



CHRIST'S COLLEGE
Emmanuel Schools Foundation

HISTORY COURSE OVERVIEW

KEY STAGE 4 COURSE GUIDE

INTRODUCTION

‘Those who fail to learn the lessons of History are condemned to repeat them...’

George Santayana

‘The past is a foreign country; they do things differently there...’

L. P. Hartley

Welcome to GCSE History!

Choosing to study History at Key Stage 4 is your ticket to a detailed and thorough journey of wars, empires, conquests, sweeping changes, revolutions, laws, societies and cultures from across the world and across over a thousand years. The AQA course allows you to study four topics in depth covering a rich array of different national and international histories.

You will develop your abilities to construct balanced arguments and make reasoned judgements on different enquiries and questions; to describe and explain historical events, figures and developments; to appreciate and understand alternative points of view; to explore the significance and importance of historical events and to use, comment upon and analyse a variety of sources and interpretations.

The GCSE History course is designed to build upon the knowledge and skills you have acquired at Key Stage 3, and you will be able to debate important historical questions and learn more about how the modern world has been shaped by the events of the past.

Moreover, History is a well regarded and respected subject that, if you perform well, will open up several pathways for you in the future.

Enjoy your historical adventures!

Mr. M. J. Aspin

Lead Teacher of History and EBACC Faculty Lead

July 2025



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COURSE OVERVIEW

Prior Learning Required

The Key Stage 3 History curriculum at Christ's College is designed as a firm foundation to equip you with the knowledge and skills to succeed at GCSE. You will have already practised describing and explaining historical events and figures and have written balanced historical arguments. You have used historical sources and should be able to make inferences from them, as well as being able to link what you see or read to your own knowledge. At GCSE, you will build these skills further, and also comment on how interpretations differ and explain why they are convincing. You will also be assessed on your abilities to discuss key concepts like changes and continuities, importance and significance.

Some Key Stage 3 topics, like the Viking invasions, the Norman Conquest, the British Empire in India and the Civil Rights movement, will feature again at Key Stage 4 in greater depth, and there is also the chance to engage in lots of new topics too!

Complementary Subjects of Study

History complements core subjects such as English Language and Literature, as well as other Humanities subjects like Geography and Religious Studies. It is a subject which, at GCSE level, will improve how you explain and construct balanced arguments, evaluate arguments, use evidence to support your claims and will also help you think critically about how the world around you was shaped by the past; these skills will help you in these other disciplines.

Further Education Pathways

Students who perform well in GCSE History have several pathways open to them. Further academic study is one option, and History complements A-Level courses in not only History, but Ancient History, Classical Civilisation, Politics and Law. All of these subjects can lead to undergraduate degrees in related fields. Additionally, the skills developed in History, like critical thinking and communication, are valuable for careers in law, teaching, heritage management, the media, government, the Civil Service, archaeology and archival work. History students have also gone on to pursue successful careers in finance, banking and consultancy as well!

Key Course Information

- **Course title:** History
- **Exam board:** AQA
- **Specification Code:** 8145SJ

Course and Component Overview

PAPER 1: Understanding the Modern World	PAPER 2: Shaping the Nation
Section A Period Study: Opportunity and Inequality in America 1920 – 1973	Section A Thematic Study: Migration, Empires and the People c.790 – present day
Section B Wider-World Depth Study: Conflict and Tension between East and West 1945 – 1972	Section B British Depth Study and Historic Environment: Norman England 1066 – 1100
Written Exam: 2 hours, 84 marks, including 4 marks for Spelling, Punctuation and Grammar (SPaG)	Written Exam: 2 hours, 84 marks, including 4 marks for Spelling, Punctuation and Grammar (SPaG)



KEY STAFF

Department Teachers

The GCSE History course is delivered by one teacher over three periods a week and you will most likely have the same teacher throughout Year 10 and Year 11. These are normally divided into one single lesson and one double lesson.

Mr. M. Aspin <i>Lead Teacher of History and EBACC Faculty Lead</i>	Mr. Aspin has taught at Christ's College since January 2020 and has been Lead Teacher of History since September 2024. He studied Philosophy, Politics and Economics (PPE) at St. Chad's College, Durham before taking a Master's Degree in Modern History. He particularly enjoys modern British History since the 19th Century, the history and material culture of the British Empire and also modern American history as well. He is an examiner for AQA. He also teaches Religious Studies to Key Stage 4 and has recently taken over as EBACC Faculty Lead.
Mrs. C. Webster <i>Assistant Vice-Principal for Curriculum and Outcomes</i>	Mrs. Webster joined Christ's College in September 2021 having previously taught at Bede Academy, one of our sister ESF schools, where she was Head of Humanities. She studied Ancient History and Archaeology at Newcastle University, and completed her PGCE and Masters in Education at Durham University. She has a keen interest in Medieval History, especially the Crusades and the Normans! She is the Assistant Vice-Principal for Curriculum and Outcomes and has examined for AQA.
Mr. W. Carter <i>Teacher of Humanities</i>	Mr. Carter joined Christ's College in October 2023 and had a career in the Armed Forces and Royal Mail before pursuing a History Degree at the University of Sunderland and taking up a career in teaching. He especially enjoys teaching the History of the Wars of the Roses and the Tudors! He also teaches other Humanities subjects, including Geography at Key Stage 3 and Religious Studies to Key Stage 4.



