GCSE History Revision Checklists

**Migration, 1000-1700 (Paper 2)**

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| **Content** | **Revised** | **Needs extra revision** |
| I can describe the diverse population of Britain around c.1000 (e.g. the presence of Danish Vikings, Angles and Saxons and where each group settled)  |  |  |
| I can explain the impact of the Norman conquest on England. |  |  |
| I can describe different kinds of resistance to Norman rule (e.g. rebellions, the green men).  |  |  |
| I can explain why Jewish migrants arrived after 1066, I can describe their experiences in Britain and I can explain why they were expelled in 1290. |  |  |
| I can describe the experiences of medieval ‘aliens’, including their treatment by the government and the population. I can assess how far they integrated or assimilated.  |  |  |
| I can explain the economic and social impact of medieval aliens on British society.  |  |  |
| I can explain why Africans arrived in Britain in the 16th century and can assess how positive their experiences were. I can explain why Lascars and Ayahs arrived in Britain from the 17th century onwards and can assess how positive their experiences were.  |  |  |
| I can explain the impact of the Royal African Company on migration to Britain.  |  |  |
| I can explain why the Jews were readmitted in 1656 and can describe their experiences in, and significance for, Britain. |  |  |
| I can explain why the Huguenots arrived in Britain, I can assess how positive their experiences were, and I can explain their impact on Britain.  |  |  |

**Migration, 1700-1900 (Paper 2)**

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| **Content** | **Revised** | **Needs extra revision** |
| I can explain why the Palatines came to Britain, I can describe their experiences in Britain and I can evaluate their impact.  |  |  |
| I can explain why the Irish and Scottish came to Britain, I can describe their experiences in Britain and their impact on the economy, society and politics.  |  |  |
| In particular, I can assess the role of Irish migrants within the Chartist movement.  |  |  |
| I can assess the impact of black migrants on the campaign to abolish slavery.  |  |  |
| I can explain why eastern European Jewish migrants arrived c. 1890 (‘The Great Migration’), I can describe their experiences and I can evaluate their impact.  |  |  |
| I can explain how the 1870 Naturalisation Act changed the process of naturalisation.  |  |  |
| I can explain the reasons for and impact of the Aliens Act of 1905.  |  |  |

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| **Content** | **Revised** | **Needs extra revision** |
| I can explain why port towns were diverse in the twentieth century and why there were tensions and race riots after the First World War in places like Cardiff (Butetown), Liverpool and South Shields.  |  |  |
| I can explain the impact of the First World War on German and Austrian migrants, as well as the contribution of migrants to the war effort. I can describe the 1914 Status of Aliens Act.  |  |  |
| I can explain why Jewish migrants arrived in Britain in the 1930s and I can describe their experiences in Britain.  |  |  |
| I can explain the experiences of migrants during the Second World War.  |  |  |
| I can explain why Polish migrants settled in Britain after the Second World War and I can explain their experiences and impact.  |  |  |
| I can explain why Commonwealth migrants came to Britain after the Second World War, I can describe their experiences in Britain and their impact. I can describe the 1948 British Nationality Act, the 1962 Commonwealth Immigration Act and the 1981 British Nationality Act.  |  |  |
| I can explain how immigration was affected by legislation, 1945-2010.  |  |  |
| I can explain attitudes towards, and treatment of, EU migrants.  |  |  |
| I can explain attitudes towards, and treatment of, asylum seekers and refugees (c. 1990-2010).  |  |  |

**Migration 1900-2010 (Paper 2)**

**Impact of Empire, 1688-1730 (Paper 3)**

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| **Content** | **Revised** | **Needs Extra Revision** |
| I know what happened during the ‘Glorious Revolution’ (1688-9)  |  |  |
| I can explain the impact of William’s military conquest of Ireland on the Irish people. In particular, I can describe the penal laws.  |  |  |
| I can explain why some people opposed William in Scotland and can describe the Jacobite rebellion of 1689 and the Glencoe massacre of 1692.  |  |  |
| I can explain why the Darien scheme failed. |  |  |
| I can explain why both (some people in) Scotland and England supported the Act of Union in 1707. I can explain its impact.  |  |  |
| I can explain why there was a Jacobite rebellion in 1715 and whether it was successful.  |  |  |
| I can explain why people emigrated to the Americas during this period.  |  |  |
| I can explain how the British economy changed in this period, including the establishment of the Bank of England in 1694.  |  |  |
| I can describe the changing fortunes of the East India Company and can explain the economic impact of trade with Asia.  |  |  |
| I can explain the impact of the end of the Royal African Company’s monopoly.  |  |  |
| I can explain the economic importance of colonies in North America and the Caribbean. I can explain how slave plantations evolved in this period.  |  |  |
| I can explain the impact of the Treaty of Utrecht (1713) on Britain. |  |  |
| I can explain what the South Sea Bubble was and its impact on Britain.  |  |  |
| I can explain the impact of the slave trade on ordinary people in Britain, including the development on ports in London, Bristol and Liverpool.  |  |  |
| I can explain the development of “plantocracy racism” and its impact on minority communities in Britain.  |  |  |
| I can describe opposition to the slave trade from people in Britain and from slaves on plantations.  |  |  |
| I can describe people’s changing consumer habits as a result of empire and trade.  |  |  |
| I can explain the political impact of growing trade and empire, including the growth of coffee houses.  |  |  |

