

HISTORY YEAR 12 CURRICULUM

Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Non-British period study: Italy 1896-1943					
To develop understanding of key developments/events in the modern world by focusing on one nation over a period of c47 years and considering the impact of political, social, cultural, economic and ideological change on people. To make links and comparisons between different aspects of the topics studied and test hypotheses before reaching a judgement. To assess and evaluate arguments using analytical skills and knowledge of wider historical debates.					
Introductory activities Theme 1 – The unification of Italy; weaknesses of the political system from 1896 and attempts to stabilise it from 1903 under <u>Giolitti</u> ; Liberal Governments 1896 – 1915; social discontent and political disorder, 1896 – 1912; Italy on the eve of WWI.	Theme 2 – The impact of the First World War on Italy and its impact on the Liberal State, Electoral <u>reform</u> ; 1918 – 1923; Mussolini and the message and appeal of Fascism, 1919 – 1922, the March on Rome and Mussolini’s appointment as Prime Minister	Theme 3 – Power and control in Fascist Italy: establishing a dictatorship; propaganda; terror; the PNF; economic policies; regime’s relationship with the church and the old elites; Fascism and anti-Semitism, Fascism and women’ Fascism and youth; Fascism and social life.	Theme 3 – Power and control in Fascist Italy: Mussolini establishing a dictatorship; propaganda; terror; the PNF; economic policies; the relationship of the regime with the church and the old elites; Fascism and anti-Semitism, Fascism and women’ Fascism and youth; Fascism and social life.	Theme 4 – Building the new Roman Empire 1922 – 43: Diplomacy 1922 – 32; German-Italian relations 1933 – 35; Abyssinia; Spain and Italy’s diplomatic and military preparations for War. 1933 – 41; Italy and the Second World War; The downfall of Mussolini.	Theme 4 – Building the new Roman Empire 1922 – 43: Diplomacy 1922 – 32; German-Italian relations 1933 – 35; Abyssinia; Spain and Italy’s diplomatic and military preparations for War. 1933 – 41; Italy and the Second World War; The downfall of Mussolini.
anti-clerical coalitions colonies communism electoral system franchise expansionism empire General Strike <u>Giolitti</u> Grandezza <u>inflation</u> <u>liberalism</u> voting Martial law Pope propaganda proportional representation Risorgimento <u>socialism</u> <u>syndicate</u> unification universal male suffrage	allied Benito Mussolini D’Annunzio fascist Treaty of London Treaty of St Germain Settlement Versailles	anti-Semitic autarky cartel Catholic Action <u>censorship</u> <u>Concordat</u> dictatorship <u>Il Duce</u> Hitler indoctrinate OVRA Roman Salute <u>squadristi</u> Vatican	Annexation <u>autarky</u> <u>Axis</u> expansionism Empire Stalin		
Assessment through practice essays across the year as well as a formal Year 12 mock in July					

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Thematic study and historical interpretations: The Viking Age c790-1066					
To develop the ability to treat a whole period thematically, considering continuity, development and change over time and to use detailed knowledge of depth study topics to evaluate interpretations on key events, individuals and issues. To make links and comparisons between different aspects of the topics studied and test hypotheses before reaching a judgement. To assess and evaluate arguments using analytical skills and knowledge of wider historical debates.					
Introductory activities Theme 1 – society, administration and livelihood: Viking identity Scandinavian land/ climate Scandinavian society - slaves, the free, women, children, elites Rules of conduct Scandinavian admin Accession to the throne and personal power Royal power – kingship Political developments in Denmark, Norway and Sweden	Theme 1 – society, administration and livelihood: Scandinavian livelihood - trade, developments in shipbuilding, seafaring, money, farming, hunting and craft-working Theme 2 – religion The gods including Odin, Thor, Frey and the <u>Norns</u> Outdoor worship including ship-settings, sacrificial sites and burial customs	Theme 2 – religion: <u>Christianisation</u> <u>Conversion of Bluetooth</u> and Denmark c.965 <u>Jelling</u> monuments Conversion of Tryggvason and Norway c.995 New rituals/codes of conduct Theme 2 – culture: Art – decorative/pictorial Language and writing/ runes/naming customs Poetry and its purpose - rune poems/ <u>eddaic</u> poems/ <u>skaldic</u> verse/ sagas Dress/jewellery/feasting	Theme 3 – raiding and warfare: Raids on England and Scotland Motives for raids Destruction of monasteries including Lindisfarne and Iona The stimulus for Scottish unity The 860s as a possible turning point Alfred’s and Athelstan’s response to raids Relative peace after 955 The ‘second Viking age’ and Danegeld Conquest, decline and fall	Theme 3 – raiding and warfare: Expansionism Motives - economic, political and social Raiding and trading in Ireland, Wales, the Isle of Man, the Carolingian Empire (including Normandy and Brittany), Russia, Byzantium, Iceland and Greenland. Theme 4 – settlements: Scandinavian rural and urban settlements English rural and urban settlements, including York	Theme 4 – settlements: The Danelaw Kingship Impact of settlements on livelihoods - farming, craft-working, trade Impact of settlements on society - social structure, families, kinship and customs The move towards a united English kingdom Settlements in Western and Eastern Europe including parts of the Carolingian Empire and the Iberian Peninsula
<u>Birka</u> <u>bondi</u> <u>churl</u> <u>Danevirke</u> <u>earl</u> <u>Hedeby</u> <u>jarl</u> <u>Jelling</u> <u>Kanhave</u> <u>canal</u> <u>karl</u> <u>Ribe</u> <u>runes</u> <u>sagas</u> thane Thing thrall unification <u>wergeld</u>	<u>Borre</u> <u>bullion</u> <u>economy</u> <u>culturally</u> <u>drakkar</u> <u>faering</u> <u>Gamla Uppsala</u> <u>grave</u> <u>goods</u> <u>Jellinge</u> <u>knarr</u> <u>longship</u> <u>Mammen</u> <u>Norns</u> <u>Oseberg</u> <u>pagan</u> polytheistic <u>Ragnarok</u> <u>Ringerike</u> <u>Urnes</u> <u>Valhalla</u>	assimilation baptised Christianisation conversion <u>edda</u> <u>Eddaic</u> kenning missionary skaldic	Great Heathen Army <u>longphorts</u> mercenary over-wintering plunder	Danelaw <u>Jorvik</u> migration minting Varangian	Carolingian Francia Iberia
Assessment through practice paragraphs and complete essays on the thematic sections of the course					