KNOWLEDGE CHECKLIST

PAPER 1 SECTION A: Opportunity and Inequality in America 1920 – 1973	Revised?
PART 1: Did everyone in America benefit from the Roaring 20s?	
The causes of the economic boom in the 1920s, including credit, advertising, consumerism, mass production, growth in the stock market and Republican policies including the Fordney-McCumber Tariff.	
The benefits and inequalities of the economic boom, including its impacts on farmers, women, African-Americans, Native Americans and poorer Americans.	
Henry Ford and the 'Model-T'; the assembly line and its impact on the American economy.	
The position of women in society in the 1920s, including the 19 th Amendment, increased employment and the emergence of 'Flappers'.	
Social and cultural developments; entertainment, jazz music, cinema, sport and radio.	
The causes and impacts of Prohibition on American society, including organised crime, Al Capone, speakeasies, moonshine and corruption.	
The causes of racial tensions, including the Ku Klux Klan and the experiences of African-Americans in the 1920s.	
The impact of immigration, the Red Scare and the significance of the Sacco and Vanzetti case.	
PART 2: How were Americans impacted by the Great Depression, New Deal and WW2?	
The causes and consequences of the Wall Street Crash and the Great Depression.	
American society during the Great Depression, including unemployment, the banking crisis, the 'Dust Bowl', homelessness and President Hoover's response to the Depression.	
The 1932 election between Hoover and Roosevelt and the 'First 100 Days', including the Fireside Chats and changes to banking and Prohibition laws.	
Features of Roosevelt's New Deal, including Alphabet Agencies to support farmers (FCA and AAA), the poor (FERA, HOLC and TVA), the unemployed (CWA, WPA, PWA, CCC) and businesses (NRA) and the Social Security and Wagner Acts.	
The successes and limitations of the New Deal, including opposition from the Supreme Court, Republicans, businessmen and Radical politicians (Huey Long, Charles Coughlin and Francis Townsend).	
The key developments in 1930s popular culture, including cinema, music and literature.	
The economic impacts of the Second World War, including the end of isolationism, Cash-and-Carry and Lend-Lease; exports and re-armament.	
The social impacts of the Second World War, including the experiences of women and African-Americans.	



KNOWLEDGE CHECKLIST

PAPER 1 SECTION A: Opportunity and Inequality in America 1920 – 1973	Revised?
PART 3: To what extent was equality achieved in America by 1973?	
The American economy after 1945, including President Truman's 'Fair Deal' and the 'GI Bill'; consumerism and the 'American Dream'	
The impacts of McCarthyism on American society.	
Popular culture after the 1950s, including the rise of the 'teenager' and Rock 'n' Roll music.	
Racial tensions and developments in the Civil Rights campaigns of the 1950s and 1960s, including Brown vs. Board of Education and the Little Rock Nine; Rosa Parks and the Montgomery Bus Boycott.	
The significance of Martin Luther King and non-violent peaceful protests: the Sit-ins, the Freedom Rides, Birmingham, the March on Washington and the Selma to Montgomery march for voting rights.	
The impacts of the Civil Rights Act 1964, Voting Rights Act 1965 and Fair Housing Act 1968.	
Malcolm X, Black Power and the emergence of the Black Panthers.	
The social and economic policies of John F. Kennedy and Lyndon B. Johnson: the New Frontier and Great Society;	
The development and impacts of feminist campaigns in the 1960s and early 1970s, including the fight for equal pay, the National Organisation of Women (NOW), the Supreme Court ruling on Equal Rights 1972, Roe vs. Wade 1973 and the opposition to the Equal Rights Amendment (ERA).	

PAPER 1 SECTION B: Conflict and Tension between East and West, 1945 – 1972	Revised?
PART 1: What were the origins of the Cold War in the 1940s?	
The long-term tensions between the USA and USSR; the end of the Second World War and the Yalta and Potsdam conferences and the aims of the 'Big Three'.	
The development of the atomic bomb and its impact on post-war superpower relations.	
The evolution of East-West rivalry, including the Iron Curtain speech and Truman Doctrine; Soviet expansion into Eastern Europe; the Marshall Plan and Soviet response, including Cominform, Comecon and Yugoslavia.	
The post-war division of Germany and the Berlin Blockade and Airlift.	
The formation of NATO and its impact on East-West tensions.	



