### **Year 12/13**

When

WHAT & WHY WILL THEY LEARN?

Paper 1Communist States- Exam in Y13.

Paper 2 GDR- Exam in Y13.

Paper 3 British Experience of Warfare- Exam in Y13 (taught in Y13)

Paper 4 Holocaust – NEA (taught in Y13)

To give students a balanced, understanding of the world they live in.

To inspire students to enjoy and experience the broad and rich subject matter and hopefully to inspire them to select and study History at degree and diploma level.

To allow and support students in <u>achieving to their potential in A Level History</u>.

Subject matter follows the guidance and units given by the Edexcel exam board. When selecting the units of study we have selected units that students can benefit from shared common concepts while also are different enough to broaden students understanding of the modern world as a whole. One of the reasons for selecting the Edexcel course was this broad variety and the richness of subject matter for students to study.

The curriculum is frequently audited and is constantly evolving to ensure great teaching in all areas of study. It is reflective upon national trends and initiatives.

Term	KNOWLEDGE & SKILLS
Plan	
Term 1	Each week a different area of the course is addressed. Exam skills are built in to lessons and homework tasks
	Paper 1 Communist States (Y12) - Taught thematically
	Theme one: Establishing Communist Party control, 1917–24
	1. The creation of a one-party state and the party congress of 1921; the nature of government under Lenin; the growing centralisation of power.
	2. Stalin in power, 1928–53: the elimination of opponents in government and party; the purges of the 1930s; Stalin's power over party and state.
	3. Reform, stability and stagnation, 1953–85: Khrushchev's attempts to reform government including de-Stalinisation; the return to stability under Brezhnev, 1964–82; growing political stagnation.
	4. Assessment / Consolidation of Theme 1 Theme 2: Industrial and agricultural change, 1917–1985
	5. Towards a command economy, 1917–28: the nationalisation of industry; War Communism and the New Economic Policy; state control of industry and agriculture.
	6. Industry and agriculture in the Stalin era: the Five-Year Plans and industrial change; agricultural collectivisation and its impact; recovery from war after 1945.
	7. Changing priorities for industry and agriculture, 1953–85: the promotion of light industry, chemicals and consumer goods; investment in agriculture and the Virgin Lands Scheme; the limited attempts at
	reform after 1964; economic decline.
	8. Assessment / Consolidation of Theme 2
	Paper 2 GDR (Y12)-
	1 - Why was the GDR created in 1949
	2 - What was the system of government in the GDR
	3 - How did the GDR economy develop from 1949-60
	4 - How dangerous was the June Revolt
	5 - Why was the Berlin Wall built?
	6 – How successful was the GDR economy from 1961-1980
	7 – Did the GDR manage to create an identity?
	Paper 3 (Y13) - The British experience of warfare, c1790–1918 – Aspects in Depth
	Theme 1 Britain and the French Wars, 1793–1815
	1. The Royal Navy, The naval war 1793–7
	2. The Nelson touch 1798–1805, The Royal Navy 1806–15
	3. The British war effort 1793–1815 4. Assessment / consolidation
	5. The British Army, The military situation 1793–1809
	6. Wellington's role in the defeat of the French
	7. Key debate
	8. Assessment / consolidation
	Theme: Facing the Russian threat in the Crimea
	1. The situation in 1854
	2. The impact of the battles of Alma and Balaclava and the siege of Sebastopol; the role of Lord Raglan
	3. Changing attitudes of the public in Britain to the conduct of the war, including the impact of the photography of Roger Fenton and the reportage of William Russell
	4. The effectiveness of the work of Florence Nightingale and Mary Seacole in the Crimea
	Theme: The second Boer War, 1899–1902

- 5. Facing the Boers in southern Africa: the nature of British army; the significance of the sieges of Mafeking, Kimberley and Ladysmith and the impact of Black Week.
- 6. The importance of the roles of Field Marshalls Roberts and Kitchener, and General Sir Redvers Buller in achieving victory.
- 7. Changing attitudes of the public in Britain to the conflict, including the impact of the reportage of Winston Churchill and the work of Emily Hobhouse.
- 8. Assessment / consolidation

