The History Curriculum

The Tupton Hall History curriculum aims to engage students in local, national and international history. Additionally, we seek to provide students with the skills required to be successful historians as well as skills that will support their learning in other subjects taught at THS. Each lesson has an enquiry question to focus students' learning and the units studied and their associated assessments seek to become progressively challenging as students move through the years and key stages. Students are expected to regularly make links between the units we teach so they can make connections across and between units. Resources are differentiated to ensure all students can access the lessons but are also challenged by them. Students will learn key terminology as part of the study of this subject that we encourage them to use in their written and verbal responses in lessons. We also seek to encourage students to read texts connected to the topics being studied through our 'Love History, Love Reading' focus. Most importantly of all, we seek to foster an interest in History in all our students and a love of the subject in as many students as possible. We want them to recognise that History is all around us and helps us to understand the world today.

Extra-curricular

The History Department offers regular revision sessions as we approach assessment periods. We also run a variety of trips throughout the year with a local and national focus including trips to Cromford and the Holocaust Centre. Additionally, House based competitions are run across all year groups. The Latin and Classics club will allow students to explore the ancient world in greater detail. Students will also be encourage to come to the Debate Club to help develop analytical thinking and oracy skills as well as sparking engagement in historical topics.

Curriculum Intent

The intent of our mathematics curriculum is to develop learners who:

- Become passionate Historians;
- Develop into resilient, independent learners;
- Have a strong awareness that history is all around them and is not just something that happens elsewhere;
- Have a strong understanding of how Britain's institutions, government, and society have changed over time, the struggles and key turning points within it. Students will have a sound chronological knowledge from 1066 (as well as the Roman unit before) and be able to understand Britain's place in the world.
- Understand how history is shaped through a focus on the changing power of religion, monarchs, ordinary people and countries;
- Understand that current events in the world are often shaped by previous historical events. "We are not the makers of history. We are made by history." Martin Luther King JR
- Have a sound understanding of the skills of a historian and key historical terminology, which includes the ability to apply them to other subjects;
- Are inquisitive and can make links between events across time periods;
- Possess the ability to progress readily to the next stage of their study of History;
- Take pride in their achievements in this subject.
- Explore and celebrate diversity through issues such as race, gender, sexuality etc.

Curriculum Implementation

We implement the intent of our curriculum through:

- An awareness that students join THS from over 30 feeder primary schools and therefore have a varied experience of this subject. As a result we start with a skills unit and move into a unit many students will have some familiarity with.
- The provision of schemes of work which are clear so they can be followed by specialist and non-specialist staff making clear the rationale behind that scheme and the methods of student assessment.
- Ensuring that all lesson are planned by experienced history teachers including the accompanying resources which staff can adapt to meet the needs of their classes and students within them;
- Adopting a collegiate approach to lesson improvement as all lessons amended by staff are accessible to all teachers
- Ensuring all assessments have mark schemes complete with exemplar responses to ensure the consistency of marking across all classes;
- Having the expectation that students will use historical language routinely in lessons;
- Building on prior knowledge and making links between historical events within and across units to ensure knowledge is secure;
- Having a routine expectation that students will show resilience in every lesson, and we support this through independent learning resources;
- Ensuring that the opportunity to take part in curriculum enrichment activities at appropriate points is available to all students, which enhances their learning experience;
- Having a reflective approach to the continuing professional development of History teachers through mutual support, access to exam board courses as well as a wide variety of training available through National College membership

