

History Curriculum Overview, 2021-22

<p>Why do we teach history at Ark BDA?</p>	<p>At Ark Burlington Danes we empower pupils to build a substantive and essential body of knowledge of both British and international history, playing an important role in a pupil's cultural literacy. Our curriculum ensures pupils are building the disciplinary knowledge of an historian's trade: studying conflicting interpretations of the past and learning to draw conclusions from a diverse evidence base. In doing so, pupils develop their writing, debating and questioning skills and have the confidence to pursue history beyond their time studying at BDA. We aim to disrupt the traditional historical narrative, by decolonising the curriculum and looking at different perspectives of world history. This will give students a breadth of knowledge of different time periods and places, and cumulatively allowing them to build a breadth of knowledge of how Britain has been developed into the nation it is today. This deep knowledge base and broad range of skills is vital for equipping students to not only be able to interrogate the information they receive through the media and the written word, but to also understand the context of different communities in twenty-first century Great Britain and particularly their own in London.</p> <p>Our KS3 curriculum provides pupils with an extensive narrative of British and international history, with a focus on understanding how events, countries, empires and people have shaped Britain and the world. It poses important questions for pupils' understanding of power, governance, religion, war, the rule of law, civil disobedience and the interplay of socio-economic factors that lead to major events in history. These core concepts are frequently revisited so that over time students build a broad and deep historical schema. This is particularly important when teaching students about their cultural heritage, particularly given the diverse backgrounds of the students that we teach, we are committed to our responsibility to teach a wide range of historical events and periods. When they enter KS4, students can confidently navigate complex vocabulary and themes due to this preparation. Although limited by exam board specification is KS4 and 5 we continue to promote a world view of history by incorporating units that allow students to study beyond the UK. In KS4 this includes looking at the Middle East and Germany, and in KS5 it includes looking at in depth histories of Russia and China. They can write with fluency and confidence; interrogate and interpret challenging source materials and reach well-articulated judgements about historical events.</p> <p>History is therefore not only fundamental for understanding the world in which we live in, but is also vital for equipping students with the analytical and literacy skills essential for success in modern society.</p>
<p>How do we deliver our Christian values in history?</p>	<p>The history curriculum content and the way it is delivered truly espouse the school's vision and Christian ethos.</p> <p>Not only do we explore the significance of religion in different societies- from the Anglo-Saxons to the British and American Civil Rights Movement- but we also investigate the role that religion has played as justification for empire and slavery. We investigate the suppression of religion in totalitarian states and look at the importance of religion in bringing hope and faith to communities that are marginalised and repressed. Religion is an integral part of any story of human history and we seek to draw on these at every opportunity. We are also committed to the Christian values of the school, and particularly embed these through the school's vision of promoting equality for all. We use history to deconstruct the traditional narrative of the discipline, whilst also deconstructing ideas of racism and inequality, and the experience of BAME groups and women when studying any given time period.</p> <p>We develop leadership skills in our students by asking them to lead projects, present their work to their peers and to take responsibility for- and be committed to- identifying and correcting their own errors. We expect students to be resilient and committed to improving and developing their work. We state that 'no one is born a good historian, it takes hard work and resilience to become one'. Our schemes of learning consistently draw empathy from our pupils and encourages them to be compassionate and supportive of one another.</p>