KNOWLEDGE CHECKLIST

PAPER 1 SECTION B: Conflict and Tension between East and West, 1945 – 1972	Revised?
PART 2: How did the Cold War develop in the 1950s?	
Events in Asia and how they affected Cold War tensions between the superpowers, including the USSR's support for Mao Tse-tung and the Communist Revolution in China; the Sino-Soviet Treaty of Friendship.	
The events of the Korean War and how they affected Cold War tensions, including the division of Korea, North Korea's invasion of the South and the UN's response; China's intervention, the dismissal of General MacArthur and the results of the 1953 Armistice.	
The Vietnam War: including Ho Chi Minh and the Vietcong; US support for Ngo Dinh Diem and the Domino Theory; guerrilla tactics.	
Military rivalries, including the creation of the Warsaw Pact in 1955 and its impact on Superpower relations.	
The key events and developments in the Arms Race, including the creation of the hydrogen bomb, the ICBM and Polaris.	
The key events and developments in the Space Race, including Sputnik 1, Yuri Gagarin's flight into space and the Apollo programme.	
Debating the extent to which there was a 'Thaw' in the Cold War in the 1950s: summits, Khrushchev's policies of de-Stalinisation and peaceful co-existence; the reforms of Imre Nagy and the Soviet response to the Hungarian Uprising.	
PART 3: How did the Cold War escalate in the 1960s and how was détente achieved?	
The events and consequences of the U2 Crisis and its impact on the Paris Peace Summit.	
The reasons for the construction of the Berlin Wall in 1961, the tank stand-off at Checkpoint Charlie and Kennedy's response, including the <i>Ich bin ein Berliner</i> speech.	
The long-term causes of tensions over Cuba, including Fidel Castro's revolution and the failed Bay of Pigs invasion.	
The events of the Cuban Missile Crisis and the actions of Kennedy, Khrushchev and Castro; the results of the crisis including the telephone hotline and international agreements.	
The Prague Spring, including Alexander Dubček's reforms and Brezhnev's invasion of Czechoslovakia; the West's response and the development of the Brezhnev Doctrine and its impact on Cold War tensions.	
The easing of tensions and détente, including the end of the Vietnam War, human rights, the roles of Nixon and Brezhnev and the consequences of the SALT I agreement.	



KNOWLEDGE CHECKLIST

PAPER 2 SECTION A: Migration, Empires and the People, c.790 – present day	Revised?
PART 1: How did England gain and lose land in medieval and early modern times?	
The causes and consequences of the Viking invasions of Britain, including war between Guthrum and Alfred the Great; the development of English identity, the Danelaw and the Danegeld.	
Aethelred the Unready and the St. Brice's Day Massacre; Sweyn Forkbeard's invasion of England and the 'North Sea' Empire under Canute and Emma of Normandy.	
The causes and consequences of the Norman Conquest.	
Henry II and the development of the Angevin Empire: relations with France, marriage to Eleanor of Aquitaine and the invasion of Ireland.	
King John and the collapse of the Angevin Empire.	
The key causes, battles and consequences of the Hundred Years' War: Edward III, Crécy, Poitiers; Henry V and Agincourt; the Treaty of Troyes; Joan of Arc and the defeat of the English; the development of English identity.	
The 'Age of Discovery': galleons, navigation and rivalry with Spain and Portugal; pirates and privateers, including the role of Sir John Hawkins.	
Sugar and the Caribbean, including the development of the Slave Trade and indentured servitude; the foundation of colonies in Barbados and the West Indies.	
The social and economic consequences of the Slave Trade for Britain.	
Reasons for British colonisation in North America; Sir Walter Raleigh and Virginia; Roanoke and Jamestown, including relations between English settlers and the indigenous (Native) Americans; the Pilgrim Fathers and the settlement of Plymouth, Massachusetts.	
The causes and consequences of the American War of Independence for Britain and the Empire, including the Stamp Act and Navigation Acts; the Seven Years' War, events in Boston in the 1770s (Massacre and Tea Party); the 1783 Treaty of Paris and the loss of the Thirteen Colonies.	



KNOWLEDGE CHECKLIST

PAPER 2 SECTION A: Migration, Empires and the People, c.790 – present day	Revised?
PART 2: What factors led to the growth and decline of the British Empire?	
Colonising India: the East India Company and early trading stations; the roles of Robert Clive and Warren Hastings in British expansion; the Battle of Plassey.	
The causes, events and consequences of the Sepoy Rebellion and the social, cultural, political and economic impacts of the British Empire in India.	
The expansion of the British Empire in Africa, including trade and missionary activity; Egypt and the purchase of shares in the Suez Canal.	
The 'Scramble for Africa' and its impacts on Britain and Africa; Cecil Rhodes and imperialism; the White Man's Burden; the Boer Wars and the role of imperial propaganda.	
The effects of the First and Second World War on the British Empire.	
Campaigns for independence and decolonisation, including the roles of Gandhi in India, Nkrumah in Ghana (Gold Coast) and Kenyatta in Kenya.	
The significance of the Suez Crisis and the Falklands War on Britain's role in the world.	
The causes of increased trade and relations with the European Economic Community; membership of the European Union and its consequences, including the 'Brexit' referendum of 2016.	
PART 3: CASE STUDIES: Why have people migrated to and from Britain over the centuries?	
Medieval migrations: Vikings, Angevins and Normans.	
The St. Bartholomew's Day Massacre, Edict of Nantes, and Huguenot migrations, including their social and economic impacts.	
The Ulster Plantations and Highland Clearances: causes and consequences.	
Jewish and Irish migration to Britain in the 19 th Century: causes and consequences, including the role of Irish 'navvies' on the railways.	
Internal British migration during the Industrial Revolution.	
Migration within the British Empire: penal transportation to Australia, emigration to Canada and New Zealand; Indian migration to East Africa, including Uganda.	
The 'Windrush' migration to Britain in the 20 th Century, including the work of Claudia Jones; the impacts of migration on race relations in Britain.	
Idi Amin and the expulsion of Ugandan Asians and their settlement in Britain.	
The impact of membership of the European Union on migration to Britain.	