**Spitalfields (Paper 3)**

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| **Content** | **Revised** | **Needs extra** |
| The main groups we have studied in relation to Spitalfields are: the Normans (medieval), foreign Catholics (1500s and 1600s) the Huguenots (1500s-1600s), the Readmission of Jews (1656), Irish (1690s onwards), Great Migration Jews (1880s onwards), Lascars from Bengal and Somalia (1800s and 1900s), Bangladeshi migrants after 1945, Somali migrations after 1990.  |
| I can explain why these migrants arrived in Spitalfields (push and pull factors)  |  |  |
| I can explain how far they were welcomed by both the government and the general population.  |  |  |
| I can explain their experiences in Spitalfields.  |  |  |
| I can describe key events in the history of Spitalfields, such as the Cutter riots of the 1760s, the Great Yiddish Parade and Jewish Tailors Strike of 1889, and the murder of Altab Ali in 1978.  |  |  |
| I can explain the impact of migrants on Spitalfields, including economic, social and political impacts.  |  |  |
| I can explain the impact of migrants on the urban environment, including their impact on buildings in the area.  |  |  |

**International Relations 1919-1939 (Paper 1)**

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| **Content** | **Revised** | **Needs Extra Revision** |
| I can describe the terms of the Treaty of Versailles and explain its impact on international relations.  |  |  |
| I can describe the successes and failures of the League of Nations in the 1920s. I can explain why they had mixed results in the 1920s.  |  |  |
| I can describe international agreements in the 1920s (Dawes Plan 1924, Locarno 1925, Kellogg-Briand 1928, Young Plan 1929).  |  |  |
| I can describe attempts at disarmament in the 1920s and 1930s. I can explain why the disarmament conference had failed by 1934.  |  |  |
| I can explain the impact of the Wall Street Crash and the depression on international relations.  |  |  |
| I can explain why the League of Nations failed in the 1930s, including the failures of the Manchurian and Abyssinian Crises.  |  |  |
| I can explain why war started in 1939, including the role of Hitler’s actions and appeasement.  |  |  |
| I can explain the arguments and contexts of interpretations of appeasement, including: the popular majority view of 1937-8; the popular and political view during the Second World War; the orthodox view (c. 1948-1960); the revisionist view (c. 1960s-1989); the counter-revisionist view (1990s onwards).  |  |  |

**International Relations 1945-1975 (Paper 1)**

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| **Content** | **Revised** | **Needs Extra Revision** |
| I can describe the agreements and disagreements at the conferences in Yalta (Feb 1945) and Potsdam (Summer 1945) |  |  |
| I can describe the actions of the USSR in eastern Europe, 1945-49, including the Berlin Blockade.  |  |  |
| I can describe the actions of the USA in Europe, 1945-49, including the Truman Doctrine, Marshall Plan, and the Berlin Airlift.  |  |  |
| I can explain why NATO and the Warsaw Pact were developed.  |  |  |
| I can explain the causes of the Berlin Wall and can explain its impact on international relations.  |  |  |
| I can explain the causes, key events and consequences of the Cuban Missile Crisis.  |  |  |
| I can explain why the USA got involved in Vietnam between 1954 and 1965.  |  |  |
| I can explain why US tactics failed in Vietnam.  |  |  |
| I can explain why the USA withdrew from Vietnam, including the role of public opinion and opposition.  |  |  |
| I can explain the impact of the end of the war on international relations.  |  |  |
| I can explain the arguments and contexts of interpretations of the start of the cold war, including: the orthodox view (1940s and 1950s); the revisionist view (1960s-70s); the post-revisionist view (1970s-80s); the New Cold War historians (1990s onwards) |  |  |

**USA in the 1920s (Paper 1)**

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| **Content** | **Revised** | **Needs Extra Revision** |
| I can explain why the US economy boomed in the 1920s, including the Republicans’ laissez-faire policies.  |  |  |
| I can explain groups who did and didn’t experience prosperity in the 1920s. |  |  |
| I can explain how women’s lives changed in the 1920s, including the Sheppard-Towner Act of 1921.  |  |  |
| I can explain why Prohibition was introduced and why it failed.  |  |  |
| I can describe examples of prejudice and discrimination against African-Americans, including the role of the KKK and the Jim Crow laws.  |  |  |
| I can explain why intolerance increased towards immigrants, including the Red Scare, the Palmer Raids, restrictions on immigration, and the experiences of Sacco and Vanzetti.  |  |  |
| I can describe examples of progress for African-Americans in the 1920s, including the role of the NAACP and the UNIA.  |  |  |

**USA in the 1930s (Paper 1)**

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| **Content** | **Revised** | **Needs Extra Revision** |
| I can explain the effects of the Great Depression on the US and evaluate Hoover’s response to the Depression.  |  |  |
| I can explain why FDR won the 1932 election |  |  |
| I can describe and evaluate FDR’s First New Deal, including the first hundred days, the AAA, the CCC, the FERA, the PWA, the TVA and the NRA.  |  |  |
| I can describe and evaluate FDR’s Second New Deal, including the SSA, FSA, the WPA, the WA and the RA.  |  |  |
| I can explain who criticised the New Deals and why.  |  |  |
| I can explain the impact of the New Deals on the USA.  |  |  |

**USA in the 1940s (Paper 1)**

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| **Content** | **Revised** | **Needs Extra Revision** |
| I can explain how the USA mobilised (prepared) for war, including the role of ordinary citizens, women, African-Americans, the War Production Board, the government and propaganda.  |  |  |
| I can explain the impact of war production on the US economy.  |  |  |
| I can give examples of increased governmental powers during the Second World War, including the control of wages and prices.  |  |  |
| I can explain the social effects of the war on the USA, including rationing, extra taxes on luxury goods, housing shortages and an increase in divorce.  |  |  |
| I can explain why women’s lives changed in this time period.  |  |  |
| I can explain how Japanese Americans were treated and why.  |  |  |
| I can describe African-Americans’ experiences during the war, including examples of progress (e.g. Executive Order 8802 and the end of segregation in the army) and continued racism (such as the Detroit race riots of 1943).  |  |  |