	<p>Perhaps most importantly, however, is the role we play in encouraging students to empathise with our antecedents and the stories of the past that often show the worst, and best, of humankind. By studying and considering the actions of individuals and organisations in the past, pupils are expected to show compassion for those that have suffered and admiration for those that have acted to make the world a better place.</p>
<p>How do we build core skills and knowledge over time?</p>	<p>Our curriculum is designed to embed key skills, concepts and terminology from the first lesson in Year 7 all the way to the end of Year 13. We introduce key concepts of change and continuity, causation, effect and chronology from Year 7 and revisit them frequently so that students can build deep historical schema. We view Key Stage 3 as a store for furnishing the pupils' memory with literary, cultural, and historical worlds until such vocabulary is so second nature that pupils can 'move about' within it. The subtleties of using appropriate historical terms and how they may or may not be applied in any period are developed only over time and by their careful introduction, reinforcement and review.</p> <p>Chronological knowledge is at the heart of our curriculum, both in terms of sequencing periods of history and of having a clear sense of characteristic features of those periods. We have created imaginative work with timelines and overarching stories of change and continuity that require pupils to draw on prior learning, to make comparisons and contrasts to build their historical schema.</p> <p>We acknowledge that this takes time, and that the effect is cumulative. As pupils deepen their understanding of these concepts in a range of historical contexts, they progressively develop as historians. This knowledge is central to our schemes of learning and is revisited and reviewed to ensure that all pupils share a common language about the past.</p>
<p>How does the study of history prepare pupils for life beyond Ark BDA?</p>	<p>Our aim is to create students and young adults who are engaged in the world around them. We want to equip students with the confidence to take leading roles in the political and social sphere of society. We believe that the study of History will provide students with the transferable skills needed to succeed across multiple disciplines at university and beyond. These skills include (but are not limited to) the ability to carry out research and prioritising evidence to help inform decision making process; the confidence to carry out self-directed learning; logical thinking and the ability to analyse data (including numerical) to draw conclusions. Students will find their own identify whilst having a deeper understanding of the world, including the different cultures which have shaped what society looks like today. Finally, through the study of individuals and the factors which have brought about change, students will become the driving force for further change, helping to improve the national and international world we live in.</p> <p>More importantly history gives students ownership of their identity, by empowering them to understand the history of this country, and their heritage. It also gives them an important opportunity to explore the context of Britain today and how, and why, it is multicultural.</p>
<p>How do we implement this curriculum at Ark BDA?</p>	<p>In history all units are underpinned by the question 'how has x led to the world we live in today?' Each unit is given an enquiry question which helps students understand the learning journey they are embarking upon.</p> <p>In Key stage 1 and 2, students' study one topic every half term, with 2 hours per week. Due to the ACP structure, history and geography are on rotation with 2 or 3 historical topics being covered each year. Children are given a topic question which is answered at the end the unit. Each lesson thus providing the knowledge that is used to answer the end of unit assessment.</p> <p>At KS3, students study at least one topic every half term emphasizing a breadth of historical knowledge, with two one-hour lessons per week. At KS4, students' study one unit per term, which is achieved through three lessons a week. For example, in Year 10 Warfare through time, 1250-present is covered over the whole autumn term. Finally, KS5 students have seven lessons per week, and each of the four units is given 25% of teaching time; in year 12 they study Mao's China and twentieth century Russia and in year 13 complete their depth-study independent project and Rebellion and disorder under the Tudors.</p>

	<p>In all lessons, students can expect a knowledge retrieval <i>Do Now</i>, and at least 15 minutes of deliberate independent practice to help move newly acquired knowledge/skill from the working memory to the long-term memory. Although the curriculum is taught chronologically, key themes are regularly revisited across the years, making retrieval effortless whilst also deepening student understanding of their current module. Furthermore, all assessments have embedded retrieval practice and are part of a feedback and redrafting cycle, which is used to inform planning of following lessons. Moreover, knowledge organisers for each unit are used to prioritise key knowledge, and make all parties involved (student, parent, teacher) aware of what students must know and grasp by the end of each module. Knowledge organisers also include a list of key vocabulary which teachers teach explicitly, helping to build a schema which will be built upon as students move from Year 7 to Year 13.</p>
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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Topic		Toys in time	A ticket to ride	A ticket to ride		
	Key question		How have toys changed over time?	Have we always travelled in the same way?	Have we always travelled in the same way?		
	Content		<p>Identify which toys children like to play with</p> <p>Compare these with the toys their parents/grandparents played with.</p> <p>Identifying if toys are old or new.</p> <p>How Teddy Bears have changed over time.</p>	<p>George Louis Stevenson</p> <p>The Wright Brothers</p> <p>Yuri Gagarin</p>	<p>Explore how people used to travel in the past</p> <p>Compare and contrast with modern travel</p> <p>A study of how technology has changed transport focusing on: boats and ships; omnibus and buses; the railway and George Louis Stevenson; bicycles; cars; aeroplanes –the Wright Brothers;</p>		