KNOWLEDGE CHECKLIST

PAPER 2 SECTION B: Norman England 1066 – 1100	Revised?
PART 1: How did William the Conqueror establish control in England after 1066?	
The death of Edward the Confessor in 1066 and the succession crisis: the claims of Harald Hardrada, Harold Godwinson, William of Normandy and Edgar the Aetheling.	
The Norwegian invasion, including the battles of Fulford and Stamford Bridge.	
The Battle of Hastings: William's preparations and tactics; Harold's mistakes.	
William's march to London and the use of compromise and terror to gain control; the significance of the coronation.	
The construction of castles and their importance for ensuring Norman control.	
How William dealt with rebellions to his reign: Eadric the Wild and the Welsh borders; the Siege of Exeter; the Northern Rebellion; the Harrying of the North; Hereward the Wake and the Norman Earls' revolt.	
PART 2: How did the Normans change everyday life in England?	
The reign of William II and the debate over the inheritance; conflict with Robert of Normandy.	
Roles and responsibilities under the Feudal System, including its impact on land ownership and the nobility.	
Law and order under the Normans: ordeals, including trial by combat; courts; murdrum fines, changes to inheritance laws and the Forest Laws.	
Economic and social life in Norman towns and villages, including farming, employment, guilds, burgesses, trade, grants and fairs.	
The purpose and consequences of the Domesday Book.	
PART 3: How did the Normans reform churches and monasteries?	
The Anglo-Saxon Church and the need for reform: simony, pluralism, nepotism and clerical marriage.	
The church reforms of Archbishop Lanfranc, including cathedrals, ecclesiastical courts and the new church hierarchy.	
The changing relationships between the Norman Kings and the Papacy in Rome: William I, William II, Anselm and Henry I; the Investiture Controversy.	
Lanfranc's monastery reforms, including the Constitutions and the building of Cluniac monasteries.	
Schools and education during the Norman period, including impacts on language.	



REVISION AND HOMEWORK

Revision material

- A variety of revision resources will be posted onto the Class Teams pages:
- Revision booklets
- Key knowledge booklets
- Knowledge retrieval packs
- Exam-practice booklets
- Past papers
- Knowledge organisers (also given in class for your books and available on the school website)

Useful revision links

- **Oak National Academy:** [Free KS4 History teaching resources | Y10 & 11 | Oak National Academy](#) (Each of our topics has a video lesson, quizzes and slides; great for catching up if you miss a lesson or if you want a refresher!)
- **Seneca Learning:** Your teacher will create a class page and give you a sign-up link to access revision quizzes you can do on your mobile phone, tablet or device. You can create flashcards and notes to help you revise.
- **BBC Bitesize:** You can read notes, watch revision clips and even download quizzes and flashcards onto your smartphone, if you have one.
 - America: [America, 1920-1973 - GCSE History - BBC Bitesize](#)
 - Cold War: [The Cold War and Vietnam - GCSE History - BBC Bitesize](#)
 - Migration and Empires: [GCSE History - AQA - BBC Bitesize](#) (Scroll down for individual links)
 - Norman England: [Normans - GCSE History - BBC Bitesize](#)

Homework

Each week you will be set a homework task which has a deadline assigned to it.

This will be marked and returned to you.

These tasks will be in the form of:

- Homework Booklets
- Seneca Learning (self-marking)
- Exam-style Questions
- Revision tasks followed by an in-class mini quiz (IE: key dates and vocabulary)

Independent Study

Each week you should also spend 2 additional hours studying for this subject.

The suggested tasks for independent study are:

- Creating mind maps or flash cards using the GCSE History revision guides.
- Creating mind maps or flash cards using online videos or Seneca.
- Completing the GCSE History tasks on Seneca.
- Completing the revision tasks in the revision guides provided in Teams
- Creating timelines of key events from memory
- Practising past-paper questions or practice questions found in revision guides.

Recommended Revision Guides

- Hodder Education: GCSE History (9-1) My Revision Notes Second Edition (Tim Jenner et. al., ISBN 9781510455610)
- Hodder Education: GCSE History (9-1) My Revision Notes Migration, Empires and the People (Derek Moir and Thabo Stuck, ISBN 9781398312357)

OR: AQA GCSE History Revision Guides, edited by Aaron Wilkes

- America 1920 – 1973: Opportunity and Inequality (ISBN 9780198432821)
- Conflict and Tension between East and West, 1945 – 1975 (ISBN 9780198432883)
- Migration, Empires and the People, c.790 – present day (ISBN 9781382015035)
- Norman England 1066 – 1100 (ISBN 9780198432845)



LITERACY REQUIREMENTS

GCSE literacy skills are crucial for success across all subjects, not just English.