Subject	History		Year Group:	7		
Unit/Topic	1. Historical Skills	2. The Romans	3 The Romans	4 Anglo-Saxon and Medieval England	5 Medieval England	6 Medieval England
Disciplinary skills and concepts	Chronology Significance Source skills Structuring and using own knowledge	Sources Interpretations Cause and consequence Structuring and using own knowledge	Sources Interpretations Cause and consequence Structuring and using own knowledge	Structuring and using knowledge Chronology Change and continuity Significance	Structuring and using knowledge Cause and consequence Change and continuity Using sources	Structuring and using knowledge Cause and consequence Using sources Analysing historical interpretations
Knowledge	How is history structured and how does chronology work? How do historians use primary and secondary sources? What makes an event or person significant?	What was life like in a Roman city? What did ancient Romans believe? What can we learn from the archaeological evidence of Pompeii and ancient literature?	How did Roman politics work? How did the empire become so powerful? How did trade help the Roman economy? What did Romans believe about food, health and diet? What can we learn overall from archaeological evidence?	What was the Anglo-Saxon period like? How powerful were Anglo-Saxon kings? Who should be King of England in 1066?	How powerful were medieval kings, and the medieval Church?	How powerful were ordinary people during the Medieval Period?
Recall/review from previous learning	Every lesson	Every lesson	Every lesson	Every lesson	Every lesson	Every lesson
Assessment	Formative assessment – In class questioning Self and peer assessment of homework and extended writing . Assessment is 'Who deserves to be on the UK's new currency?' – students look at 6 significant individuals and argue who should be on the note.	Formative, teacher questioning, peer assessment. Knowledge Test, combining Historical skills and Roman knowledge.	Roman Museum assessment. Having studied the archaeology and various archaeological methods, students will design a 'Roman Museum'. They will choose 3 artefacts / buildings / literature etc. to go in the museum and will explain their choices, focusing on their utility – what can we learn from these artefacts? Are they typical or unique etc.	Extended writing "William's leadership was the main reason he won the Battle of Hastings". How far do you agree with this statement?		Explain why there was a peasants' revolt in 1381
Cultural Capital, Equality, Diversity Inclusion	Discussion around using religious terms (BC and AD) versus non-religious ones (BCE / CE). Students learn the value of studying the past and are able to understand their place in the world's history.	We will explore the diversity within the empire, migration and citizenship issues.	Further development of classical knowledge. Cultural links will be made throughout to modern literature, classical architecture etc. Students will be encouraged to attend the Classics and Latin club. Impact of the	Comparison between England and other places across the globe.	Structure and power of Medieval society The importance of religion in Medieval people's lives. Comparison of England and other areas of the world.	Structure and power of Medieval society The importance of religion in Medieval people's lives. Comparison England and other areas of the world.

			Romans in Britain also looked at.			
Why this? Why now?	Students come from primary feeder schools with vastly different experiences of History. This ensures basic skills and concepts are understood by all. The written work on Mark Pullen allows a baseline to be taken of students' literacy abilities.	Classical topics have been neglected at KS3. This course based on one from Cambridge University seeks to improve students' knowledge of the Ancient World and encourage them to study it in more detail than at KS1/2	This unit also introduces some key concepts such as empire, migration, economic history and citizenship which will all be revisited in future units.	This unit picks up where most KS2 units finish chronologically. Thus students' are able to further their knowledge of Britain's history.	Power is a theme which will be revisited in future units so power of the Church and monarchy is a key part of this.	Again this solidifies chronological knowledge and allows students to see that change isn't necessarily better (comparison with Rome)
Literacy/Numeracy/Oracy	Literacy – Extended writing, persuasive writing, analysis. Numeracy – chronology and use of supporting statistics. Oracy – group discussions and debate over the most significant person.	Literacy – Students will read chapters from the book 'Amaranthus and his neighbourhood' by Caroline Lawrence. Additional ancient literary sources will also be used throughout such as Pliny.Numeracy – chronology and use of supporting statistics.	Literacy – Continued reading and writing. Numeracy – statistics in trade lessons Oracy – students encouraged to read aloud.	Literacy – Extended writing, description, explanation, analysis. Numeracy – chronology and use of supporting statistics.	Literacy – Extended writing, description, explanation, analysis. Numeracy – chronology and use of supporting statistics.	Literacy – Extended writing, description, explanation, analysis. Numeracy – chronology and use of supporting statistics.