					first space flight – 1962 Predict how transport might change and what it could look like in the future.		
	Assessment						
Year 2	Topic	Castles	How will you change the world?		Why do we get into space?		How has the seaside changed over time?
	Key question	What was it like living in a castle?					
	Content	End of unit outcome: Fact file on castles. What is it like to live in a castle? Investigating how to find out about the past. The Battle of Hastings and William the Conqueror's castle building in England and Wales (including The Tower of London) Investigate the importance of his castle building (including The Tower of London) and compare life then and now.	Case studies on Nelson Mandela, Rosa Parks, Martin Luther King. Work towards Greta Thurnberg – current youth climate activist. Discuss the idea of race and how it can divide societies. Plan and write speeches for an ideal world in the future.		History End of unit outcome: Persuasive writing on whether space travel is a good use of time and money. Look at the Race to Space and what it meant to each country, the individuals who contributed to getting people into space ('Hidden Figures', links to Autumn 2), compare different astronauts and ultimately argue whether space travel is important.		History: Discussion of why going to the seaside became popular in the Victorian times, how the culture of the seaside has changed over time and challenges the environment is now facing/ how we can protect the seaside. Persuasive letter to visit Southend beach?

	Assessment		Speeches for an ideal world.				
Year 3	Topic	Settlers of the Stone, Bronze and Iron Age		Ancient civilisations	Ancient civilisations		
	Key question	DQ: What was the most significant event/technological advance of the Stone, Bronze and Iron Age?		How did the Greeks use Myths to make sense of the World around them?	How did the Greeks use Myths to make sense of the World around them?		
	Content	Settlements of the Stone Age What was the most significant event, discovery or technological advance of the pre-historic age? Discover who the early settlers in Britain where and where they came from? Changes in Britain from the Stone to Iron Age Identify the changes that occurred in the Bronze and iron age. Investigate the Iron age Celts, who they were and how they shared their culture Learning about life in the Stone Age from studies of Skara Brae and Stonehenge		Timeline of ancient Greeks from the Bronze age (Minoan Civilization) up until the age of Alexander the Great. Evidence sources; the eruption at Thera –how Historians make sense of the past The lives and significance of Great Greeks –people who changed History The great Greek battles and wars Sparta vs Athens The empire of Alexander the Great	Timeline of ancient Greeks from the Bronze age (Minoan Civilization) up until the age of Alexander the Great. Evidence sources; the eruption at Thera –how Historians make sense of the past The lives and significance of Great Greeks – people who changed History The great Greek battles and wars Sparta vs Athens The empire of Alexander the Great		
	Assessment	Essay Question		Essay Question	Essay Question		
Year 4	Topic	Invaders: The Romans	Roman Britain			Ancient Civilisation: The Mayans	

	Key question	How did the Romans invade Britain and how successful were they?	How did the Romans change Britain forever?			What was the most significant event, discovery or technological advance of the pre-historic age?	
	Content	The Roman Empire and Caesar's first invasion of Britannia Contrast first invasion with what happened when Claudius invaded Britannia in 41AD. The Celts. Identify why the Roman military were so successful in expanding the Roman Empire In depth study into Boudicca and how she challenged the Roman occupation of Britannia The decline of Roman rule in Britain	Explore the lives of Romans in Roman Britain (including villas, roads and recreational life) Compare the Roman soldiers and their armour to that of the ancient Celts place significant events on a time line and reflect on their legacy.			History Place the rise and fall of the Mayan empire on a timeline. A day in the life –the Mayans The natural resources available in Mexico and how this affected the way of life for the Mayans How did Mayan life compare to other civilisations at the time? The end of the empire and the legacy of the Mayans	
	Assessment	Essay Question	Essay Question				
Year 5	Topic	Anglo-Saxons and Scots	Anglo-Saxons and Vikings			Baghdad and the Middle East	
	Key question	Who were the Anglo-Saxons? When did the Anglo-Saxons become Christians? How was Anglo-Saxon Britain ruled? What was Anglo-Saxon society like?	Who were the Vikings? How were ships important to the Vikings? How did the Anglo-Saxons and Vikings co-exist?			What was the Golden Age of Islam and how did it help us today?	

