

Year 8

Scheme of Learning 2025-2026

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Topics by Term	Topic Overview for Year Group					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Overarching Big Questions	The British Empire and the Industrial Revolution 1-How significant was the Industrial Revolution 2-What impact did the British Empire have on the world?	Slavery and Civil Rights in the USA 1-How horrific was the transatlantic slave trade? 2-How were civil rights won in the USA?	WW1 1-What caused WW1? 2-What was the experience of WW1 for those involved?	WW2 1-What were the Origins of WW2? 2-What happened in the key battles of WW2? 3-What impact did WW2 have in Britain?	Nazi Germany and the Holocaust 1-How did Hitler rise to power? 2-What happened during the holocaust?	The Cold War 1 – What were the origins of the Cold War? 2- What happened at key moments of tension during the Cold War?
Week Times	6.5 Weeks	7.5 Weeks	6 Weeks	6 Weeks	6 Weeks	7 Weeks
	Vital Prerequisites <ul style="list-style-type: none"> • Written communication and organisation of ideas. • Use of sources & evidence. 	Vital Prerequisites <ul style="list-style-type: none"> • Written communication and organisation of ideas. • Use of sources & evidence. 	Vital Prerequisites <ul style="list-style-type: none"> • Written communication and organisation of ideas. • Use of sources & evidence. 	Vital Prerequisites <ul style="list-style-type: none"> • Written communication and organisation of ideas. • Use of sources & evidence. • Chronology/narrative 	Vital Prerequisites <ul style="list-style-type: none"> • Written communication and organisation of ideas. • Use of sources & evidence. 	Vital Prerequisites <ul style="list-style-type: none"> • Written communication • Chronology & narrative • Develop skills of narrative by

	<ul style="list-style-type: none"> • Understanding of the idea of change across time and aspects of similarity and difference. • Ability to analyse cause and consequence and to consider the differences between positive and negative outcomes. • Knowledge of what an empire is – covered in Term 1 of Year 7. • Consequences of the Industrial Revolution on ideas, politics, industry and empire. 	<ul style="list-style-type: none"> • Understanding of protest and political change – a focus on bottom-up approach to history. • Link knowledge of the age of exploration and conquest (Year 7 Term 6), and development of the British Empire through trade and conquest (Year 8 Term 1) to the geographical realms of the Trans-Atlantic Slave Trade. • Understand Britain’s role in the origins and end of the Trans-Atlantic Slave Trade. • Explore the role played by protest and legislation in achieving social change. 	<ul style="list-style-type: none"> • Ability to analyse cause and consequence and to distinguish between long-term and short-term causes • Develop skills of narrative by correctly sequencing and linking events together • Use inference and analytical skills to investigate the lived experience of WWI to understand the impact on those involved – on the Home and Western Front. 	<ul style="list-style-type: none"> • Understanding of the role played by distinct factors in causation and their relative significance • Interrogating aspects of interpretation • The impact of WWI on Europe and Germany • Comparison of long-term vs. short-term causes; Treaty of Versailles vs. Hitler’s Expansion vs. Appeasement • Comparison of aspects of historical interpretation, developing analytical and evaluative points of view 	<ul style="list-style-type: none"> • Interrogating aspects of interpretation and historical debate • Utilise knowledge of tyranny (Year 7) to support analysis of the rise of a dictatorship • Analyse the conflict between democracy and authoritarianism • Ideas around prejudice specifically antisemitism • Knowledge of Hitler’s early life, and the impact of WWI • Understand the social and economic context of Germany 1920s-1930s 	<p>correctly sequencing and linking events together</p> <ul style="list-style-type: none"> • Understanding of the role played by distinct factors in causation and their relative significance • Ability to analyse cause and consequence and to consider the differences between positive and negative outcomes. • Interrogating aspects of interpretation and historical debate
	<p>Why are we teaching this now?</p>	<p>Why are we teaching this now?</p>	<p>Why are we teaching this now?</p>	<p>Why are we teaching this now?</p>	<p>Why are we teaching this now?</p>	<p>Why are we teaching this now?</p>
	<ul style="list-style-type: none"> • Provide a foundational understanding of the major economic, technological, and social transformations that shaped the modern world allowing students to transition their knowledge from Year 7 (Ancient, Medieval and Early Modern) to Year 8 Modern History. 	<ul style="list-style-type: none"> • Students expand their knowledge of the British Empire to focus specifically on the global elements in the Americas and Africa. • Students use and expand upon their prior knowledge of Empire to understand the key features of Trans-Atlantic Slave Trade on both African and American societies 	<ul style="list-style-type: none"> • By exploring the complex causes of World War I and its profound impact on future conflict, students are able to develop their understanding of causation, narrative and consequence on a larger scale. • Understanding the origins of WWI helps students grasp the interconnectedness of international relations 	<ul style="list-style-type: none"> • As with the investigation into WWI, understanding the origins of WWII, the major battles and events develops students understanding of the complexity of global politics and introduces the devastating effects of totalitarian regimes. • By investigating the long-term and short- 	<ul style="list-style-type: none"> • Students have already developed contextual knowledge of Hitler and the Nazi party situated in the outbreak of war in 1939. • This unit allows them to build on their prior knowledge and investigate how democracy can be abused by dictatorial and authoritarian regimes further embedding their 	<ul style="list-style-type: none"> • Students have been introduced to the interconnectedness of international politics and relations, as well as ideology through their study of modern European history, from the British Empire to WWII. This unit builds upon this understanding to introduce the complex idea of a