Year 8

Subject	History		Year Group:			
Unit/Topic	1. Tudors and Stuarts	2. Britain 1700- 1900	3. From Empire to equality?	4. World War I	5. World War I	6. Wonderful women
Skills	 Structuring and using knowledge Chronology Cause and consequence Change and continuity Significance Using sources Analysing interpretations 	 Structuring and using knowledge Chronology Cause and consequence Change and continuity Significance Using sources Analysing interpretations 	 Analysing Interpretations Structuring and using own knowledge Cause and consequence Chronology 	 Using sources Significance Cause and consequence Structuring and using knowledge Chronology 	 Using sources Significance interpretation Structuring and using knowledge Chronology 	 Using sources Significance Change and Continuity Structuring and using knowledge Chronology
Knowledge	How far the power of the Church, monarchy and the ordinary people changed during this period. How the religious turmoil of this time impacted the lives of ordinary people?	What life was like during this period and how the government sought to improve this? How ordinary people fought for better living and working conditions along with greater political power? What inventions transformed Britain and its place in the world?	What was the British Empire? Conflicting perspectives on the British Empire. What was Africa like? How did slavery begin? What was it like to be a slave? Why did slavery end (UK)? What happened after the abolition of slavery and which individuals were important in the American Civil Rights movement?	What caused this war and what impact did it have? How did new inventions lead to a deadlier style of warfare as well as better medical treatment?	What can sources tell us about conditions in the trenches? What was warfare like in the First World War? The ending of the war – Treaty of Versailles.	How did women fight for the right to vote in the UK in the early 20 th century? What key women have had a significant role? How have other women contributed to society in History and why have they often been overlooked?
Recall/review from previous learning	Every lesson	Every lesson	Every lesson	Every lesson	Every lesson	Every lesson
Assessment	Was Cromwell a good leader of England?	What should a statue of Richard Arkwright look like?	Was the British Empire a force for good?	Give two features of trenches. Write a narrative account explaining how WWI began.	Knowledge test, formative assessment etc.	Explain why 'x' was a significant woman in history.
Cultural Capital, Equality, Diversity Inclusion	Students will know how the religious turmoil of this period has influenced the country they now grow up in. They can identify key features of Catholic and Protestant religions. The roles of democracy, government and	Knowledge of Britain's political system and how it has changed over time. The changing criteria of greatness over time through our study of Colston and Arkwright and trip to Cromford. Local history to be brought in.	The impact of the British Empire for both good and ill domestically and globally including the treatment of native populations. Understanding of how the empire led to many people migrating from colonies to Britain and	Local history included at the beginning with the study of the Tupton War Memorial and the excellent website detailing the men who died there.	Students create a soldier's scrapbook building empathy. The literature and poetry of the war are explored. Investigation into the diversity of those fighting in the war – not just Britain v Germany – the role of the colonies etc.	The importance of protest in gaining change and the success or failure of different methods.

	monarchy will be explored.		the benefits and difficulties this has brought.			
Why this? Why now?	Building on chronological understanding of Britain and its place in the world. Democracy, government and monarchy will be important themes in this year and will link with other units.	This is an opportunity for us to explore some local history – Cromford's cotton mill, Clay Cross' coal, Sheffield's overcrowded living conditions etc. Students will see how the advances made in this period have had a direct impact on their life.	Allows students to understand how the empire led to cultural diversity within the country. It also highlights a prominent historical debates — should statues celebrating imperialists and slavers be removed? How should historians and schools tackle Britain's imperialist past?	The First World War changed the course of history and particularly that of Britain and Europe. Students will understand how it directly affected themselves and the community they live in.	The First World War changed the course of history and particularly that of Britain and Europe. Students will understand how it directly affected themselves and the community they live in.	The fight for equal rights remains as highly important for students to understand.
Literacy/Numeracy/oracy	Literacy – Extended writing, description, explanation, analysis. Numeracy – chronology and use of supporting statistics. Oracy – mock trial of Charles I	Literacy – Extended writing, description, explanation, analysis. Numeracy – chronology and use of supporting statistics. Oracy – students will present to the class in small groups.	Literacy – Extended writing, description, explanation, analysis. Numeracy – chronology and use of supporting statistics. Oracy – discussion and questions	Literacy – Extended writing, description, explanation, analysis. Numeracy – chronology and use of supporting statistics.	Literacy – Extended writing, description, explanation, analysis. Numeracy – chronology and use of supporting statistics. Oracy – students read out poetry	Literacy – Extended writing, description, explanation, analysis. Numeracy – chronology and use of supporting statistics. Oracy – civil rights speeches