	Content	Anglo-Saxon religion, life and hierarchial structure. The Danes and Danelaw	Viking Britain The Danelaw Role of women in Viking society Difference between Anglo-Saxons and Vikings			How was Baghdad built? What was the Golden Age of Islam? How did Baghdad become a centre of learning? Islamic achievements: maths, science and medicine Baghdad vs. London End of Islamic Empire	
	Assessment	Essay Question	Essay Question			Essay Question	
Year 6	Topic	Ancient Egyptians	Ancient Egyptians			Conflict and Resolution	Conflict and Resolution
	Key question	What made the Ancient Egyptians one of the most formidable civilisations?	What made the Ancient Egyptians one of the most formidable civilisations?			How did the wars impact Britain and the world- what do we learn about conflict and resolution?	How did the wars impact Britain and the world- what do we learn about conflict and resolution?
	Content	Rulers of Egypt River Nile and its importance Why did the Ancient Egyptians build pyramids?	Beliefs in Ancient Egypt Afterlife in Ancient Egypt Discovery of Tutankhamun.			First World War and Empire First World War Trench Warfare Women in WW1 End of WW1	Hitler and Second World War Hitler running Germany Impact of WW2 on Britain Britain after WW2 Countries maintaining peace
	Assessment	Essay Question	Essay Question			Essay Question	Essay Question

Year 7	Topic	Migration before 1066 England in 1066	Norman Conquest and Life in Medieval England	Legacy of Norman Conquest	Rats and Rebels	Rise of Islamic Empires	Crusades
	Key question	How did migration shape our island before 1066? Why was there a crisis in England in 1066?	Why did William win the Battle of Hastings? How did William gain control of England? What was medieval life like in England?	How did William change England after 1066?	What was the impact of the Plague? Why did the Peasants Revolt?	Who can tell us most about the Silk Road? What can primary sources tell us about the Medieval Islamic World?	Why were the first crusades launched? Investigation into Saladin and Richard Lionheart
	Content	What is history and how do we write it? The Ivory Bangle Lady The legend of St George Anglo-Saxon invasion and the beginnings of the English Converting to Christianity Scandinavian migration England's migrant king: King Knut Crisis of 1066	Battle of Stamford Bridge Battle of Hastings Feudal System Domesday Book Castles Medieval towns and villages Religion in medieval England Her story in Medieval England	Feudal system Domesday book Methods of control Motte and Bailey, stone keep castles The importance of religion in Medieval society. Writing history 12 mark extended writing	<u>Causes, main events and consequences of Peasants Revolt and Plague.</u> Writing history narrative and 12 mark EW. Sources and interpretation skills	Islam Life of the Prophet Muhammad and the first four caliphs. Byzantine Empire Importance of Baghdad as a new capital city Inventions of Arab Muslims Response to the Crusades Power of the Ottoman Empire	Islam and Christianity, pilgrimages and importance of holy sites. Geopolitics of the medieval world. Lionheart & Saladin. Battle of Hattin Writing history extended 16 marks 4 SPaG. Source Usefulness and interpretation skills.
	Assessment	How did migration shape our island before 1066? Why was there a crisis in England in 1066?	Why did William win the Battle of Hastings? How did William gain control of England? What was medieval life like in England?	EOT assessment.	In class assessment on all topics	In class assessment	EOT assessment.