	<ul style="list-style-type: none"> Studying the rise of the British Empire alongside the Industrial Revolution helps students understand the global implications of these changes, including the spread of British influence and the economic motivations behind imperial expansion. This knowledge is crucial for comprehending the historical context of modern economic and political systems, which will be developed in Terms 3, 4 and 5 as well as the roots of global inequalities to be covered in Term 2. The study of Britain 'Gaining and Losing an Empire' is the third option in the History A-Level, whereby students will investigate across breadth and depth the history of the British Empire. 	<p>and the long-lasting consequences of slavery.</p> <ul style="list-style-type: none"> By examining the Civil Rights Movement, students can see the struggle for equality and justice that followed centuries of systemic oppression. A focus on the historical context and legacy of oppression not only allows students to foster a deeper appreciation for the importance of social justice and human rights, but also provides them with a lens to understand the systematic oppression found in Nazi Germany in Term 4. 	<p>and the factors that can lead to large-scale conflicts – setting the stage for the study of WWII and the Cold War.</p> <ul style="list-style-type: none"> The focus on the Western Front and the Home Front provides insights into the human cost of war and the societal changes brought about by prolonged conflict allowing students to situate their skills developed in social case studies (such as Year 7 Term 3, and Year 8 Term 1) in combination with a much larger-scale investigation. The study of the Western Front links explicitly with the Case Study element of GCSE Paper 1: Medicine Through Time whereby students investigate the injuries and treatments in the trenches. 	<p>term causes of WWII, students link their prior knowledge of WWI to their future study.</p> <ul style="list-style-type: none"> Similarly, the focus on the Home Front highlights the contributions and experiences of civilians during the war. The origins of WWII are explored in greater depth as a feature of History A-Level. Students will engage in depth and breadth study of Germany 1918-1989, with a component focused on the historiographical debate surrounding Hitler's role in the outbreak of war in 1939. 	<p>understanding of modern European history.</p> <ul style="list-style-type: none"> The study of the Holocaust builds upon ideas of prejudice and discrimination studied in Term 2 with the Trans-Atlantic Slave trade and the Civil Rights Movement, and the consequences of prejudice and hatred. Students will encounter similar content in greater depth for GCSE Paper 3, wherein students investigate the transformation of Germany following WWI from democracy to dictatorship. A-Level students will also have the opportunity to pick from a number of areas of historiographical debate as part of their Coursework – Unit 4. Many students opt to investigate the debate surrounding Hitler's role in the Holocaust building on their prior knowledge covered at KS3, KS4 and KS5. 	<p>'Cold War' and post-WWII international relations and the ideological struggle between capitalism and communism.</p> <ul style="list-style-type: none"> Students further develop their understanding of causation, narrative and consequence by investigating the flashpoints of tension between the USSR and USA and investigate the global implications of geopolitical conflict. Students revisit this content in greater depth in GCSE Paper 2 covered in Year 10 studying the development of the Cold War from 1941-1991. A-Level students also utilise knowledge as part of their Coursework – Unit 4. Many students opt to investigate the debate surrounding origins or end of the Cold War building on their prior knowledge covered at KS3, KS4 and KS5.
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Term 1 – The British Empire and the Industrial Revolution

Key words/concepts for the term: Empire, urbanisation, rural, industry, Industrial Revolution, turnpike, benefits, mills, Luddite, cottage industry, imperialism, colony, massacre, independence