Year 9

Subject	History		Year Group			9
Unit/Topic	The inter-war period	The Second World War and the Holocaust	The Second World War, the Holocaust and the ending of empire	Britain in the 1960s: Did the 1960s herald a new Britain?	Britain in the 1960s / The Cold War	The Cold War
Skills	 Cause and consequence Significance Structuring and using knowledge Chronology 	 Using sources Analysing Interpretations Structuring and using knowledge Chronology 	 Using sources Analysing Interpretations Structuring and using knowledge Chronology 	 Structuring and using knowledge Interpretations Analysing sources Change and continuity Chronology 	 Using sources Analysing Interpretations Structuring and using knowledge Chronology 	 Using sources Analysing Interpretations Structuring and using knowledge Change and continuity Chronology
Knowledge	How did the Treaty of Versailles lead to increased hostilities? The rise of dictatorship in Europe. Was Britain's appeasement policy a mistake?	Who fought in WWII? What was life like for ordinary civilians in WWII? Can we trust primary sources given the propaganda and censorship? Local History – Should we believe the Mi Amigo story?	What was the Holocaust? Why is the Holocaust still important to remember today? Has the world learnt the lessons of the Holocaust? The end of the British Empire.	Were the sixties really all that swinging? Music, fashion, inventions etc., Was the post war era particularly difficult? Why did teenagers feel the need to rebel? Hippies, Rockers etc. What fights for equality took place in this period? Race, women, homosexuals Alan Turing etc. How did women's' lives change? Contraceptive pill etc.	Completion of 1960s unit and then: What caused the Cold War? The early Cold War 1945-1962 Tensions over Taiwan Tensions over Germany The Korean War McCarthyism and anticommunist hysteria. Peaceful co-existence Cuba	The Cold War 1960-1991 Vietnam conflict and impact on domestic policies in the USA connecting to civil rights unit and suffrage unit with protest methods. Détente Afghanistan The ending of the Cold War Implications of the Cold War for the world today including the expansion of NATO.
Recall/review from previous learning	Every lesson	Every lesson	Every lesson	Every lesson	Every lesson	Every lesson
Assessment	Explain why Germany disliked the terms of the Treaty of Versailles.	Blitz source analysis	Blitz source analysis	Interpretations – was the 60s all that swinging?	ТВС	ТВС
Cultural Capital, Equality, Diversity Inclusion	Understanding of how this period carved up Europe and understanding of the tensions arising from this.	Visit to the Holocaust Centre and Nazis' policies of discrimination Local history relevant in Tupton Blitz bombing investigation and Mi Amigo in Sheffield. Students are able to see how these events shaped the world they live in.	Visit to the Holocaust Centre and Nazis' policies of discrimination Local history relevant in Tupton Blitz bombing investigation and Mi Amigo in Sheffield. Students are able to see how these events shaped the world they live in.	Students will understand how issues around race, class, gender, sexuality became increasingly debated. Cultural capital in the form of music and fashion. Students will see that Britain varied widely between London and rural areas. Windrush generation, Notting Hill Riots included.	Recognition that current European events such as Ukraine Taiwan have their seeds in the Cold War	Recognition that current European events such as Ukraine Taiwan have their seeds in the Cold War

Why this? Why now?	This unit forms an	Students are able to see	Students are able to see	Students explore the		
	essential link of	how these events shaped	how these events shaped	cultural impact of this		
	understanding between	the world they live in.	the world they live in.	period. They are able to		
	the two world wars.	Continuing development	Continuing development	link issues of power,		
		of chronological	of chronological	democracy, race to		
		understanding of British	understanding of British	previous units.		
		history.	history.			
Literacy/Numeracy/	Literacy – Extended	Literacy – Extended	Literacy – Extended	Literacy – Extended	Literacy – Extended	Literacy – Extended
Oracy	writing, description,	writing, description,	writing, description,	writing, description,	writing, description,	writing, description,
	explanation, analysis.	explanation, analysis.	explanation, analysis.	explanation, analysis.	explanation, analysis.	explanation, analysis.
	Numeracy – chronology	Numeracy – chronology	Numeracy – chronology	Numeracy – chronology	Numeracy – chronology	Numeracy – chronology
	and use of supporting	and use of supporting	and use of supporting	and use of supporting	and use of supporting	and use of supporting
	statistics.	statistics.	statistics.	statistics.	statistics.	statistics.
	ToV dbate.	Students are able to speak	Students are able to speak			
		with aa Holocaust survivor	with aa Holocaust survivor			

<u>Year 10</u>

Subject	History		Year Group	10		
Unit/Topic	Paper 1 – Medicine in Britain, c1250 to present. Medieval Medicine and Renaissance Medicine	2. Paper 1 – Medicine in Britain, c1250 to present Early Modern and Medicine during the Modern Period	3. Paper 1 – Medicine in Britain, c1250 to present Modern Medicine and The British sector of the Western Front: injuries, treatment and the trenches	4. Paper 2 - Early Elizabethan England, 1558–88	5. Paper 2 - Early Elizabethan England, 1558–88	7. The American West
Skills	AO1 - Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2 - Explain and analyse historical events and periods studied using second-order historical concepts.	AO1 AO2	AO1 AO2 AO3 - Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.	AO1 AO2	AO1 AO2	AO1 AO2
Knowledge	Ideas about the cause of disease and illness Approaches to prevention and treatment	Ideas about the cause of disease and illness Approaches to prevention and treatment	Ideas about the cause of disease and illness Approaches to prevention and treatment. The impact of World War I on the nature of injuries, methods of evacuation of casualties and treatments. The role or organisations such as the RAMC. The role of individuals.	The importance of religion during this period. Revolts against the crown. International relations with a focus on Spain. The Spanish Armada. Society, education and leisure. Voyages of exploration.	The importance of religion during this period. Revolts against the crown. International relations with a focus on Spain. The Spanish Armada. Society, education and leisure. Voyages of exploration.	The lifestyle of the Plains Indians White American Migration The concept of 'Manifest Destiny' The Gold Rush Law and order in mining towns
Recall/review from previous learning	Every lesson	Every lesson	Every lesson	Every lesson	Every lesson	Every lesson
Assessment	Memory recall activities GCSE style exam questions	Memory recall activities GCSE style exam questions	Memory recall activities GCSE style exam questions	Memory recall activities GCSE style exam questions	Memory recall activities GCSE style exam questions	Memory recall activities GCSE style exam questions

