

Subject History

Year 12/13

When

WHAT & WHY WILL THEY LEARN?

Paper 1 Communist 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 **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.

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.

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Term Plan	KNOWLEDGE & SKILLS
Term 1	<p><u>Each week a different area of the course is addressed. Exam skills are built in to lessons and homework tasks</u></p> <p>Paper 1 Communist States (Y12) - Taught thematically Theme one: Establishing Communist Party control, 1917–24</p> <ol style="list-style-type: none"> 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 <p>Theme 2: Industrial and agricultural change, 1917–1985</p> <ol style="list-style-type: none"> 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 <p>Paper 2 GDR (Y12)-</p> <ol style="list-style-type: none"> 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? <p>Paper 3 (Y13) - The British experience of warfare, c1790–1918 – Aspects in Depth</p> <p>Theme 1 Britain and the French Wars, 1793–1815</p> <ol style="list-style-type: none"> 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 <p>Theme: Facing the Russian threat in the Crimea</p> <ol style="list-style-type: none"> 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 <p>Theme: The second Boer War, 1899–1902</p>

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	<p>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.</p> <p>6. The importance of the roles of Field Marshalls Roberts and Kitchener, and General Sir Redvers Buller in achieving victory.</p> <p>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.</p> <p>8. Assessment / consolidation</p> <p>Paper 4 Holocaust (Y13) – NEA</p>
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Assessment Objective	New Skill = NS Revisit = R Revision = RV	Band 5 = Informed Band 6 = Mature	<u>CIEAG</u> Extension	<u>KS4 PRIOR LEARNING</u> How will GCSE knowledge support new skills & knowledge	<u>IDENTIFY LINKS</u> How will you link learning between schools? What common threads do you have?
<p>P1, 2, 3 AO1 +AO2 P1 A03</p> <p>Students working towards exam at the end of Y13 that tests their application of knowledge and use of sources</p>	<p>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 seem new to the students as will the subject matter.</p> <p>R - At the end of each topic students complete past exam questions and complete retrieval activities to check their knowledge and understanding</p>	<p>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.</p> <p>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.</p> <p>Students are given access to wider reading to broaden their knowledge of the topic</p>	N/A	<p>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.</p> <p>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.</p>	<p>All History teaching in Key Stage 4 is provided by specialist History teachers – there is no History taught by non-specialists.</p> <p>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.</p> <p>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.</p>

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		<p>Feedback on essays helps 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</p> <p>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.</p>		<p>Further to this students are given and encouraged to engage with, additional reading, this is set at a challenging and mature level.</p> <p>To prepare for lessons students are given pre-learning tasks so that they are able to contribute to discussions actively in lessons and be tutored in those session.</p>	<p>Politburo). The Holocaust is another part of Germany history that links to the GCSEs but also to the GDR and its creation.</p> <p>The GCSEs studied at the different schools link to the GDR topic. Some schools specifically study the Cold War and have some knowledge of the GDR from that topic. All schools study Germany 1918-39 and links are made between these (e.g. the Gestapo and the Stasi, the one party state etc.)</p>
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Term Plan	<u>KNOWLEDGE & SKILLS</u>
Term 2	<p><u>Each week a different area of the course is addressed. Exam skills are built in to lessons and homework tasks</u></p> <p>Paper 1 Communist States - Taught thematically</p> <p>Theme 3: Control of the people, 1917–85</p> <ol style="list-style-type: none"> 1. Media, propaganda and religion: state control of mass media and propoganda; 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</i>, <i>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 <p>Theme 4: Social developments, 1917–85</p> <ol style="list-style-type: none"> 5. Social security: full employment, housing and social benefits, 1917–53; Khrushchev, Brezhnev and the promotion of a stable society, 1953–85. 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. 7. Education and young people: the growth of primary, secondary and higher education; the reduction of illiteracy; state control of the curriculum. 8. Consolidation / assessment of Theme 4 <p>Paper 2 GDR-</p>

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<p>8 – Was Ostpolitik 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 its 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</p> <p>Paper 3 - The British experience of warfare, c1790–1918 Aspects in Depth</p> <p>4 Trench warfare on the Western Front, 1914–18</p> <ol style="list-style-type: none"> 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, gas 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. <p>5 The war in the air, 1914–18</p> <ol style="list-style-type: none"> 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 <p>Paper 4 Holocaust – NEA</p>