Paper 4 Holocaust (Y13) – NEA

Assessment	New Skill = NS	Band 5 = Informed	CIEAG	KS4 PRIOR LEARNING	<b>IDENTIFY LINKS</b>
Objective	Revisit = R	Band 6 = Mature	<u>Extension</u>		How will you link
	Revision = RV			How will GCSE	learning between
				knowledge support	schools? What
				new skills &	common threads do
				knowledge	you have?
P1, 2, 3 AO1 +AO2 P1 AO3 Students working towards exam at the end of Y13 that tests their application of knowledge and use of sources	N/S – Although the basic skills are similar to what has been studied in the past, the level of reading and depth of subject knowledge will seems new to the students as will the subject matter.  R - At the end of each topic students complete past exam questions and complete retrieval activities to check their knowledge and understanding	Band 6. Students will have a greater depth of knowledge and be able to apply that knowledge to a range of essay and source based questions, showing a detailed appreciation of the different aspects of the course.  Students are encouraged to read independently and make notes as they would at university – there will be guidance booklets for those who need help to take notes. Independent note taking is important for the coursework topic and this will help them to prepare for that.  Students are given access to wider reading to broaden their knowledge of the topic	N/A	The skills that are taught through the A Level both build on the skills gained at GCSE while developing higher level analysis and writing skills useful in many vocations and for university study. The exam unit prepares students for their Y13 studies and study at university across a range of subjects, it has been identified by the Russell Group of universities as a desirable feature in the History course, as it develops many of the skills required of academic study at undergraduate level.  History is a "read" subject and there is a priority placed upon students being able to read and interpret information incisively and thoroughly, therefore support their literacy skills.	All History teaching in Key Stage 4 is provided by specialist History teachers – there is no History taught by non-specialists.  Assessment is thorough in every half termly block, there is a mix of low stakes and summative written assessment. Summative assessment fits into A Level models for guidance on good practice and modelling.  Overall study focuses on identical units across schools, many crossovers between each can be seen from studies of 20th century states including – Russia 1917-1990 the GDR 1946-1990 and the Holocaust unit. The Russia and GDR units link directly with common people and concepts (e.g.

Feedback on essays helps	Further to this students are	Politburo). The Holocaust is
students to develop the	given and encouraged to	another part of Germany
reasoned argument needed	engage with, additional	history that links to the GCSEs
for the top grades and the	reading, this is set at a	but also to the GDR and its
ability to use evidence from	challenging and mature	creation.
sources in combination to	level.	
draw conclusions about the		The GCSEs studied at the
time period	To prepare for lessons	different schools link to the
·	students are given pre-	GDR topic. Some schools
Teachers will discuss	learning tasks so that they	specifically study the Cold
dissimilar and subject	are able to contribute to	War and have some
specific keywords, terms and	discussions actively in	knowledge of the GDR from
themes as they teach	lessons and be tutored in	that topic. All schools study
students, ensuring a strong	those session.	Germany 1918-39 and links
focus on literacy		are made between these
development while		(e.g. the Gestapo and the
expanding the vocabulary		Stasi, the one party state
of students.		etc.)
		,