Cultural Capital, Equality, Diversity Inclusion	Discoveries, individuals and medical methods / beliefs.	Discoveries, individuals and medical methods / beliefs.	Discoveries, individuals and medical methods / beliefs.	Puritanism, Protestantism and Catholicism. Views about the role of women from that period.	Elizabethan society compared to our own.	Lifestyle of the Plains Indians and its relevant to current environmental issues. Prejudice and discrimination against Native American Indians
Literacy/Numeracy	Literacy – Extended writing, description, explanation, analysis. Numeracy – chronology and use of supporting statistics.	Literacy – Extended writing, description, explanation, analysis. Numeracy – chronology and use of supporting statistics.	Literacy – Extended writing, description, explanation, analysis of sources. Numeracy – chronology and use of supporting statistics.	Literacy – Extended writing, description, explanation, analysis. Numeracy – chronology and use of supporting statistics.	Literacy – Extended writing, description, explanation, analysis. Numeracy – chronology and use of supporting statistics.	Literacy – Extended writing, description, explanation, analysis. Numeracy – chronology and use of supporting statistics.

Subject	History		Year Group	11		
Unit/Topic	1. The American West	1. Weimar and Nazi Germany, 1918–39	2. Weimar and Nazi Germany, 1918–39	3. Weimar and Nazi Germany, 1918–39 and revision	Revision	
Skills	AO1 AO2	AO1 AO2 AO3 These assessment objectives are defined on the Year 10 page. AO4: Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical	AO1 AO2 AO3 AO4	AO1 AO2 AO3 AO4	A01 A02 A03 A04	
Knowledge	The challenges and experiences of the Homesteaders The rise and fall of the Cattle Industry Law and Order 2 Conflict and tension between the Plains Indians, settlers and US government The destruction of the Plains Indians' way of life.	events studied. The Weimar Republic: Challenges and Successes	The collapse of democracy and the rise of the Nazis. Nazi methods of control.	The position of women and the youth in Nazi Germany. Nazi economic policy. Opposition to Nazi rule. The treatment of minorities.	Review all topics studied.	
Recall/review from previous learning	Every lesson	Every lesson	Every lesson	Every lesson	Every lesson	
Assessment	Memory recall activities GCSE style exam questions	Memory recall activities GCSE style exam questions.	Memory recall activities GCSE style exam questions.	Memory recall activities GCSE style exam questions.	Memory recall activities GCSE style exam questions.	
Cultural Capital, Equality, Diversity Inclusion	Lifestyle of the Plains Indians and its relevant to current environmental issues. Prejudice and discrimination against Native American Indians	Democracy and dictatorship – what are they and what are their strengths and weaknesses?	Manipulation of the media, propaganda and the importance of using objective news sources.	What happens when discrimination isn't challenged?		
Literacy/Numeracy	Literacy – Extended writing, description, explanation, analysis of sources and interpretations.	Literacy – Extended writing, description, explanation, analysis of sources and interpretations.	Literacy – Extended writing, description, explanation, analysis of sources and interpretations.	Literacy – Extended writing, description, explanation, analysis of sources and interpretations.	Literacy – Extended writing, description, explanation, analysis of sources and interpretations.	

Numera	cy – chronology Numer	acy – chronology	Numeracy – chronology	Numeracy – chronology	Numeracy – chronology
and use	of supporting and use	e of supporting	and use of supporting	and use of supporting	and use of supporting
statistics	. statistic	cs.	statistics.	statistics.	statistics.