Developing strong reading comprehension, vocabulary and writing skills will help students to understand exam questions, analyse information and articulate their knowledge effectively. Daily reading, across a wide range of texts, will assist students to build these skills.

In Year 10, students are required to read Accelerated Reader books daily and pass quizzes (books can be borrowed from the College library). In Year 11, the reading focus is on revision material. Please see page 18 for suggested reading material.

The following literacy requirements are specific to History:

- Students should know the key vocabulary terms and their definitions. See pages 14 to 17 for a detailed list of key terms. You can also check the knowledge organisers.
- Students should know how to punctuate writing clearly and accurately to ensure they communicate precise meaning.
- The reading age required to fully comprehend all questions on GCSE papers is usually 15.6 years, **but it has been known to be higher in some exam papers!**
- Students should be familiar with the meaning of tier-two vocabulary as this is essential to understanding exam questions. See the list on the next page.



ESSENTIAL VOCABULARY

Tier 2 Vocabulary

In Key Stage 4 (KS4) exams, Tier 2 words are high-frequency words that are commonly used in academic contexts, across different subjects, and are not typically used in everyday conversation. They are more sophisticated than basic, everyday vocabulary (Tier 1) and more general than subject-specific vocabulary (Tier 3). These words are crucial for understanding exam questions and texts, and for developing strong literacy skills.

- **Account:** a detailed overview of an historical event. It is NOT just a story or list of facts and events that happened! When writing account, try to focus on short- and long-term impacts of an event.
- **Consequence:** A result or effect of an action or condition.
- **Content:** when dealing with sources or interpretations, content is what you see or read.
- **Context:** The circumstances that form the setting for an event, statement, or idea, and in terms of which it can be fully understood.
- **Contextual Knowledge:** in History, this means applying what you've learnt about the past to link to a given source or interpretation.
- **Continuities:** Things that remain the same or similar over time.
- **Convincing:** an historical interpretation is convincing when you can link what is being said or written to accurate and relevant historical knowledge and evidence.
- **Describe:** Provide a detailed account of something.
- **Evaluation:** when writing a balanced argument, evaluation goes beyond describing or explaining. You clearly say why the points and argument are stronger than over points of view.
- **Explain:** Provide a clear and detailed account of why something happens, often including reasons and evidence.
- **Infer:** Work out what is being implied (suggested) using evidence and reasoning rather than from explicit statements.
- **Interpretation:** someone's first- or second-hand account of an event in the past, usually in the form of a diary entry, book extract or interview with their own viewpoints, memories and opinions.
- **Provenance:** when dealing with sources or interpretations, provenance is where a source originates from; when it was made; who produced it and why.
- **Significant:** Of importance. Significance is a key concept in History. You need to think about why the event/figure was important at the time (short-term) and over time (long-term) OR link their significance to different categories, like social, political or economic.



ESSENTIAL VOCABULARY

PAPER 1, SECTION A: Opportunity and Inequality in America • 1920 – 1973

- **Blacklist** : a list of people or groups regarded as unacceptable and often badly treated or punished.
- **Buying on the margin**: borrowing money to buy shares, usually with just 10% deposit, and paying back the money when prices rise.
- **Civil Rights movement**: the campaign for equal opportunities, access to employment, housing and education; the right to vote and the right to be free from racial discrimination.
- **Constitution**: the document that sets out the key laws and ways the USA is governed.
- **Consumer goods**: products that people buy.
- **Consumerism**: the idea that the ever-growing purchasing of goods benefits the economy.
- **Containment**: an American policy that tried to stop the spread of communism.
- **Democratic Party**: one of the two major political parties in the USA, often seen as more liberal.
- **Feminist movement**: organisations and the campaigns for greater rights and equality for women.
- **Flapper**: middle or upper-class women who shocked Americans with their lifestyle in the 1920s, wearing short dresses, smoking, drinking and listening to jazz music.
- **Great Depression**: the period in the 1930s when the US economy was in a crisis after the Wall Street Crash, leading to high levels of unemployment.
- **Great Society**: President Lyndon B. Johnson's series of social and economic policies in the 1960s to make America a fairer and more prosperous society.
- **Hire purchase**: a way of purchasing a good by putting down a deposit and paying off the balance in small monthly payments.
- **HUAC**: the House Un-American Activities Committee, set up to investigate suspected communists.
- **Isolationism**: the idea that America should not get involved in European conflicts and focus on its own affairs.
- **Jazz**: a popular musical style associated in the 1920s.
- **Laissez-faire**: the idea that the government should interfere as little as possible in the economy.
- **Lend-Lease**: a policy from March 1941 which saw the USA 'lend', rather than sell, weapons to Britain and other allies during World War 2.
- **Lynch**: to kill without a trial, usually by hanging.
- **McCarthyism**: the campaign in the 1950s against alleged communists in the USA, named after Senator Joseph McCarthy who publicly accused hundreds of high-profile figures of having communist sympathies.
- **Organised crime**: groups of people, often called gangsters, who worked together like businessmen to break the law.
- **Persecution**: mistreating someone because of their race, religion or gender.
- **Prohibition**: the policy in place from 1921 to 1933 when the transport, sale and manufacture of alcohol was banned.
- **Radical**: extreme ideas that advocate for complete social or political change.
- **Republican Party**: the other of the two major political parties in the USA, often seen as more conservative.
- **Reservation**: an area of poor-quality land set aside for use by Native Americans.
- **Segregation**: to keep apart.
- **Sharecropper**: a farmer who rented a small area of land off a landlord, who had to pay them rent in the form of a share of the crops they produced.
- **Stock market**: a place where investors buy and sell shares. In the USA, it is nicknamed 'Wall Street'.
- **Superpower**: a country that has great political, military or economic influence in the world.