Overarching Big Questions	Big Question	Lesson Objective	Learning Aims/Outcomes	Opportunities for differentiation	Assessments	Homework	Personal Development curriculum links (SMSC, British Values, PSHE)
1-How significant was the Industrial Revolution	1- What was Britain like in 1750?	To understand what Britain was like before the Industrial Revolution	-To be able to describe what Britain was like in 1750 -To be able to compare a range of different aspects of what Britain was like in 1750. -To be able to evaluate a range of different aspects of what Britain was like in 1750 -To be able to describe key features of a period	Extension tasks available for all activities to challenge MA Sentence starters for two features question to support SEN and LA	1) 10 mark peer assessed knowledge quiz 2) One formal written assessment 3) PIT lesson on Written Assessment (reviewing skills)	A termly homework task on the knowledge organiser Revision for assessment	SMSC - SP1, SP5 - Throughout the year pupils' written and oratorical skills are developed which allows them to communicate opinions in both an academic and respectful fashion.
	2 – How did towns change during the Industrial Revolution?	To understand how towns changed during the Industrial Revolution	-To be able to describe how towns changed during the Industrial revolution. -To be able to compare and contrast a town in two different time periods -To be able to analyse sources to understand what towns were like during the Industrial Revolution	Extension tasks available for all activities to challenge MA Sentence starters for source questions to support SEN and LA			
	3 – How did transport change industry in Britain?	To understand how transport revolutionised industry in Britain	-To be able to describe changes to transport -To be able to compare transport before and after the IR -To be able to explain a consequence of changes to transport in this period	Extension tasks available for all activities to challenge MA Sentence starters for consequence question to support SEN and LA			
	4 – What were factories like during the	To understand what it was like for people	-To be able to describe a day in the life of a 19th century factory worker	Extension tasks available for all			

2-What impact did the British Empire have on the world?	Industrial Revolution?	working in factories	-To be able to explain the impact of the industrial revolution -To be able to analyse primary sources to discover what factory life was like for child workers	activities to challenge MA Potential to scaffold source analysis table for LA			British Values - Study of the Luddites enable students to distinguish right from wrong – emphasise while sympathy for the Luddites' cause exists, their behaviour was still criminal SMSC - C1, C2 - Students learn about the British Empire and analyse the impact our past has on Britain's present diaspora.
	5 – How did people express their disapproval toward the factories?	To understand who the Luddites were and how they protested	To be able to describe different types of protest. To be able to give simple reasons why people protested To be able to explain the consequences of protest To be able to apply learning in order to argue a case	Extension tasks available for all activities to challenge MA			
	6 – What was the British Empire?	To understand what the British Empire was	To be able to show which countries were part of the British Empire To be able to explain how the colonies benefitted Britain economically To be able to evaluate morality of the British empire	Extension tasks available for all activities to challenge MA Sentence starters for evaluation question to support SEN and LA			
	7 – Was the British Empire a good thing?	To understand the pros and cons of the British Empire	-To be able to make a supported inference about the British at the time of the Empire -To be able to analyse and interpret evidence about the British empire -To be able to use evidence to reach a judgement about the empire	Extension tasks available for all activities to challenge MA Sentence starters for evaluation question to support SEN and LA			
	8 – Why are there different views about the Amritsar massacre?	To understand why different views of the same event (Amritsar) exist	-To be able to describe what the Amritsar massacre was -To be able to make inferences from a film about the massacre -To be able to analyse and interpret sources about the massacre	Extension tasks available for all activities to challenge MA Sentence starters for evaluation question to support SEN and LA			

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Term 2 - Slavery and Civil Rights in the USA

Key words/concepts for the term: slavery, triangular trade, passive and active resistance, the Middle Passage, plantation, hierarchy, auction, abolition, Quaker, Klu Klux Klan, Jim Crown Laws, enquiry, testimony, segregation, boycott, sit-ins