Term	KNOWLEDGE & SKILLS
Plan	
Term 2	Each week a different area of the course is addressed. Exam skills are built in to lessons and homework tasks
	Paper 1 Communist States - Taught thematically Theme 3: Control of the people, 1917–85
	1. Media, propaganda and religion: state control of mass media and propaganda; the personality cults of Stalin, Khrushchev and Brezhnev; attacks on religious beliefs and practices.
	2. The secret police: attacks on opponents of the government; the roles of Yagoda, Yezhov and Beria; Andropov's suppression of dissidents, 1967–82; the continued monitoring of popular discontent, 1982–85.
	3. The state and cultural change: <i>Proletkult, avant-garde</i> and Socialist Realism, 1917–53; nonconformity from the 1950s; clashes between artists and the government to 1985.  4. Consolidation / assessment of Theme 3  Theme 4: Social developments, 1917–85
	<ul> <li>5. Social security: full employment, housing and social benefits, 1917–53; Khrushchev, Brezhnev and the promotion of a stable society, 1953–85.</li> <li>6. Women and the family: the changing status of different groups of women in towns and countryside; changing government attitudes towards the family as a social unit.</li> <li>7. Education and young people: the growth of primary, secondary and higher education; the reduction of illiteracy; state control of the curriculum.</li> <li>8. Consolidation / assessment of Theme 4</li> </ul>
	Paper 2 GDR-

- 8 Was Ostpplitik a success for the GDR?
- 9 How was the GDR perceived around the world
- 10 Was the Social Contract a success?
- 11 How did the SED control it citizens
- 12 Did the Churches help or hinder the SED
- 13 How significant were Western influences on the GDR
- 14 How serious were the economic problems in the 1980s

#### Paper 3 - The British experience of warfare, c1790–1918 Aspects in Depth

### 4 Trench warfare on the Western Front, 1914–18

- 1. Reasons for change from a war of movement to attrition; entrenchment and the building of defensive systems; the need for military adjustment; the use of new fighting techniques and new technology machine guns, chlorine gas, tanks, fuse 106 and the creeping barrage.
- 2. British public perception of, and changing attitudes to, war on the Western Front; government attempts to restrict, direct reportage by journalists from the Western Front.
- 3. The significance of Haig's major offensives for the conduct of the war and attitudes to it: the Somme in 1916, Passchendaele in 1917, the Hundred Days' Offensive in 1918.

#### 5 The war in the air, 1914-18

- 4. The impact of aerial reconnaissance: photographic, observation and communication.
- 5. The development of the Royal Flying Corps as a fighting force; the importance of technology in the development of air combat; the importance of air power in achieving victory in 1918.
- 6. The impact on public opinion, propaganda and defence systems of Zeppelin and Gotha bombing of undefended British towns.
- 7. Assessment / consolidation

Paper 4 Holocaust – NEA

AO1 +AO2	<b>N/S</b> – Although the basic	Band 6. Students will have a	N/A	The skills that are taught	All History teaching in Key
	skills are similar to what has	greater depth of		through the A Level both	Stage 4 is provided by
Students working towards	been studied in the past,	knowledge and be able to		build on the skills gained at	specialist History teachers –
exam at the end of Y13 that	the level of reading and	apply that knowledge to a		GCSE while developing	there is no History taught by
tests their application of	depth of subject	range of essay an d source		higher level analysis and	non-specialists.
knowledge and use of	knowledge will seems new	based questions, showing a		writing skills useful in many	
sources	to the students as will the	detailed appreciation of		vocations and for university	Assessment is thorough in
	subject matter.	the different aspects of the		study. The exam unit	every half termly block,
		course.		prepares students for their	there is a mix of low stakes
	R - At the end of each topic			Y13 studies and study at	and summative written
	students complete past	Students are encouraged		university across a range of	assessment. Summative
	exam questions and	to read independently and		subjects, it has been	assessment fits into A Level
	complete retrieval activities	make notes as they would		identified by the Russell	models for guidance on