ESSENTIAL VOCABULARY

PAPER 1, SECTION B: Conflict and Tension between East and West, 1945 – 1972

- **17th Parallel:** the border that separated North and South Vietnam after the 1955 Geneva Agreement.
- **38th Parallel:** the border that separated North and South Korea after the Second World War.
- **Airlift:** flying in supplies to get around a blockade.
- **Article 5:** the section of the North Atlantic Treaty which says that an attack on one NATO country is an attack on them all (a.k.a. collective security).
- **Blockade:** tightly controlling borders to stop all trade and goods entering or leaving.
- **Boycotting :** refusing to buy something from someone or use services as a form of protest.
- **Capitalism:** an ideology that believes that people and businesses should be free to make money and own property, where governments are elected and there are many political parties and freedoms.
- **Communism:** an ideology that believes that there should be a very strong central government to ensure absolute equality. The government owns all property and businesses on behalf of the people. Freedoms are tightly controlled and there are no free or fair elections.
- **De-Stalinisation:** the period of time after Stalin's death in the USSR when Nikita Khrushchev tried to make changes in the Soviet Union.
- **Détente:** the period of improved relations and relaxed tensions between the USA and the USSR into the 1970s.
- **Deterrent:** when speaking about nuclear war, this is the idea that a country is put off from launching an attack as its opponent owns nuclear weapons.
- **Dollar Imperialism:** the idea that the USA spreads its influence and power around the world by spending or investing money.
- **Domino Theory:** the idea, followed by lots of US Presidents including Eisenhower and Kennedy, that if one country fell to communism, then all of its neighbours were at risk of falling to communism as well.
- **Embargo:** refusing to trade with another country.
- **Guerrilla tactics:** when small groups of soldiers attack by surprise and then quickly retreat into hiding.
- **HUAC:** the House Un-American Activities Committee, set up to investigate suspected communists.
- **ICBM:** Intercontinental Ballistic Missiles – nuclear weapons that could travel high into the atmosphere to strike its target.
- **Ideology:** a set of ideas and beliefs that set out how a country should be organised and governed.
- **International Monetary Fund (IMF):** an organisation that oversees the economies of the countries around the world.
- **Kremlin:** the series of buildings that serve as a headquarters for the Soviet government in Moscow.
- **Missile Gap:** the fear in the USA in the 1950s that the USSR was acquiring more nuclear missiles more quickly.
- **Mutually Assured Destruction (MAD):** the idea that countries will not use nuclear weapons because both sides have enough weapons that are capable of destroying the whole world.
- **New Look:** President Eisenhower's set of defence policies in the 1950s, including support for the anti-communist government of Ngo Dinh Diem in South Vietnam.
- **Proxy War:** an indirect war between the two superpowers where the USA and USSR supported opposite sides in another conflict, such as in Korea.
- **Red Scare:** a period of mass panic and widespread fear of communism in the USA, commonly associated with the 1920s and 1950s.
- **Secretary of State:** the USA's most senior diplomat who represents the US government abroad, similar to the UK's Foreign Secretary.
- **Self-determination:** the right for people to choose how their country should be governed.
- **Sphere of influence:** the idea that the USA and USSR should have countries or regions under their influence after the Second World War. For Stalin, this was a way of guaranteeing security.
- **Summit:** an international meeting.
- **Trade union:** an organisation that represents workers in a particular field to campaign for better pay and conditions.
- **Treaty of Friendship:** a series of agreements between the USSR and China that led to closer ties and increased co-operation after 1950.
- **Unilateral disarmament:** the policy of giving up nuclear weapons on your own without the agreement of other countries.
- **United Nations (UN):** the international organisation set up after World War 2 that aims to stop conflict and promote co-operation between countries.
- **Veto:** the right to overrule a decision.
- **Vietminh:** the organisation led by communist Ho Chi Minh to campaign for a free and independent Vietnam, against French control.
- **Vietcong:** an organisation of communist guerrilla fighters, supported by Ho Chi Minh, that tried to overthrow Ngo Dinh Diem and reunite North and South Vietnam.