Overarching Big Questions	Big Question	Lesson Objective	Learning Aims/Outcomes	Opportunities for differentiation	Assessment	Homework	Personal Development curriculum links (SMSC, British Values, PSHE)
1-How horrific was the transatlantic slave trade?	1 – Slavery and triangular Trade	To understand slavery and triangular trade	-To be able to state why slavery is inherently wrong -To be able to define slavery -To be able to explain how triangular trade worked -To be able to analyse why triangular trade was so good for Britain	Video can be watched to support visual learners Extension tasks available for all activities to challenge MA	1) 10 mark peer assessed knowledge quiz 2) One formal written assessment 3) PIT lesson on Written Assessment (reviewing skills)	A termly homework task on the knowledge organiser Revision for assessment	SMSC - S3 students study slavery and Civil Right in the USA which allows an exploration of British values, respect and tolerance. Protected characteristics – emphasises how this would not happen in modern day Britain due to this
	2 – What was it like for slaves taken across the Middle Passage?	To understand what conditions were like for slaves during the Middle Passage journey	-To be able to locate the Middle Passage -To be able to explain what it was and what conditions were like -To be able to make supported inferences from primary sources about the middle passage	Extension tasks available for all activities to challenge MA Key elements of a source put in bold to support LA and SEN			
	3 – Slave Auctions	To understand what happened at slave auctions	-To be able to describe why plantation owners looked for certain characteristics in slaves -To be able to compare the differences between an auction and a scramble -To be able to analyse sources to learn more about slave auctions	Extension tasks available for all activities to challenge MA Sentence starters available in auction comparison task for LA and SEN			
	4 - Plantations	To understand what life was like for slaves on plantations	-To be able to depict the hierarchy on plantations -To be able to explain what conditions were like for different people on the plantation -To be able to evaluate the conditions on the plantation	Extension tasks available for all activities to challenge MA Sentence starters available for evaluation task for LA and SEN pupils			

2-How were civil rights won in the USA?	5 – Resistance and Punishment	To understand how slaves resisted and were punished	To be able to define both active and passive resistance To be able to compare the efficacy of each method of resistance To be able to exemplify and explain the punishments for resistance To be able to analyse sources to find out more about punishment	Extension tasks available for all activities to challenge MA Sentence starters available for comparison task for LA and SEN pupils			
	6 - Abolition	To understand why slavery was abolished	-To be able to describe key events and individuals in the abolition of slavery -To be able to explain and analyse how key abolitionists had an impact on ending slavery - To be able to evaluate an interpretation about why slavery was abolished	Extension tasks available for all activities to challenge MA Sentence starters available for analysis and evaluation tasks for LA and SEN pupils			
	7 – America after slavery	To understand what life was like for African Americans after 1865	-To be able to make supported inferences from primary sources about civil rights after 1865 -To be able to explain key moments in civil rights history -To be able to evaluate whether African Americans really experienced change after 1865	Extension tasks available for all activities to challenge MA Sentence starters available for evaluation task for LA and SEN pupils			
	8 – Emmett Till	To understand the murder of Emmett Till and its significance	-To be able to develop the skills requisite for following up an enquiry -To be able to explain the events surrounding Till’s death -To be able to analyse the importance of Till’s murder	Modelled example in enquiry task Extension tasks available for all activities to challenge MA Sentence starters available for importance task for LA and SEN pupils			British Values – The fight for civil rights is an opportunity to emphasize an understanding of the importance of identifying and combatting discrimination.
	9 – Rosa Parks and the	To understand the impact of	-To be able to describe what Rosa Parks did	Extension tasks available for all			

	Montgomery Bus boycott	Rosa Parks in the US civil rights movement	-To be able to categorise the impact of the boycott -To be able to explain why the Montgomery bus boycott was significant	activities to challenge MA Sentence starters available for importance task for LA and SEN pupils			
	10 – What was King’s Dream and how important were his contributions in the Civil Rights Movement?	To understand the impact of MLK in the US civil rights movement	-To be able to describe the aims of MLK and his supporters -To be able to analyse MLK’s I have a dream speech -To be able to evaluate the significance of MLK’s contributions to the civil rights movement	Extension tasks available for all activities to challenge MA Video of MLK’s speech to support visual learners			

Term 3 – WW1

Key words/concepts for the term: Militarism, Imperialism, Nationalism, Alliances, Nationalism, Triple Entente, Triple Alliance, dreadnought, assassination, trench foot, lice, casualty, nature, origin, purpose, attrition, artillery, bayonet, munitions, propaganda, home front, clerical