to check their knowledge at university – there will be Group of universities as a good practice and guidance booklets for those and understanding desirable feature in the modelling. who need help to take History course, as it RV - January mock exam -Overall study focuses on notes. Independent note develops many of the skills students revise for this exam taking is important for the required of academic study identical units across all the topics studied so far coursework topic and this at undergraduate level. schools, many crossovers will help them to prepare between each can be seen History is a "read" subject for that. from studies of 20th century and there is a priority states including – Russia Students are given access placed upon students 1917-1990 the GDR 1946to wider reading to being able to read and 1990 and the Holocaust broaden their knowledge of interpret information unit. The Russia and GDR the topic incisively and thoroughly, units link directly with therefore support their common people and Feedback on essays helps literacy skills. Further to this concepts (e.g. Politburo). students to develop the students are given and The Holocaust is another reasoned argument encouraged to engage part of Germany history that needed for the top grades with, additional reading, this links to the GCSEs but also and the ability to use is set at a challenging and to the GDR and its creation. evidence from sources in mature level. combination to draw The GCSEs studied at the conclusions about the time To prepare for lessons different schools link to the period students are given pre-GDR topic. Some schools learning tasks so that they specifically study the Cold Teachers will discuss are able to contribute to War and have some dissimilar and subject discussions actively in knowledge of the GDR from lessons and be tutored in specific keywords, terms that topic. All schools study and themes as they teach those session. Germany 1918-39 and links students, ensuring a strong are made between these focus on literacy (e.g. the Gestapo and the development while Stasi, the one party state expanding the vocabulary etc.) of students.

Term	KNOWLEDGE & SKILLS
Plan	
Term 3	Each week a different area of the course is addressed. Exam skills are built in to lessons and homework tasks
	Demos 1 Communité States Tought thomatiaght
	Paper 1 Communist States - Taught thematically Section C: Historical interpretations: What explains the fall of the USSR, c1985–91? A03
	1. The significance of the economic weaknesses of the USSR and the failure of reform.
	2. Consolidation of part C1: The significance of the economic weaknesses of the USSR and the failure of reform
	3. The effects of Gorbachev's failure to reform the Communist Party and the Soviet government.
	4. Assess the impact of the nationalist resurgence in the late 1980s in the Soviet republics and in the communist states of Eastern Europe.
	5. How far Gorbachev and Yeltsin can be seen as responsible for the collapse of the USSR in 1991.
	Consolidation / assessment of Theme / revision
	Paper 2 GDR-
	15 – What impact did Gorbachev have on the GDR
	16 – Why did the Berlin Wall open in 1989 17 – What were the reasons for the fall of the GDR and later reunification of Germany in 1990
	Paper 3 - The British experience of warfare, c1790–1918
	Aspects in Breadth
	Changes in organising the military
	1. The military and reasons for changes 1790-1918: improvements to army organisation, ordnance and supplies (key developments: McNeill-Tulloch Report 1855,
	Cardwell's army reforms 1868-74, Haldane's army reforms 1905-12). The navy and changes in organisation: decommissioning ships and reduction in the size of the navy after 1815; the significance of the shift from sail to steam; government reforms (key developments: Graham's reforms 1832, Fisher's reforms at the Admiralty 1904-10).
	2. The recruitment of the fighting forces 1790-1918: impressment, volunteers and conscripts (key development: conscription 1916).
	Changes in the role of the people
	3. Changing weaponry 1790-1918: the role of science and technology in improving weaponry (key developments: carronades and the navy in the 1790s, Congreve's rockets 1806, William Armstrong's new artillery1859-60, the Vickers machine gun 1914-18, development of the tank 1915-18).
	4. The populace and the war effort 1790-1918: providing finance – taxation, bonds, consols and war loans; changing civilian roles, from camp followers to an organised
	home front.
	5. Consolidation / assessment
	Paper 4 Holocaust – NEA
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AO1 +AO2 + A03	<u>N/S</u> – Although the	Band 6. Students will	The skills that are taught through the A	All History teaching in Key Stage 4 is provided by
Students working	basic skills are	have a	Level both build on the	specialist History teachers –
towards exam at	similar to what	greater depth	skills gained at GCSE	there is no History taught by
the end of Y13	has been	-	while developing	non-specialists.
that tests their	studied in the	of knowledge and be able		11011-30601011313.
application of	past, the level	to apply that	higher level analysis and writing skills useful	Assessment is thorough in
knowledge and use of sources	of reading	knowledge to	in many vocations and	every half termly block, there is a mix of low stakes and
use of sources	and depth of	a range of	for university study. The	
	subject	essay an d	exam unit prepares	summative written
	knowledge	source based	students for their Y13	assessment. Summative
	will seems	questions,	studies and study at	assessment fits into A Level
	new to the	showing a	university across a	models for guidance on good
	students as	detailed	range of subjects, it has	practice and modelling.
	will the	appreciation of the	been identified by the	Overell strely for overe and
	subject		Russell Group of	Overall study focuses on
	matter.	different	universities as a	identical units across schools,
	R - At the end	aspects of the	desirable feature in the	many crossovers between each can be seen from
	of each topic	course.	History course, as it	
	students	Students are	develops many of the	studies of 20th century states
	complete		skills required of	including – Russia 1917-1990 the GDR 1946-1990 and the
	past exam	encouraged to read	academic study at	Holocaust unit. The Russia and
	questions and	independently	undergraduate level.	GDR units link directly with
	complete	and make	History is a "read"	common people and
	retrieval	notes as they	subject and there is a	concepts (e.g. Politburo). The
	activities to	would at	priority placed upon	Holocaust is another part of
	check their	university –	students being able to	Germany history that links to
	knowledge	there will be	read and interpret	the GCSEs but also to the GDR
	and	guidance	information incisively	and its creation.
	understanding	booklets for	and thoroughly,	and its creation.
	ondersianaling	those who	therefore support their	The GCSEs studied at the
	RV – June	need help to	literacy skills. Further to	different schools link to the
	mock exam –	take notes.	this students are given	GDR topic. Some schools
	students	Independent	and encouraged to	specifically study the Cold
	revise for this	note taking is	engage with,	War and have some
	exam all the	important for	additional reading, this	knowledge of the GDR from
	topics studied	the	is set at a challenging	that topic. All schools study
	so far	coursework	and mature level.	Germany 1918-39 and links
	30 IGI	topic and this	and majore level.	are made between these
		will help them	To prepare for lessons	(e.g. the Gestapo and the
		to prepare for	students are given pre-	Stasi, the one party state etc.)
		that.	learning tasks so that	orasi, irio orio parry state etc.)
		mon.	they are able to	
			contribute to	
			COMMODIE IO	