<p>AO1 +AO2</p> <p>Students working towards exam at the end of Y13 that tests their application of knowledge and use of sources</p>	<p>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 seem new to the students as will the subject matter.</p> <p>R - At the end of each topic students complete past exam questions and complete retrieval activities</p>	<p>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.</p> <p>Students are encouraged to read independently and make notes as they would</p>	<p>N/A</p>	<p>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</p>	<p>All History teaching in Key Stage 4 is provided by specialist History teachers – there is no History taught by non-specialists.</p> <p>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</p>
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	<p>to check their knowledge and understanding</p> <p>RV – January mock exam – students revise for this exam all the topics studied so far</p>	<p>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.</p> <p>Students are given access to wider reading to broaden their knowledge of the topic</p> <p>Feedback on essays helps 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</p> <p>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.</p>		<p>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.</p> <p>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 and encouraged to engage with, additional reading, this is set at a challenging and mature level.</p> <p>To prepare for lessons students are given pre-learning tasks so that they are able to contribute to discussions actively in lessons and be tutored in those session.</p>	<p>good practice and modelling.</p> <p>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. Politburo). The Holocaust is another part of Germany history that links to the GCSEs but also to the GDR and its creation.</p> <p>The GCSEs studied at the different schools link to the GDR topic. Some schools specifically study the Cold War and have some knowledge of the GDR from that topic. All schools study Germany 1918-39 and links are made between these (e.g. the Gestapo and the Stasi, the one party state etc.)</p>
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Term Plan	<u>KNOWLEDGE & SKILLS</u>
Term 3	<p><u>Each week a different area of the course is addressed. Exam skills are built in to lessons and homework tasks</u></p> <p>Paper 1 Communist States - Taught thematically Section C: Historical interpretations: What explains the fall of the USSR, c1985–91? A03</p> <ol style="list-style-type: none"> 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. <p>Consolidation / assessment of Theme / revision</p> <p>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</p> <p>Paper 3 - The British experience of warfare, c1790–1918 Aspects in Breadth Changes in organising the military</p> <ol style="list-style-type: none"> 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). <p>Changes in the role of the people</p> <ol style="list-style-type: none"> 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 artillery 1859-60, 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 <p>Paper 4 Holocaust – NEA</p>

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	<p>Students working towards exam at the end of Y13 that tests their application of knowledge and use of sources</p>	<p>AO1 +AO2 + A03</p>	<p>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 seem new to the students as will the subject matter.</p> <p>R - At the end of each topic students complete past exam questions and complete retrieval activities to check their knowledge and understanding</p> <p>RV – June mock exam – students revise for this exam all the topics studied so far</p>	<p>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.</p> <p>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.</p>		<p>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.</p> <p>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 and encouraged to engage with, additional reading, this is set at a challenging and mature level.</p> <p>To prepare for lessons students are given pre-learning tasks so that they are able to contribute to</p>	<p>All History teaching in Key Stage 4 is provided by specialist History teachers – there is no History taught by non-specialists.</p> <p>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.</p> <p>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. Politburo). The Holocaust is another part of Germany history that links to the GCSEs but also to the GDR and its creation.</p> <p>The GCSEs studied at the different schools link to the GDR topic. Some schools specifically study the Cold War and have some knowledge of the GDR from that topic. All schools study Germany 1918-39 and links are made between these (e.g. the Gestapo and the Stasi, the one party state etc.)</p>
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				<p>Students are given access to wider reading to broaden their knowledge of the topic</p> <p>Feedback on essays helps 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</p> <p>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</p>		<p>discussions actively in lessons and be tutored in those session.</p>	
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				vocabulary of students.			
Year 13							
When	<p>WHAT & WHY WILL THEY LEARN?</p> <p>(Externally Assessed task – “Was the Holocaust a long term plan?” 4000 word coursework .) To give students a balanced, <u>understanding of the world they live in.</u></p> <p>To <u>inspire students to enjoy and experience the broad and rich subject matter</u> and hopefully to inspire them to select and study History at degree and diploma level.</p> <p>To allow and support students in <u>achieving to their potential in A Level History.</u></p> <p>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.</p>	<p>New Skill = NS Revisit = R Revision = RV</p>	<p><u>Stretch and Challenge</u> (Differentiation – how will you stretch the most able to achieve top grades?)</p>	<p><u>CIEAG/Extension</u></p> <p>Trips, workshops, speakers, local environment and experiences</p>	<p><u>KS4 PRIOR LEARNING</u></p> <p>How will GCSE knowledge support new skills & knowledge</p>	<p><u>IDENTIFY LINKS</u></p> <p>How will you link learning between schools? What common threads do you have?</p>	

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	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 Plan	<u>KNOWLEDGE & SKILLS</u>	Assessment Objective		Band 5 = Informed Band 6 = Mature			
	<u>Transition Task</u> Extract reading and completing Reading record sheets		N/S				
Term 1	<p><u>Content and debates around the Key Question "Was the Holocaust a long term plan?"</u></p> <ul style="list-style-type: none"> <u>Intentionalist debate</u> <u>Structuralist debate</u> <u>Fusion debate</u> <p>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</p>	<p>AO1 +AO3</p> <p>Students working towards overall externally assessed task – "Was the Holocaust a long term plan?" 4000 word coursework .</p>	<p><u>N/S</u> – Although the basic skills are similar to what has been studied in the past, the level of reading and depth of subject knowledge will seem new to the students as will the subject matter.</p>	<p>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.</p> <p>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.</p> <p>Teachers will discuss dissimilar and subject specific keywords, terms and themes as they teach students, ensuring a strong focus on literacy development while</p>	N/A	<p>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.</p> <p>History is a "read" subject and there is a priority placed upon students being able to read and interpret</p>	<p>All History teaching in Key Stage 4 is provided by specialist History teachers – there is no History taught by non-specialists.</p> <p>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.</p> <p>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.</p>

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	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	<u>Writing and Research</u> 9 – How to reference. 10-16 – Further reading. Independent preparation and writing	AO1 +AO3 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.

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