ESSENTIAL VOCABULARY

PAPER 2, SECTION A: Migration, Empires and the People, c.790 – present day

- **Asylum:** protection given by a country to someone who has moved away from their home country.
- **Baron:** a man given a high rank by the King and the title came with land.
- **Boer:** Dutch settlers in Southern Africa.
- **Commodity:** goods traded for other goods, which might include food, produce and even enslaved people.
- **Commonwealth:** voluntary association of independent nations linked by common ties, usually former colonies of the British Empire.
- **Danegeld:** a land tax raised in Anglo-Saxon England to raise funds for protection against Danish invaders.
- **Danelaw:** parts of Northern and Eastern England occupied and controlled by Danes.
- **Diaspora:** a group of people from a small geographic area scattered across different countries.
- **Dominion:** a semi-independent country that was part of the British Empire but with its own government.
- **Edict of Nantes:** an agreement granting Protestants protection and freedoms in France, revoked by King Louis XIV in 1685.
- **Empire:** a collection of regions, tribes, states and countries under the control of a single leader, or 'mother country'.
- **Enslaved:** made a slave; having one's freedom taken away.
- **Exclusion Zone:** an area in which entry is forbidden, especially aircraft or ships from particular nations.
- **Forced migration:** when migrants move because they have no choice and are forced to.
- **Guerrilla:** a member of a small group of soldiers who do not belong to a regular army and who attack their enemy with small-scale tactics.
- **Highland Clearances:** forced evictions of a large number of Scottish Highlanders who had previously farmed the land for generations.
- **Imperial propaganda:** a government's attempts to spread its ideas about empire and conquest.
- **Imperialist:** a person who supports imperialism; a set of ideas promoting the creation of empires and conquests.
- **Indentured Servant:** a servant who paid for their passage to a new country, by signing a contract agreeing to work a certain number of years for their master.
- **Jingoism:** feeling or belief that a person's country is always right and that favours aggression against other countries.
- **Mau Mau Rebellion:** a military conflict in British Kenya in the 1950s and 60s between groups that supported independence and groups that wanted to remain part of the Empire..
- **Monopoly:** complete control of an entire supply of goods and services in a particular area.
- **Nationalism:** having strong patriotic feelings, especially a belief in the superiority of your own country.
- **Navvy:** a term usually used to describe Irish migrant workers in the 19th century who built roads and railways.
- **Penal Transportation:** when criminals are forcibly transported to another territory as punishment for a crime.
- **Pirate:** a sailor who raided and looted shipping.
- **Privateer:** sailors who raided and looted enemy shipping with permission/sponsorship from a monarch or government.
- **Plantation:** a large farm that usually specialised in growing one crop.
- **Plunder:** to steal from a place or person, usually using force.
- **Pogrom:** a large-scale, targeted and repeated persecution of an ethnic or religious group, usually Jews.
- **Sepoy:** a native Indian soldier.
- **Social Darwinism:** the belief, inspired by Darwin, that it was right for stronger countries to take over weaker countries.
- **Stamp Act:** an Act which imposed a tax on printed materials, paid to Britain, and used in the American colonies.
- **Urbanisation:** a process by which large numbers of people move to urban areas, creating larger towns and cities.
- **Viceroy:** someone who rules another country or colony on behalf of the monarch.