Overarching Big Questions	Big Question	Lesson Objective	Learning Aims/Outcomes	Opportunities for differentiation	Assessment	Homework	Personal Development curriculum links (SMSC, British Values, PSHE)
1-What caused WW1?	1 – What were the long-term causes of WW1?	To understand the long term causes of WW1	-To be able to state the 4 long term causes of WW1 -To be able to explain the key features of each aspect of MAIN -To be able to analyse how each aspect of MAIN would have contributed to WW1	Extension tasks available for all activities to challenge MA pupils Lesson content is chunked to support SEN with slower processing	1) 10 mark peer assessed knowledge quiz 2) One formal written assessment 3) PIT lesson on Written Assessment (reviewing skills)	A termly homework task on the knowledge organiser Revision for assessment	British Values – We should be able to further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures. Teachers should actively emphasise how historic wars, such as WW1, while having a legacy do not mean there should be modern day animosity.
	2 - How Could the Assassination of one Man Start a War?	To understand how the assassination of Franz Ferdinand led to WW1	-To be able to describe the tensions surrounding Franz’s visit to Bosnia -To be able to explain the events leading up to, and of, the assassination of Franz Ferdinand -To be able to evaluate the extent to which a sandwich started a war	Extension tasks available for all activities to challenge MA pupils Sentence starters available on evaluation task for LA and lower literacy pupils			
2-What was the experience of WW1 for those involved?	3 - What was life like in the trenches?	To understand what trenches were like for soldiers during WW1	-To be able to describe key features of the trench experience -To be able to interpret sources to discover more about trenches during WW1 -To be able to analyse why the trenches were such a horrible place during WW1	Extension tasks available for all activities to challenge MA pupils Sentence starters available on analysis task for LA and lower literacy pupils			
		To understand why there was such a high	-To be able to describe what happened at the battle of the Somme	Differentiated worksheet			

	mortality rate at the Somme	<ul style="list-style-type: none"> -To be able to interpret and analyse sources to help determine whether Haig was a Butcher -To be able to evaluate the interpretation that Haig was a butcher 	<p>Extension tasks available for all activities to challenge MA pupils</p> <p>Sentence starters available on evaluation task for LA and lower literacy pupils</p>			
5 - Was the British army right to execute its own men?	To understand about the executions that the British army undertook during WW1	<ul style="list-style-type: none"> -To be able to describe army rules and punishments for breaking them -To be able to analyse evidence to decide whether or not soldiers should have been executed -To be able to evaluate whether or not the army was right to shoot its own soldiers 	<p>Extension tasks available for all activities to challenge MA pupils</p> <p>Sentence starters available on evaluation task for LA and lower literacy pupils</p>			<p>SMSC - SP1, SP5 – The debate around whether the British Army was right to execute its own soldiers allows pupils to articulate their views on a contentious topic and show respect for others’ opinions and values if they differ to their own</p> <p>Protected characteristic of sex – emphasise the importance of these women in the fight for equality</p>
6 - How significant were new weapons in the First World War?	To understand about the new developments in weaponry of WW1	<ul style="list-style-type: none"> -To be able to state some advantages and disadvantages of new weaponry for soldiers -To be able to explain the specific uses of the new weapons of WW1 -To be able to analyse why the new weaponry was significant 	<p>Extension tasks available for all activities to challenge MA pupils</p> <p>Sentence starters available on analysis task for LA and lower literacy pupils</p>			
7 - How significant were women in WW1?	To understand the role played by women during WW1	<ul style="list-style-type: none"> -To be able to describe the work undertaken by women on the Homefront -To be able to investigate sources to provide explanations of how women helped during WW1 -To be able to analyse the importance of women on the home front during WW1 	<p>Extension tasks available for all activities to challenge MA pupils</p> <p>Sentence starters available on analysis task for LA and lower literacy pupils</p>			

3-What impact did WW2 have in Britain?	the Battle of Britain?	Britain was so significant	-To be able to analyse the significance of the Battle of Britain -To be able to write an effective speech that evaluates the Battle's significance				
	6: Was there really a Blitz Spirit?	To understand the Blitz spirit and the extent to which it existed	-To be able to describe the Blitz and reactions to it -To be able to make supported inferences about the Blitz from primary sources -To be able to evaluate whether or not there was a Blitz spirit	Extension questions for all tasks to challenge MA pupils Sentence starters available for extended writing task			
	7 - What was it like to be evacuated?	To understand the impact of evacuation on children during WW2	-To be able to infer key features of evacuation -To be able to explain what evacuation would have been like for children during WW2 -To be able to use empathy to write a diary entry for someone who had been evacuated	Extension questions for all tasks to challenge MA pupils Many images to support visual learners			
	8: How would you cope with rationing?	To understand the difficult decisions made by families coping with rationing	-To be able to explain what rationing was and why it was necessary -To be able to use knowledge of rationing to make similar decisions to those living during WW2 -To be able to analyse the impact rationing had on people's lives during WW2	Extension questions for all tasks to challenge MA pupils Sentence starters available for extended writing task			

