historical Concepts:</b> Change & continuity, Similarity & difference, Cause & consequence, Significance, Historical Debate  Students will utilise the following skills: Using a chain of reason to explain the link between events and consequences to form a historical account.  Engaging in historical debate and coming to a balanced judgement  Historical significance, Evaluating historical interpretations  Structures to support learning: •REEL: Develop extended writing skills to include a point, evidence or example, explain it and link it to the overall point. This is helpful across all written subjects and reinforces literacy skills.  PEKL: Designed to help students analyse sources and evaluate interpretations (historical debates)	<b>Historical Concepts:</b> Change & continuity, Similarity & difference, Cause & consequence, Significance, Historical Debate  Students will utilise the following skills: Using a chain of reason to explain the link between events and consequences to form a historical account.  Engaging in historical debate and coming to a balanced judgement  Historical significance, Evaluating historical interpretations  Structures to support learning: •REEL: Develop extended writing skills to include a point, evidence or example, explain it and link it to the overall point. This is helpful across all written subjects and reinforces literacy skills.  PEKL: Designed to help students analyse sources and evaluate interpretations (historical debates)
<b>Key Words</b>	17th Parallel Agent Blue/Orange Army of the Republic of Vietnam (ARVN) Bouncing Betty Cluster Bomb Containment Democratic Republic of Vietnam (DRV) Domino Theory Draft Dodger Fragging French Indochina Guerrilla Tactics Gulf of Tonkin Resolution Napalm National Liberation Front (NLF) Operation Rolling Thunder Republic of Vietnam (RVN) Search and Destroy Superpower Viet Cong (VC) Viet Minh Vietnamisation Watergate Zippo raid	17th Parallel Agent Blue/Orange Army of the Republic of Vietnam (ARVN), Bouncing Betty Cluster Bomb Containment Democratic Republic of Vietnam (DRV) Domino Theory Draft Dodger Fragging Guerrilla Tactics Napalm National Liberation Front (NLF) Operation Rolling Thunder Republic of Vietnam (RVN) Search and Destroy Superpower Viet Cong (VC) Viet Minh Vietnamisation Watergate Zippo raid	Catholic Clergy Court Courtier Gentry Heir Illegitimate Justices of the Peace (JPs) Legislation Monopolies Patriarchy Patronage Privy Council Progress Suttor	Almshouse Astrolabe Censorship Circumnavigation Gentry Court Deserving Poor Enclosure Galleon Gentry Great Chain of Being Humanism Inflation Patronage Poor Rate Privateers Rack-Renting Raccooning Renaissance Undeserving Poor Vagrant Workhouse	Armada Astrolabe Broadside Bull Calvinist Catholic Clergy Conspiracy Culverins Excommunicated Galleon Galley Heretic House Arrest Jesuit Marty Mass Privateers Privy Council Prophecy Puritan Recusant/Recusancy fines Regicide Seminary Transubstantiation Vestment
<b>End Point</b>	Students will have knowledge of Paper 18 - Part 1-2. Students will be able to analyse sources, explain consequences and assess causes. Students can complete a full Asia exam	Students will have knowledge of Paper 18 - Part 1-3. Students will be able to analyse sources, explain consequences and assess causes. Students can complete a full Asia exam	Students will have knowledge of Paper 28 - Part 1. Students will be able to evaluate interpretations, explain significance, explain consequences. Students can complete questions 1-3 of a full Elizabeth paper	Students will have knowledge of Paper 28 - Part 1-2. Students will be able to evaluate interpretations, explain significance, explain consequences. Students can complete questions 1-3 of a full Elizabeth paper	Students will have knowledge of Paper 28 - Part 1-3. Students will be able to evaluate interpretations, explain significance, explain consequences. Students can complete questions 1-3 of a full Elizabeth paper
<b>Assessment method</b>	<b>Progress points:</b> Lesson 8: Essay 16 mark question – 20 minutes Lesson 13: Source 12 mark question – 15 minutes Lesson 18: Source 12 mark question – 15 minutes (whole class feedback)  <b>Final Assessment:</b> Full exam paper based on Part 1 & Part 2 of Conflict and Tension in Asia Q1-4  1 Hour paper with 44 marks available	<b>Progress points:</b> Lesson 8: Essay 16 mark question – 20 minutes Lesson 13: Source 12 mark question – 15 minutes Lesson 18: Source 12 mark question – 15 minutes (whole class feedback)  <b>Final Assessment:</b> Full exam paper based on Part 1 & Part 2 of Conflict and Tension in Asia Q1-4  1 Hour paper with 44 marks available	<b>Progress points:</b> Lesson 4: Explain importance 8 mark exam question – 10 minutes Lesson 6: Interpretation 8 mark exam question – 10 minutes (whole class feedback)  <b>Final Assessment:</b> Exam Q 1-3 (4 including Historic Environment, which can't be done until whole course covered) based on Part 1 Elizabeth & a Q4 16 mark essay from Britain: Health and the People paper 1 hour assessment worth 44 marks	<b>Progress points:</b> Lesson 5: Explain importance 8 mark exam question – 10 minutes Lesson 8: Interpretation 8 mark exam question – 10 minutes Lesson 11: Account 8 mark exam question – 10 minutes (whole class feedback)  <b>Final Assessment:</b> Exam Q 1-3 based on Part 1 & 2 Elizabeth plus Q4 16 mark essay from Britain: Health and the People paper 1 hour assessment worth 44 marks	<b>Progress points:</b> Lesson 5: Account 8 mark exam question – 10 minutes Lesson 9: Explain 8 mark exam question – 10 minutes Lesson 11: Explain 8 mark exam question – 10 minutes (whole class feedback)  <b>Final Assessment:</b> Exam Q 1-3 based on Part 1, 2 & 3 Elizabeth plus Q4 16 mark essay from Britain: Health and the People paper 1 hour assessment worth 44 marks