Year 8	Topic	Tudors to Stuarts: How did England change?	West African Kingdoms: Mali, Timbuktu, Oyo and Dahomey	British Empire and the Slave Trade	Expansion and Empire	Migration to Britain, 1730-1900	Causes of World War One
	Key question	How far did English monarchs power change from 1500 to 1649?	How was there so much learning at the 'end of the earth'? How different were the West African Kingdoms of Oyo and Dahomey?	Why did the British build an Empire? Was it a force for good or bad? What happened during the Transatlantic Slave Trade?	How did Britain expand their Empire after the Slave Trade?	How did the British Empire affect migration to Britain? Why did migrants come to Britain during the Industrial Revolution?	What was Europe like on the eve of World War One? Was World War One an accident or choice?
	Content	Henry VIII- Machiavellian Man or Renaissance Prince. Henry VIII's changes to the English Church, introduction of the Church of England and separation from the Catholic Church. The reaction of the English to the separation from the Catholic Church, dissolution of the monasteries and Pilgrimage of Grace. Henry VIII's children and their legacy- particularly looking at Elizabeth I's religious changes and expansion of British territories. The Stuart take over, gunpowder plot. Charles I and the Civil War. Impact of the Civil War on the monarchy.	Where is Africa? Why is it important as a continent? Timbuktu Manuscripts of Timbuktu Rise of Islam in West Africa Importance of Black African Muslim Scholars. Origins of the Oyo and Dahomey Explanation of the military, political, economic and religious developments of Oyo and Dahomey Comparison between Oyo and Dahomey	The first English settlement in the Americas Looking East: India The first English colony in the Caribbean: Barbados Sugar trade Why did Britain turn to West Africa for slaves? Middle passage Thistlewood's plantation Abolition movements and the importance of slave rebellions	Context: Expansion and Empire Britain as the workshop of the world, 1750-1939 Britain expansion in India, 1750-1914 Expansion in Africa, 1800-1914 Pulling it all together: Expansion and Empire	Black Britain and the road to emancipation, 1730-1833 Asian arrivals: merchant seamen, Eminent Indians in Britain Irish migration in the Industrial Revolution Black working class life Italian immigrants German immigrants Jewish immigrants Asylum seekers in 19 th century	Britain, Russia, France and Germany pre 1914 Militarism Alliances Imperialism Nationalism Assassination of Archduke Franz Ferdinand.
	Assessment	How far did English monarchs power change from 1500 to 1649?	How was there so much learning at the 'end of the earth'?	Why did the British build an Empire? Was it a force for good or bad?	How did Britain expand their	How did the British Empire	What was Europe like on the eve of

			How different were the West African Kingdoms of Oyo and Dahomey?	What happened during the Transatlantic Slave Trade	Empire after the Slave Trade?	affect migration to Britain? Why did migrants come to Britain during the Industrial Revolution?	World War One? Was World War One an accident or choice?
Year9	Topic	World War One	The Inter-War Years	The Holocaust	Second World War	Breadth study: Migration to Britain in the 20th century	Breadth study: Migration to Britain in the 20th century
	Key question	How can West London tell us the story of World War One?	What happened after World War One?	Who wanted 6 million people to die?	What did the world look like post 1945?	How has Britain been shaped by migration?	What was the impact of migration on Britain?
	Content	Weapons of World War One Key battles of World War One Soldiers who fought and died in the local area	Role of the League of Nations Manchuria Abyssinia Reaction to Hitler German rearmament Anschluss Invasion of Poland	Context of Anti-Semitism- how long has it existed? Where are its origins? Worsening persecution of the Holocaust 1933-1939.	Appeasement and causes of WW2. Key battles and case studies Potsdam and division of Germany. The start of the SPR and Cold War.	1905 Aliens Act 1919 Anti-immigration riots Interwar years for migrants Contribution of migrants and commonwealth citizens to World War Two Empire Windrush The Windrush Generation	The Windrush Generation Racism and anti-racism in the 1970s and 1980s Immigration debates 1970s and 1980s Immigration to Britain 1985-2010 British identity
	Assessment	In class assessment.	EOT assessment.	In class assessment.	EOT assessment.	In class assessment.	EOY exam
Year 10	Topic	Anglo-Saxon and Norman England	Anglo-Saxon and Norman England	Warfare 1250- present	Warfare 1250-present	Conflict in the Middle East	Conflict in the Middle East
	Key question	How did the Normans successfully take over England?	How did the Normans consolidate their power in England?	How has the nature of warfare changed since 1250?	How has the experience of warfare changed, and how did it affect London in WW2?	How did the birth of the state of Israel cause conflict in the Middle East? (1948-73)	To what extent were attempts at a solution to conflict in the Middle East