	5 – What role did women have under the Nazis?	To understand the role of women in Nazi society	-To be able to describe how the Nazis viewed the role of women -To be able to make explained inferences from sources to explain the role of women -To be able to evaluate an interpretation of the status of women in Nazi Germany	Extension questions for all tasks to challenge MA pupils Sentence starters for source evaluation task to support SEN and LA			consider the ethical implications.
	6 – What was the holocaust?	To understand what the holocaust was	-To be able to explain what the holocaust was -To be able to categorise the key events of the holocaust -To be able to empathise with those living during the holocaust	Extension questions for all tasks to challenge MA pupils Video to support visual and auditory learners			Protected characteristics of sex, race and religion. Emphasise the immorality of the Nazis discriminating against people on these grounds.
	7 – Who is responsible for the Holocaust?	To understand who was responsible for the Holocaust	-To be able to use key terms required for assessing responsibility -To be able to categorise those involved in the holocaust -To be able to evaluate responsibility for the holocaust	Extension questions for all tasks to challenge MA pupils Sentence starters for source evaluation task to support SEN and LA			SMSC SP1 and SP5 – Pupils can debate this contentious issue, communicate opinions in both an academic and respectful fashion.

Term 6 – The Cold War

Key words/concepts for the term: Communism, capitalism, ideology, domino theory, cold war, hot war, guerrilla, mutually assured destruction, détente, narrative account, napalm

Overarching Big Questions	Big Question	Lesson Objective	Learning Aims/Outcomes	Opportunities for differentiation	Assessment	Homework	Personal Development curriculum links (SMSC, British Values, PSHE)
1 – What were the origins of the Cold War? 2- What happened at key moments of tension during the Cold War?	1 – Were America right to drop the Atomic bomb?	To investigate the causes and consequences of the use of the Atomic bombs at the end of World War 2	To understand the conflict between global superpowers at the end of WWII To investigate the moral debate regarding whether America were right to drop the Atomic Bomb To evaluate whether America were morally right in using the Atomic Bomb to end WWII	Extension questions for all tasks to challenge MA pupils Video to support visual and auditory learners	1) 10 mark peer assessed knowledge quiz 2) One formal written assessment 3) PIT lesson on Written Assessment (reviewing skills)	A termly homework task on the knowledge organiser Revision for assessment	SMSC – M1 and M3 – pupils can Explore the dropping of atomic bombs, offering reasoned views about moral and ethical issues British values – highlight the difference between communist dictatorships and democratic Britain
	2 - What caused the Berlin Airlift?	To understand the Berlin Crisis of 1948-49	To understand why Germany became the first Cold War battleground. To analyse how the actions of the Superpowers caused a crisis. To evaluate the role played by Stalin through a primary source analysis.	Extension questions for all tasks to challenge MA pupils Video to support visual and auditory learners			
	3 - Why did Superpowers get involved in Korea?	To investigate the causes, events and outcomes of Korean War	To understand what the 'Red Scare' was. To explain how the 'Red Scare' prompted America to become involved in the crisis in Korea. To evaluate the extent to which America became involved in Korea due to anti-Communism.	Modelled answer to help pupils in narrative account task Extension questions available to challenge MA pupils			
	4 – What can we learn from primary sources about the Cuban Missile Crisis	To investigate the causes, events and outcomes of the Cuban Missile Crisis	To understand the context of the Missile Crisis To utilise primary source analysis skills to investigate the causes, events and outcomes of the Cuban Missile Crisis	Extension questions for all tasks to challenge MA pupils			

			To evaluate the significance of the Cuban Missile Crisis for Cold War relations				
	5 – Why did America fail in Vietnam?	To investigate the nature of the American defeat in Vietnam	-To understand the how America became involved in the Vietnamese Civil War - To analyse how America escalated their presence in Vietnam - To evaluate the extent to which American defeat in Vietnam was a result of American failures, of Vietnamese successes	Images provided to support visual learners in empathy task Extension questions available to challenge MA pupils			
	6 – What were the motivations behind Détente?	To investigate the motivations behind the period of détente	To understand the historical context in which détente developed To analyse the key features of détente To evaluate what the most significant motivations behind détente were	Images provided to support visual learners in analysis of causes Extension questions available to challenge MA pupils			
	7 - What caused the end of the Cold War?	To understand what the most significant causes of the end of the Cold War was	To understand the context of the end of the Cold War To analyse the causes of the end of the Cold War To evaluate the most significant causes of the End of the Cold War	Dual coding Sentence starters for Plenary evaluation task task to support SEN and LA Extension questions available to challenge MA pupils			