<u>Year 12</u>

Subject	History		Year Group	12		
Unit/Topic	Unit 1 Section 1: Pressure for Change 1783-1812 The British political system 1783 Pitt the Younger as Prime Minister- 1783-1793	Unit 1 Economic developments 1783-1812 Impact of the French Wars Social developments 1783- 1812	Unit 1 Pressures on government 1789-1812 Section 2: Government and a changing society The Tory government led by Lord Liverpool 1812- 1827	Unit 1 The Tory government from 1827 Economic developments 1812-1832	Unit 1 Social developments 1812- 1832 Pressures for change 1812-1832	Unit 1 Movement towards greater democracy 1812- 1832
	Unit 2 The Causes of the Cold War, 1945-1949	Unit 2 The Widening of the Cold War, 1949–1955	Unit 2 The Widening of the Cold War, 1949–1955 contd.	Unit 2 The Global War, 1955– 1963	Unit 2 The Global War, 1955– 1963	Unit 2 Confrontation and cooperation, c1963–1972
Skills	AO1: demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance. AO2: Source analysis and evaluation. AO3: Analysis and evaluation of interpretations.	AO1: demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance. AO2: Source analysis and evaluation. AO3: Analysis and evaluation of interpretations.	AO1: demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance. AO2: Source analysis and evaluation. AO3: Analysis and evaluation of interpretations	AO1: demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance. AO2: Source analysis and evaluation. AO3: Analysis and evaluation of interpretations	AO1: demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance. AO2: Source analysis and evaluation. AO3: Analysis and evaluation of interpretations	AO1: demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance. AO2: Source analysis and evaluation. AO3: Analysis and evaluation of interpretations
Knowledge	Unit 1 – Political, economic and social developments. Government challenges. Develop an understanding of the Industrial Revolution; reaching judgements on the causes and making links to the resulting social and then political change: understanding the workings of the political system and appreciation of the evident flaws within the system	Unit 1 – Political, economic and social developments. Government challenges. Understanding of the declining role of the Monarchy – the developing parliamentary system with the emerging two-party system. The Impact of the wars; economically and socially; food shortages and the growth of new markets.	interpretations. Unit 1 – Political, economic and social developments. Government challenges. Greater democracy. Enlightened Tories: growing divisions; the emergence of Free-er trade economic policy. Penal code reform Understanding the changes in agriculture, population and the resulting urbanisation.	interpretations. Unit 1 – Political, economic and social developments. Government challenges. Greater democracy. Challenges to the government; the growth of extra parliamentary groups, radicalism and socialism. The anti-slavery movement; the use of outside pressure to force change.	interpretations. Unit 1 – Political, economic and social developments. Government challenges. Greater democracy. The emergence of the Whigs and reform platform; the campaign for parliamentary reform; both inside and outside of parliament; the Days of May and the prospect of a revolution.	interpretations. Unit 1 – Political, economic and social developments. Government challenges. Greater democracy. The reform era under the Whig administration: the impact of the Great Reform Act; the abolition of Slavery and the extension of rights to Non- conformists: Education and Factory reform. The introduction of the Poor Law Amendment Act

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	Unit 2 – The causes of the Cold War and early tensions between the USA and USSR Understanding of the Post War world; conflicting ideologies of Capitalism and Communism; the emerging post war objectives and the development of Eastern Europe as a USSR dominated Buffer zone. UC foreign policy moves from isolationism to direct involvement; the Truman Doctrine and the Marshall Plan	Growing Governmental debt and strategies introduced to raise revenue. Unit 2 – The Cold War in Asia and Europe. The impact of the Cold war on US domestic politics. The US relations with Japan The loss of China and the emergency of McCarthyism – US restrictions on liberties. The emergence of an aggressive foreign policy under Eisenhower. Increased conflict Korean War	Understanding the associated problems with rapid industrialisation; especially socially. The role on individuals in the process of industrialisation: techniques and new technology. Unit 2 - The Cold War in Asia and Europe. The impact of the Cold war on US domestic politics. The Role of the UN and USA as the Global policeman Conflict in German; division, conflicting aims, currency reform and the creation of East and West Germany; the blockade, airlift and the Hallstein Doctrine	Moral and philanthropic movements. Problems in Ireland; issues of Catholic Emancipation Unit 2 – Peaceful coexistence. Events in Asia and Europe. The Cuban Missile Crisis. The Death of Stalin and the emergence of Khrushchev; the secret speech. Events in Europe: Poland, Hungary and Germany. Arms Race and the Space Race: summits and diplomacy.	The role of groups and individuals and pressure groups. Unit 2 – Peaceful coexistence. Events in Asia and Europe. The Cuban Missile Crisis. Conflict in Berlin and the Cuba Crisis: the threat of nuclear war and the role of both the USSR and the USA in bringing the crisis to a peaceful resolution	and the opposition it generated Unit 2 – Vietnam. The division of Vietnam – the rule of Diem in the Sooth; persecution of the Buddhists . Corruption and Nepotism. The development of the Communist North under Ho Chi Minh US policy towards Vietnam under the US presidents of Eisenhower, Kennedy and Johnson: the escalation of US involvement.
Recall/review from previous learning	Every lesson	Every lesson	Every lesson	Every lesson	Every lesson	Every lesson
Assessment	Memory recall activities A Level style exam questions.	Memory recall activities A Level style exam questions.	Memory recall activities A Level style exam questions.	Memory recall activities A Level style exam questions.	Memory recall activities A Level style exam questions.	Memory recall activities A Level style exam questions.
Cultural Capital, Equality, Diversity Inclusion	Development of democracy in the UK- understanding the means of protest. Ideological differences E – W – causes of conflict and concepts such as liberty.	Development of democracy in the UK: role of the monarch and the use of influence Patronage. Ideological differences E – W: concepts of freedom: and international duties and responsibilities.	Development of democracy in the UK. The economy – policies to raise revenue and the impact on different groups in society: concept of debt. Poverty; rights of women. Ideological differences E – W: national borders/treatment of different nations; denial of self-determination.	Development of democracy in the UK. Slavery Religion: discrimination Alternative political views and challenges to government: both peaceful and violent Ideological differences E – W: concepts of nationality. Repression and freedom Competition and the development of solutions through negotiation.	Development of democracy in the UK. Ideological differences E – W Crisis resolution and communication	Development of democracy in the UK. Religious discrimination: pressure groups and their associated actions and success. Ideological differences E – W War, government foreign policy and the powers of the US president to act without consent.
Literacy/Numeracy	Literacy – Extended writing, description, explanation, analysis of sources and interpretations.	Literacy – Extended writing, description, explanation, analysis of sources and interpretations.	Literacy – Extended writing, description, explanation, analysis of sources and interpretations.	Literacy – Extended writing, description, explanation, analysis of sources and interpretations.	Literacy – Extended writing, description, explanation, analysis of sources and interpretations.	Literacy – Extended writing, description, explanation, analysis of sources and interpretations.