Students are discussions actively in
given access lessons and be tutored
to wider in those session.
reading to
broaden their
knowledge of
the topic
ine topic
Feedback on
essays helps
essays nelps
students to
develop the
reasoned
argument
needed for
the top
grades and
the ability to
use evidence
from sources
in
combination
to draw
conclusions
about the
time period
Teachers will
discuss
dissimilar and
subject
specific
keywords,
terms and
themes as
they teach
students,
ensuring a
choning d
strong focus
on literacy
development
while
expanding
the

				vocabulary of students.		
Year 13						
When	(Externally Assessed task – "Was the Holocaust a long term plan?" 4000 Word CourseWork .) To give students a balanced, understanding of the world they live in.  To inspire students to enjoy and experience the broad and rich subject matter and hopefully to inspire them to select and study History at degree and diploma level.  To allow and support students in achieving to their potential in A Level History.  Subject matter follows the guidance and units given by the Edexcel exam board. When selecting the units of study we have selected units that students can benefit from shared common concepts while also are different enough to broaden students understanding of the modern world as a whole. One of the reasons for selecting the Edexcel course was this broad variety and the richness of subject matter for students to study.	New Skill = NS Revisit = R Revision = RV	Stretch and Challenge (Differentiation – how will you stretch the most able to achieve top grades?)	CIEAG/Extension  Trips, workshops, speakers, local environment and experiences	KS4 PRIOR LEARNING  How will GCSE knowledge support new skills & knowledge	IDENTIFY LINKS  How will you link learning between schools? What common threads do you have?