ESSENTIAL VOCABULARY

PAPER 2, SECTION B: Norman England, 1066 – 1100

- **Aetheling**: a title meaning 'of noble birth'.
- **Bailey**: an encircled area of land around, or at the base of, a motte.
- **Baron**: a landowner towards the bottom of the order of nobility who held land from the King.
- **Burgess**: merchants and workmen who lived in towns.
- **Celibate**: to refrain from sex or other physical pleasures.
- **Clergy**: members of a religious order and those who worked in the church, such as priests.
- **Demesne**: all the land owned by a particular lord.
- **Doom painting**: a large painting, often found in churches, that showed images of Heaven and Hell.
- **Earl**: a senior landowner and member of the nobility.
- **Fallow**: a field that is left empty for a year or two to give the soil time to recover.
- **Feigned retreat**: a military tactic whereby soldiers pretend to run away.
- **Fyrd**: an irregular, untrained group of peasant soldiers.
- **Grant**: a sum of money given out by the government, sometimes used to establish fairs and markets in towns.
- **Guild**: an organisation of craftsmen and merchants from a particular field or industry, which set working standards, prices and practices.
- **Holy War**: a war fought on behalf of God or with the support of God.
- **Honorial Court**: a new type of court introduced by the Normans, often held in castles, where tenants could appeal against their landlord.
- **Housecarl**: well-trained, full-time and professional soldiers hired by the King or an earl.
- **Hundred**: a subdivision of an Anglo-Saxon shire, usually made up of around 100 hides (c.120 acres).
- **Minting**: the process of striking and making coins.
- **Monasticism**: a religious way of life in which you give up worldly pursuits in order to pursue a spiritual way of life and devote yourself to God.
- **Motte**: a natural or man-made mound of earth, used by the Normans to build castles on top.
- **Murdrum fine**: a large fine to be paid to the King by a local area when a Norman was murdered.
- **Novissima Verba**: Latin for 'last words' – a claim to the throne based on a promise made on the monarch's deathbed.
- **Papal Banner**: a battle flag given by the Pope to show his formal support to a King.
- **Patronage**: land, money, titles or power given by the King to someone to guarantee or gain their support.
- **Pluralism**: holding more than one church position at the same time.
- **Post Obitum**: Latin for 'after death' – a claim to the throne based on a promise made long before the monarch died.
- **Primogeniture**: a change to inheritance laws made by the Normans whereby the oldest son inherited all of his father's land and titles when he died.
- **Propaganda**: deliberately chosen information presented in order to influence people to think something specific.
- **Romanesque**: a style of architecture, inspired by the Romans, popular with the Normans during the 11th and 12th century, especially for building churches and cathedrals.
- **Scutage**: a tax that could be paid to the King by a knight to avoid military service.
- **Shrine**: a place or casket associated with a particular saint.
- **Subinfeudation**: when a tenant-in-chief divided his land among lower-ranking lords and knights.
- **Sub-Regulus**: a deputy to the King.
- **Tenant-in-chief**: someone who held land from the King.
- **Thegn**: a minor Anglo-Saxon landowner and noble who wasn't a lord.
- **Vernacular**: the local language spoke by ordinary people.
- **Villein**: a peasant who owed loyalty and work to a local lord or landowner.
- **Witan (Witenagemot)**: a council of leading Anglo-Saxon churchmen and nobles who advised the King.



READING LIST

Books

Useful texts for reading beyond the curriculum and for getting into detail about some of the topics we cover.

- Brogan, H., ***The Penguin History of the United States of America***: this book charts the development of the USA from colonial times through to the 1980s. Essential for the America and parts of the Migration/Empires topics!
- Bryson, B., ***One Summer: America, 1927***: A whistle-stop tour of the key cultural and social developments in the USA during the middle of the Roaring 20s!
- Lee, H., ***To Kill a Mockingbird***: set in the Deep South during the 1930s, a key introduction to the racial prejudice and segregation that plagued the USA well into the 1960s.
- McMahon, R. J., ***The Cold War: A Very Short Introduction***: essential reading to get an overview and key background knowledge for our Conflict and Tension unit.
- Miller, A., ***The Crucible***: this play, set during the Salem Witch Trials, is a commentary on the hysteria whipped up during the anti-communist Red Scare in the 1950s, led by McCarthy.
- Morris, J., ***Pax Britannica***: a trilogy of books about the history of the British Empire in the 18th, 19th and 20th centuries, written like a travel guide: immerse yourself in our colonial past!
- Morris, M., ***The Norman Conquest***: a detailed and thorough account of how the Normans transformed England in a generation from the Battle of Hastings through to the death of William II.
- Okrent, D., ***Last Call: The Rise and Fall of Prohibition***: useful for studying the failures of the Prohibition movement in 1920s America.
- Olusoga, D., ***Black and British: A Forgotten History***: useful for studying migration to Britain and their life experiences.
- Steinbeck, J., ***Of Mice and Men***: this classic novella is set during the Great Depression and Dust Bowl and George and Lennie's lives coincide with the key events you study.

Documentaries and Video Clips

- *Cold War* documentary series: first broadcast in the 1990s, it provides an excellent overview of the Cold War topic.
<https://youtube.com/playlist?list=PL9p0ihOMGjRpFHem3ToUrCkLqXk7Tj1Vu&si=X7aX9pHZKWcGFdn4>
- BBC Teach (*Norman Conquest*): Six clips to accompany lots of the Norman lessons!
https://youtube.com/playlist?list=PLcvEcrcF_9zK2bOCseaghBlucwf9pcsFX&si=FyCmnVULhvstd9BF
- *History Revision Success*: A series of clips on YouTube designed to help with the Migration and Empires course.
https://youtube.com/playlist?list=PLWkrJr5y7eyJAQZZj3cU9FETI2gvGxuEX&si=deS2rirj_94LaYLg

Podcasts

Great for extra-curricular knowledge and the details around some of the key topics we cover. There are also many clips that are unrelated to the GCSE topics, but are well worth a listen! Scroll through the episodes and find episodes that are relevant.

- **The Rest is History (Tom Holland and Dominic Sandbrook)**
- **Empire (Anita Anand and William Dalrymple)**
- **BBC Radio 4 – In our Time (Melvyn Bragg)**
- **BBC Radio 4 – You're Dead to Me (Greg Jenner)**





CHRIST'S COLLEGE

Emmanuel Schools Foundation

Principal **Julie Normanton**

Christ's College, Pennywell Road, Sunderland, SR4 8PG

T: 0191 534 4444 E: enquiries@christscollege.org.uk

www.christscollege.org.uk



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