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British period study and enquiry: Britain 1930-1997 Section A Churchill					
To enable students to understand how to make complex inferences from source material contemporary to the time period studied in order to judge their support of a statement. To ensure they can critically evaluate source material by applying knowledge to assess accuracy and considering provenance to assess reliability and then use this evaluation to judge the overall value of a source.					
<p>Introduction to Winston Churchill and Britain in 1930s</p> <p>Key Question 1: Why was Churchill out of office until 1940?</p> <ul style="list-style-type: none"> - Relations with India and the Indian Independence movement - The Abdication Crisis - 1930s Foreign policy, rearmament and appeasement 	<p>Key Question 1 continued: Why was Churchill out of office until 1940?</p> <ul style="list-style-type: none"> - Churchill and appeasement - Churchill and the Munich Crisis - How does Churchill get back in government? - The Norway Crisis - Churchill's appointment as Prime Minister 	<p>Key Question 2: What was Churchill like as a war leader?</p> <ul style="list-style-type: none"> - Overview of the events of the Second World War - Churchill's first year as Prime Minister - Churchill's relationship with his Generals - Case study on British involvement in North Africa 	<p>Key Question 2 continued: What was Churchill like as a war leader?</p> <ul style="list-style-type: none"> - Opening of the Second Front - Allied bombing campaigns - Churchill's role in the later war - Social Reconstruction and the beginnings of the welfare state in Britain - Conservative loss of the 1945 election 	<p>Key Question 3: Churchill and international diplomacy</p> <ul style="list-style-type: none"> - Churchill and the war time conferences - Churchill's relationship with FDR - Churchill's relationship with Stalin - Churchill's relationship with Charles De Gaulle 	<p>Key Question 3 continued: Churchill and international diplomacy</p> <ul style="list-style-type: none"> - Churchill's Iron Curtain speech - Churchill's vision for Europe and Empire post war <p>Introduction to Y100 Coursework Unit</p> <ul style="list-style-type: none"> - Exam board requirements of the piece - marking criteria - skills required - topic selection - some students may select precise question
<p>Abdication <u>colonialisation</u> Constitutional crisis dominions empire Gold standard Left-wing right-wing Treaty of Versailles <u>10 year rule</u></p>	<p>Appeasement Grand Alliance Munich Crisis national government rearmament</p>	<p>Europe First Mediterranean Strategy Second Front</p>	<p>Social reconstruction socialism Wartime coalition Welfare state</p>	<p>communism Free French Vichy France special relationship</p>	<p>Iron Curtain self-determination self-government spheres of influence</p>
4 assessment points across the year as well as a formal Year 12 mock in July. Practice paragraphs on new source material integrated into lessons to act on and apply feedback from essays. October, February, April, June					