	Numeracy – chronology and	Numeracy – chronology and	Numeracy – chronology	Numeracy – chronology	Numeracy – chronology	Numeracy – chronology
	use of supporting statistics.	use of supporting statistics.	and use of supporting			
			statistics.	statistics.	statistics.	statistics.

Subject	History		Year Group	13	
Unit/Topic			Unit 1	Unit 1	
Offic, Topic	Political change and social	Political change and social	Economy, society and	Economy, society and	
	reform, 1832-1846	reform, 1832-1846	politics, 1846–1885	politics, 1846–1885	
	10101111, 1032 1040	101111, 1032 1040	politics, 1840-1885	politics, 1040 1005	
		Unit 2	Unit 2		
	Unit 2	The Brezhnev era, 1972–	The ending of the Cold	Unit 2	
	Confrontation and cooperation,	1985	War, 1985–1991	The ending of the Cold	
	c1963–1972 contd.	1983	Wai, 1985—1991	War, 1985–1991 and	
	C1965-1972 Conta.			revision	
	Unit 3	Unit 3	Unit 3	revision	
				Unit 3	
	Germany's political	Germany's political	Germany's political		
	development 1848 - Dec 1932	development 1848 - Dec	development 1848 - Dec	Completed and handed in	
61.111	101	1932	1932	101	
Skills	AO1: demonstrate, organise	AO1: demonstrate,	AO1: demonstrate,	AO1: demonstrate,	
	and communicate knowledge	organise and	organise and	organise and	
	and understanding to analyse	communicate knowledge	communicate knowledge	communicate knowledge	
	and evaluate the key features	and understanding to	and understanding to	and understanding to	
	related to the periods studied,	analyse and evaluate the	analyse and evaluate the	analyse and evaluate the	
	making substantiated	key features related to the	key features related to the	key features related to the	
	judgements and exploring	periods studied, making	periods studied, making	periods studied, making	
	concepts, as relevant, of cause,	substantiated judgements	substantiated judgements	substantiated judgements	
	consequence, change,	and exploring concepts, as	and exploring concepts, as	and exploring concepts, as	
	continuity, similarity, difference	relevant, of cause,	relevant, of cause,	relevant, of cause,	
	and significance.	consequence, change,	consequence, change,	consequence, change,	
	AO2: Source analysis and	continuity, similarity,	continuity, similarity,	continuity, similarity,	
	evaluation.	difference and	difference and	difference and	
	AO3: Analysis and evaluation	significance.	significance.	significance.	
	of interpretations.	AO2: Source analysis and	AO2: Source analysis and	AO2: Source analysis and	
		evaluation.	evaluation.	evaluation.	
		AO3: Analysis and	AO3: Analysis and	AO3: Analysis and	
		evaluation of	evaluation of	evaluation of	
		interpretations.	interpretations.	interpretations.	
Knowledge	Unit 1 - Political, economic and	Unit 1 - Political, economic	Unit 1 - Political, economic	Unit 1 - Political, economic	
	social developments.	and social developments.	and social developments.	and social developments.	
	Government challenges.	Government challenges.	Government challenges.	Government challenges.	
	Greater democracy.	Greater democracy.	Greater democracy.	Greater democracy.	
	Whig period of Government	Gladstone and his	The individuals of Disraeli	Britain by 1885:	
	The emergence of the	challenges to privilege and	and Gladstone: the	economically, politically	
	Conservative party: the	domination in high levels	campaign for	and socially; the state of	
	Tamworth Manifesto and ideal	of Government/armed	parliamentary reform,	agriculture; challenges	
	of "good government"	forces.	education reform and the	from new nations.	
	1841 election and the Peel	Chartism: a direct	home rule movement in	Political reform	
	ministry of 1841-6 with	challenge to the	Ireland.		
	important fiscal policy and the	government: moral V		Unit 2 – The collapse of	
	repeal of the Corm laws	physical force.	Public health reforms.	communism.	
	Irish developments.	The emergence of Tory			
		Democracy and Liberalism		The role of Eastern Europe	