							successful? (1974-95)
	Content	Anglo-Saxon Society. The Godwin family and their power. Strengths and weaknesses of Edward the Confessor. Harold Godwinson's embassy to Normandy. Death of Edward the Confessor. Succession crisis and the candidates to the throne. Battle of Gate Fulford, Stamford Bridge and Hastings. Why did William win the Battle of Hastings? Early years of William as King of England (March to London and establishment of castles)	Motte and Bailey Castles. Causes and outcomes of Anglo-Saxon resistance, 1068-71 The legacy of resistance to 1087 Revolt of the Earls, 1075 The feudal system and the Church Norman government Norman aristocracy William I and his sons.	The nature of warfare 1250-present including The Battle of Falkirk, 1298 The Battle of Agincourt, 1415 The Battle of Naseby, 1645 The Battle of Waterloo, 1815 The Battle of Balaklava, 1854 The Battle of the Somme, 1916 The Iraq War, 2003	The experience of warfare, 1250-present including Recruitment of soldiers Training of soldiers The civilian experience of warfare London as a target during the Blitz London's response The impact of the bombing on civilians	The British withdrawal and the creation of Israel. Aftermath of the 1948-49. Increase in tension, 1955-63 The Six Day War, 1967 Aftermath of the 1967 war Israel and Egypt, 1967-73.	Diplomatic negotiations- Kissinger, reopening the Suez Canal, Sadat's visit to Israel. The Palestinian Issue, Arafat's speech to the UN, PLO activities and Israeli reprisals. Attempts at a solution.
	Assessment		Assessment on GCSE topics from Autumn term				Full Paper 1 and Paper 2 mock
Year 11	Topic	Weimar and Nazi Germany	Weimar and Nazi Germany	Warfare through time	Revision	Revision	Exams
	Key question	How, and why, did Hitler rise to power in 1933?	How did Hitler create a dictatorship in Germany?	How did the nature and experience of warfare change from 1250-present?	Anglo Saxons and Normans Warfare through time	Weimar and Nazi Germany Conflict in the Middle East	
	Content	Germany after World War One Threats to the Weimar Republic 1923 as a year of crisis Stresemann saving the Weimar Republic Origins of the Nazi Party Munich Putsch Nazi Party after 1924	What methods did the Nazis use to consolidate power? The Police State Effectiveness of the Police State Propaganda Opposition Women Youth	Nature of Warfare 1250 – present Experience of Warfare 1250-present Case studies The Blitz	Anglo Saxon England and the Norman Conquest William I in power: securing the kingdom, 1066-87 Norman England, 1066-88	The Weimar Republic 1918-29 Hitler's rise to power 1919-33 Nazi control and dictatorship, 1933-39	