	The curriculum is frequently audited is constantly evolving to ensure greateaching in all areas of study. It is reflective upon national trends and initiatives.						
Term Plan	KNOWLEDGE & SKILLS	Assessment Objective		Band 5 = Informed Band 6 = Mature			
	Transition Task Extract reading and completing Reading record sheets		N/S				
Term 1	Content and debates around the Key Question "Was the Holocaust a long term plan?"  Intentionalist debate Structuralist debate Fusion debate  1 - Introduction to the Holocaust 2 - Who held power in Germany 3 - How were the Jews Persecuted 4 - What was the effect of the War 5 - How did the Final Solution Begin 6 - Turning point debate: The involvement of the German people	AO1 +AO3  Students working towards overall externally assessed task – "Was the Holocaust a long term plan?" 4000 word coursework .	N/S – Although the basic skills are similar to what has been studied in the past, the level of reading and depth of subject knowledge will seems new to the students as will the subject matter.	Band 6. All extracts are set at a very academic level. Degree level learning and texts are used. Further reading suggested beyond extracts encouraged for all pupils.  One-to-one coursework support meetings are held with all students in Year 13 as a way to give extensive in depth support and advice on this unit.  Teachers will discuss dissimilar and subject specific keywords, terms and themes as they teach students, ensuring a strong focus on literacy development while	N/A	The skills that are taught through the A Level both build on the skills gained at GCSE while developing higher level analysis and writing skills useful in many vocations and for university study. The coursework that is completed further prepares students for study at university across a range of subjects, it has been identified by the Russell Group of universities as a desirable feature in the History course, as it develops many of the skills required of academic study at undergraduate level.  History is a "read" subject and there is a priority placed upon students being able to read and interpret	All History teaching in Key Stage 4 is provided by specialist History teachers – there is no History taught by non-specialists.  Assessment is thorough in every half termly block, there is a mix of low stakes and summative written assessment. Summative assessment fits into A Level models for guidance on good practice and modelling.  Overall study focuses on identical units across schools, many crossovers between each can be seen from studies of 20th century states including – Russia 1917-1990 the GDR 1946-1990 and the Holocaust unit.

	7 – Turning point debate: The Nazi State 8 – Turning point debate: The War			expanding the vocabulary of students.		information incisively and thoroughly, therefore support their literacy skills. Further to this students are given and encouraged to engage with, additional reading, this is set at a challenging and mature level.	
Term 2	Writing and Research  9 – How to reference. 10-16 – Further reading. Independent preparation and writing	Students working towards overall externally assessed task – "Was the Holocaust a long term plan?" 4000 word coursework .	R – Mainly recap and embedding of previously learnt skills.	Band 6. All extracts are set at a very academic level. Degree level learning and texts are used. Further reading suggested beyond extracts encouraged for all pupils.  One-to-one coursework support meetings are held with all students in Year 13 as a way to give extensive in depth support and advice on this unit.  Teachers will discuss dissimilar and subject specific keywords, terms and themes as they teach students, ensuring a strong focus on literacy development while expanding the vocabulary of students.	N/A	The skills that are taught through the A Level both build on the skills gained at GCSE while developing higher level analysis and writing skills useful in many vocations and for university study. The coursework that is completed further prepares students for study at university across a range of subjects, it has been identified by the Russell Group of universities as a desirable feature in the History course, as it develops many of the skills required of academic study at undergraduate level.  History is a "read" subject and there is a priority placed upon students being able to read and interpret information incisively and thoroughly therefore support their literacy skills. Further to this students are given	All History teaching in Key Stage 4 is provided by specialist History teachers – there is no History taught by non-specialists.  Assessment is thorough in every half termly block, there is a mix of low stakes and summative written assessment. Summative assessment fits into A Level models for guidance on good practice and modelling.

Subject	History
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	and encouraged to engage with, additional reading, this is set at a challenging and mature level.
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