	Unit 2 – Suspended as we begin	Unit 2 – Tensions in	Unit 2 – The end of	Summits.		
	Unit 3.	Europe and Détente.	Détente and the Second	The role of Gorbachev		
	Unit 3 – The significance of the	The post Cuba world and	Cold War. The invasion of	Economic sanctions.		
	following on Germany's	arms reductions: the quest	Afghanistan ; the	Economic surretions.		
	political development:	to limit Nuclear Weapons	government of Reagan;			
	German development over the	and Summit diplomacy to	"evil empire"			
	100 period to include with the	discuss key issues; stability	Failures with USSR	Unit 3 – NEA completed		
	understanding of the role of			and handed in.		
		in Germany.	leadership.	and nanded in.		
	historian in forming key	Linit 2. The significance of	Poland and the Solidarity			
	arguments about the German	Unit 3 – The significance of	movement; the role of the			
	nation and identity. The 1848 revolutions.	the following on	Pope and Thatcher.			
		Germany's political	LICCO financial analytems			
	German unification 1871.	development:	USSR financial problems			
	World War I.	The 1848 revolutions	Unit 3 – Independent			
	The Great Depression.	German unification 1871	student work.			
		World War I.				
		The Great Depression	Individual research and			
		Understanding the views	write up: use of			
		of historians and how they	contemporary evidence			
		may be effected by	and the views of			
		external influences – the	historians.			
		failure of democracy and				
		reaching a judgement on				
		the reasons why the				
		Weimar government				
		failed.				
Recall/review from	Every lesson	Every lesson	Every lesson	Every lesson		
previous learning						
Assessment	Memory recall activities	Memory recall activities	Memory recall activities	Memory recall activities		
	A Level style exam questions.	A Level style exam	A Level style exam	A Level style exam		
		questions.	questions.	questions.		
Cultural Capital,	Development of democracy in	Development of	Development of	Development of		
Equality, Diversity	the UK.	democracy in the UK;	democracy in the UK.	democracy in the UK		
Inclusion	The role of the political party	Promotion based on ability		Ideological difference E –		
	and the use of a manifesto to	rather than class/religion	The role of Catholics in	W		
	attract support.	Liberalism	British history: Direct rule	Democracy and autocracy		
	Economic policy: Free Trade,	Famine – causes and	or Home Rule; the role of	in Germany.		
	Adam Smith	impact	Government in welfare.			
	Ideological difference E – W	Ideological difference E –				
	Democracy and autocracy in	W- rationale for détente;	Ideological difference E –			
	Germany: Sonderweg	other nations considered	W			
		outside of Asia and	Conflict: negotiation and			
		Europe.	the role of leaders.			
		Barra and an in the	Freedom and self-			
		Democracy and autocracy	determination.			
		in Germany	Democracy and autocracy			
		Repression, racism,	in Germany			
		various parliamentary				
		systems and how they	i	ĺ	1	
		operate				

Literacy/Numeracy	Literacy – Extended writing,	Literacy – Extended	Literacy – Extended	Literacy – Extended	
	description, explanation,	writing, description,	writing, description,	writing, description,	
	analysis of sources and	explanation, analysis of	explanation, analysis of	explanation, analysis of	
	interpretations.	sources and	sources and	sources and	
	Numeracy – chronology and	interpretations.	interpretations.	interpretations.	
	use of supporting statistics.	Numeracy – chronology	Numeracy – chronology	Numeracy – chronology	
		and use of supporting	and use of supporting	and use of supporting	
		statistics.	statistics.	statistics.	