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Thematic study and historical interpretations: The Viking Age c790-1066					
To develop the ability to treat a whole period thematically, considering continuity, development and change over time and to use detailed knowledge of depth study topics to evaluate interpretations on key events, individuals and issues. To make links and comparisons between different aspects of the topics studied and test hypotheses before reaching a judgement. To assess and evaluate arguments using analytical skills and knowledge of wider historical debates					
Depth study 1 – the Danelaw: Definitions Origins - links with raids Organisation Growth Response from Anglo-Saxons - relationships between inhabitants and colonists) Impact on the northern and eastern economy, society (creation of a distinctive Viking society), culture, religion and politics Importance of York.	Depth study 2 – raids on England late C8 and 9 Motives Impact on Anglo-Saxon politics, the economy, culture and society (including religious belief) Significance of the 860s and the 'Great Heathen Army' Response to raids First settlements	Depth study 3 – Vikings in Ireland Motives for raiding, trading and settlement Phases of involvement and links to Viking activity elsewhere Impact on the Irish economy (including trade), society (including religion), culture and politics Areas of settlement (including the origins and growth of Viking Dublin)	Revision <u>powerpoints</u> and lessons covering content. Reinforcement of key words and ideas. Revision <u>powerpoints</u> and lessons covering skills. Skills practice sessions – thematic essays and interpretation questions.		
burhs Danelaw dual economy interpretation loan-words manorial mercantile urbanisation wapentake			From across the course content previously listed to ensure understanding and challenge misconceptions.		
Assessment through practice paragraphs and complete interpretations questions across the three depth studies. Summative assessment in Y13 Jan mock			Assessment through practice paragraphs and complete interpretations questions across the three depth studies and thematic essays		

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Topic based essay					
<p>To showcase all the historical skills learned throughout the A Level. To create a complex argument using detailed knowledge to evaluate a range of appropriate historical interpretations selected by the student on a topic of their choosing. To find and critically assess primary material to support their points and to support the evaluation of the historical interpretations. To reach an informed judgement on their topic after evaluating the interpretations which is well justified.</p>					
<p>NEA Key skills introduced</p> <ul style="list-style-type: none"> - Effective reading and note taking - Finding and using interpretations - Finding and using primary sources 	<p>NEA Key skills introduced</p> <ul style="list-style-type: none"> - Planning the NEA - Writing introductions - How to structure the main section 	<p>NEA</p> <p>Independent work on NEA to meet submission date of early March</p> <ul style="list-style-type: none"> - Writing conclusions 	<p>NEA</p> <p>Independent work on NEA to meet submission date of early March</p> <ul style="list-style-type: none"> - How to format work - How to create academic bibliography - How to footnote and create appendices 	<p>Churchill Revision</p> <ul style="list-style-type: none"> - Revision <u>powerpoints</u> and lessons covering content. - Reinforcement of key words and ideas. - Skills practice sessions – source essays practice and skills workshops 	
argument assess evaluate judgement validity			Bibliography footnote	<p>Key <u>vocabulary</u> from across the course content previously listed to ensure understanding and challenge misconceptions.</p>	
This unit is restricted by JCQ regulations in terms of feedback and assessment.					

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Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
British period study and enquiry: Britain 1930-1997 Section B					
To develop understanding of historical terms, concepts and skills through the study of British History in the period 1951-1997. This is assessed by essays. To make links and comparisons between different aspects of the topics studied and test hypotheses before reaching a judgement. To assess and evaluate arguments using analytical skills and knowledge of wider historical debates.					
<p>Conservative Domination 1951-1964 Conservative victory 1951. Social changes - immigration, unrest, social mobility/tensions, education, living standards, housing, prosperity, unemployment. Butskellism, industrial growth and stagflation. Conservative leadership of Churchill, Eden, Macmillan and Douglas-Home. Scandals including the Vassal Affair, Philby, Argyll and Profumo. Reasons for Conservative decline. Labour leadership - divisions and electoral failures of Labour</p>	<p>Labour and Conservative Governments 1964-79 Labour Victory 1964. Wilson as leader 1964-1970 - economic problems and policies; relations with Trade Unions. Labour party divisions. 1970 election. Heath as party leader and Prime Minister - aims and policies of Heath's Government; industrial relations, miners' strike. Wilson and Callaghan 1974-1979 - problems and policies.</p>	<p>Thatcher and the end of consensus 1979-97 Election victories. Thatcher and her ministers. Reasons for support and opposition. Social and economic policies including monetarism, free-market, supply-side economics and privatisation. Social policies and unrest unemployment and the Trade Unions, the Miners' Strike. Fall of Thatcher and replacement with Major. Conservative divisions under Major and electoral defeat 1997.</p>	<p>Britain's position in the world 1951-1997 Relations with and policies towards the USA and the USSR. Britain's influence at the UN; role in Europe; and nuclear policy. Response to crises - <u>Korean War</u>, Suez, the Falklands War, First Gulf War. Decolonisation and changing attitudes to the Commonwealth.</p>	<p>Revision Revision powerpoints and lessons covering content. Reinforcement of key words and ideas. Revision powerpoints and lessons covering skills. Skills essay practice sessions.</p>	
austerity means test mixed economy nationalisation rationing sterling area	closed shop deflation devaluation flying pickets majority rule public and private sectors RPI stagflation white collar	Eurosceptics Exchange Rate Mechanism privatisation restrictive practices shadow cabinet	apartheid decolonisation dominions imperialism national sovereignty peaceful co-existence special relationship veto		
Assessment through practice essays across the year as well as a formal mock.					