		Wall Street Crash Impact of the Wall Street Crash on Germany Hitler's rise to power	Unemployment Minorities		Nature and experience of warfare 1250- present Case studies The Blitz	Life in Nazi Germany, 1933- 39 The birth of the state of Israel, 1945-63 The escalating conflict, 1964- 73 Attempts at a solution, 1974- 95	
	Assessment	In class assessment on entire of Paper 2	Mock exams- full paper 1 and 2	Paper 2 mock	Paper 1 and 3 in class	Paper 1, 2 and 3 in class	GCSE exams
Year 12 Russia	Topic	Theme 1 Communist government, 1917-85	Theme 2 Industrial and agricultural change, 1917-85	Theme 3 Control of the people, 1917-85	Theme 4 Social developments, 1917-85	Section C What explains the fall of the USSR, C1985- 91?	Coursework preparation
	Key question	How did a band of revolutionaries control the whole of Russia?	How did Russia develop from a third world country in 1928 into military and technological superpower by 1953?	Was terror the only way to control Russia?	Was complete social security worth a life of suppression?	Was Gorbachev to blame for the collapse of the Soviet Union in 1991?	What are historical interpretation s? How do you write an academic essay?
	Content	<ul style="list-style-type: none"> Establishing Communist Party control, 1917–24: the creation of a one-party state and the party congress of 1921; the nature of government under Lenin; the growing centralisation of power. Stalin in power, 1928–53: the elimination of opponents in government and party 	<ul style="list-style-type: none"> Towards a command economy, 1917–28: the nationalisation of industry; War Communism and the New Economic Policy; state control of industry and agriculture. 	<ul style="list-style-type: none"> Media, propaganda and religion: state control of mass media and propaganda; attacks on religious beliefs and practices. The personality cults of Stalin, Khrushchev and Brezhnev. The secret police: attacks on opponents of the government; the roles of Yagoda, Yezhov and Beria; 	<ul style="list-style-type: none"> Social security: full employment, housing and social benefits, 1917–53. Khrushchev, Brezhnev and the promotion of a stable society, 1953–85. 	<ul style="list-style-type: none"> The significance of the economic weaknesses of the USSR and the failure of reform. The effects of Gorbachev's failure to reform the 	Interpretation skills and structuring a 4,000 word answer.

		<ul style="list-style-type: none"> Government, 1953–85: changes in leaders' control of the state across the period 	<ul style="list-style-type: none"> Industry and agriculture in the Stalin era: the Five-Year Plans and industrial change; agricultural collectivisation and its impact Changes in industry and agriculture, 1953–85, including: the promotion of light industry, chemicals and consumer goods; investment in agriculture and the Virgin Lands Scheme 	<p>Andropov's suppression of dissidents, 1967–82; the continued monitoring of popular discontent, 1982–85.</p> <ul style="list-style-type: none"> The state and cultural change. 	<ul style="list-style-type: none"> 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. Education and young people: the growth of primary, secondary and higher education; the reduction of illiteracy; state control of the curriculum. 	<p>Communist Party and the Soviet government.</p> <ul style="list-style-type: none"> The impact of the nationalist resurgence in the late 1980s in the Soviet republics and in the communist states of Eastern Europe. How far Gorbachev and Yeltsin can be seen as responsible for the collapse of the USSR in 1991. 	
	Assessment	Exam practice 20 mark exam questions on Establishing Communist Party Control and Stalin's methods of Terror.	Assessment on Exam practice 20 mark question on changes to economy from Lenin to Stalin and Human cost of Stalin's policies.	Exam practice 20 mark question on the use of terror in Lenin and Stalin's reign and the decline of terror.	In class assessment Exam practice 20 mark question on the use of terror in Lenin and Stalin's reign and the decline of terror.		EOY assessment Full Russia paper.

Year 12 China	Topic	Key Topic 1: Establishing Communist rule, 1949- 65.	Key Topic 2: Agriculture and Industry 1949-65.	Key Topic 3 The cultural Revolution and its aftermath 1966- 76	Key Topic 4 Social and cultural changes, 1949- 76	Source and essay skills	Coursework preparation
	Key question	How did Mao establish communist rule?	How did Mao change agriculture and industry in China from 1949- 65?	How successful was Mao's Cultural Revolution?	Did the communist party improve the lives of people in China?	How to write the perfect essay and source response	What are historical interpretations ? How do you write an academic essay?
	Content	<ul style="list-style-type: none"> China in 1949- aftermath of the Civil War, and state of China's industry, agriculture and national infrastructure. The new power structure- different roles of the CCP, the role of the People's Liberation Army (PLA) and growth of democratic centralism. Defeating the CCP's opponents- the three and five antis movements, use of terror against opponents of Communist rule, reunification campaigns and Hundred Flowers. China and the Korean War. 	<ul style="list-style-type: none"> Early changes in agriculture, 1949-57: attacks on landlordism; the redistribution of land; moves towards agricultural The communes and their organisation; communal living; the abolition of private farming; Lysenkoism; the Great Famine of 1958-62; The First Five- Year Plan, 1952-56: the USSR's financial and technical support; the plan's targets, 	<ul style="list-style-type: none"> Mao's reasons for launching the Cultural Revolution: divisions within the CCP between ideologues and pragmatists; the quest for permanent revolution The Red Guards and Red Terror: Mao's hold on young people; the mass rallies of 1966; Attacks on Mao's political and class enemies: Liu Shaoqi and Deng Xiaoping; Lin Biao; Winding down the Cultural Revolution, 1968-76: restoration of order by the PLA; 'up to the mountains and down to the villages' campaign; the return to power of Deng Xiaoping and the death of Mao. 	<ul style="list-style-type: none"> The changing status of women: foot binding; the Marriage Law 1950; the impact of collectivisation and the communes on women's lives; women and the family. Education and health provision: the growth of literacy; Pinyin; the collapse of education after 1966; the barefoot doctors; successes and failures of healthcare reform. Cultural change: 	<p>Creating a successful criteria, to ensure that all essays have a successful judgement.</p> <p>Analysing sources, using CNOP to weigh up sources and come to a judgement as to which source is more valid/useful.</p>	<p>Interpretation skills and structuring a 4,000 word answer.</p>

			<p>successes and failures.</p> <ul style="list-style-type: none"> The Second Five-Year Plan (the Great Leap Forward), 1958– 62: Mao’s reasons for launching it; state-owned enterprises; the successes and failures of the second Plan. The Lushan Conference 1959. Liu, Deng and economic reform, 1962– 65. 		<p>attacks on traditional culture in towns and countryside; the role of Jiang Qing; the imposition of revolutionary art and culture. Religion: attacks on Buddhism, Confucianism, Christianity, Islam and ancestor worship</p>		
	Assessment	Timed, in-class essays	Assessment on themes 1-2		Timed, in-class essays		End of year mock exam
Year 13 Tudor Rebellion	Topic	Early Tudor rebellions	Challenges to the rule of Elizabeth I	Central and regional Tudor government, 1485-1603	Writing and source analysis skills	Revision	
	Key question	How dangerous were the rebellions faced by the male Tudor monarchs?	How did Elizabeth I deal with threats to her position on the throne?	How did government from the centre and localities change over the Tudor period?	What does historical analysis look like?	What’s the best way to prepare for an exam?	
	Content	<ul style="list-style-type: none"> Henry VII’s usurpation of the crown The securing of the Tudor dynasty Threats from Simnel and Warbeck Threats to Henry VIII’s religious settlement The Pilgrimage of Grace Economic problems of the mid-Tudor period 	<ul style="list-style-type: none"> Elizabeth’s changing religious settlement Discontent of the northern nobility The Northern Rising, 1569 The war with Spain 	<ul style="list-style-type: none"> Church-state relations The changing role of parliament Religious reforms of the Tudor monarchs Changes to regional governance Growing Tudor control of the country 	<ul style="list-style-type: none"> The structure of an A* quality essay Integrating and developing high-quality evidence Evaluating the usefulness of sources 	<ul style="list-style-type: none"> Key topics identified from mock exams to revise. 	

		<ul style="list-style-type: none"> Kett's Rebellion, 1549 	<ul style="list-style-type: none"> English governance in Ireland The Nine Years' War 				
	Assessment	Timed, in-class essays	Mock exam	Timed, in-class essays	Mock exam		End of course exams
Year 13 Coursework	Topic	Communist States		Writing Napoleon coursework.	Russia Consolidation	China Consolidation	Exams
	Key question	How far did life for normal citizens change under communist rule in Russia?		What does a A* piece of coursework look like?	How far did Russia change from Lenin to Yeltsin?	How did Mao change China forever?	Exams
	Content	<ul style="list-style-type: none"> Social security: full employment, housing and social benefits, Women and the family: the changing status of different groups of women in towns and countryside Education and young people 		Model answers, quick and regular feedback.	See above Y12 Russia.	See above Y12 China.	Exams
	Assessment	4,000 word essay	Draft submission	Final submission			Exams