

Curriculum Plan

Department/subject: History

Our Vision: **We take opportunities and aspire to excellence**

Our Intent:

- All students will experience a curriculum richness, breadth and depth
- The curriculum equips every student with the knowledge and skills for the future in our local area and beyond
- The curriculum builds on prior knowledge and creates a ‘web of knowledge’
- Gaps in knowledge and skills are identified and addressed quickly

Year	Autumn 1	Autumn 2	Signpost/notes
Knowledge to be taught	<p><u>Communist & Tsarist Russia:</u></p> <ul style="list-style-type: none"> • Situation in 1855 • Impact of the Crimean War • Alexander II’s reforms • Alexander II’s reaction • Alexander III’s reaction • Russification <p><u>The English Revolution</u></p> <ul style="list-style-type: none"> • James I and division in England • Charles and conflict in the early years of his reign 	<p><u>Communist & Tsarist Russia:</u></p> <ul style="list-style-type: none"> • Changes to political authority, 1855-94 • Economy, 1855-94 • Society, 1855-94 • Opposition groups & their impact, 1855-94 <p><u>The English Revolution</u></p> <ul style="list-style-type: none"> • Charles I and absolutism 	<p>Strategies to embed concepts in long term memory</p> <ul style="list-style-type: none"> - Returning to knowledge in conceptual & debate lessons - Recaps at different points throughout lessons – flagged on PPT to ensure that links are made - Verbal questioning and feedback sessions - Revision homework - Comprehension tests on SMHW when needed - Thematic approach in some lessons, so same knowledge is frequently returned to <p>Careers</p> <ul style="list-style-type: none"> - Data analysis - Research - Debate (politics/law) - Writing (publishing/journalism)
Key Words	<p>Tsarist & Communist Russia: Autocracy, liberal, liberator, emancipation, institution, council, judicial, <i>zemstva</i>, <i>Duma</i>, <i>Tsar</i>, serfdom, nobility, subsistence farming, strip farming, peasants, workers, Russification, evolution, stagnation, seismic change, transformation.</p> <p>English Revolution: Monarchy, Parliament, Economy, Succession, Catholicism, Protestantism, Government</p>	<p>Tsarist & Communist Russia: Moderate, radical, indirect & direct taxation, tariffs, investment, infrastructure, Marxism, socialism, proletariat, bourgeoisie, intelligentsia, interpretation, claim.</p> <p>English Revolution: Divine Right, Petition, Policy, Taxation</p>	
Links to prior knowledge	<p>Tsarist & Communist Russia:</p> <ul style="list-style-type: none"> • Students have studied autocracies previously – most notably when looking at the Kaiser’s Germany – and so have an understanding of what makes an autocracy stable. This course builds on and complicates that understanding. 	<p>Tsarist & Communist Russia:</p> <ul style="list-style-type: none"> • Having learnt about the reigns of Alexander II & III in the first term, students now complete several thematic studies of their time in power, looking at how their reforms & reaction changed society, economy, politics & opposition. 	

	<ul style="list-style-type: none"> Similarly, students have already come across the concepts of nationalism inherent in the Russification topic, but now build on them in a different format. <p>English Revolution:</p> <ul style="list-style-type: none"> Students have studied the relationship between the monarchy and Parliament in previous topics throughout KS3 and KS4. 	<p>English Revolution:</p> <ul style="list-style-type: none"> Students studied the disputes between Charles I briefly at GCSE so will be building on that knowledge throughout the topic 	<p>SMSC</p> <ul style="list-style-type: none"> What are different political systems, and how do they work? (e.g. dictatorship, democracy) What is meant by ‘western liberal ideas’? Do judgements of whether a figure is ‘reformatory’ or ‘reactionary’ come from a western, liberal perspective, and is that a good thing?
<p>Assessment</p>	<ul style="list-style-type: none"> Bridging projects are assessed as a form of baseline assessment. Students are introduced to how to write judgement essays, and spend lessons looking at vocabulary, use of evidence, paragraph structure & building arguments. In this half term students complete 1-2 judgement essays for each unit, which are formally assessed. 	<p>Tsarist & Communist Russia:</p> <ul style="list-style-type: none"> Students are introduced to how to approach an interpretations essay, and have lessons on picking out claims, selecting evidence, and how to structure an interpretations paragraph. In this half term students complete 1 interpretations essay, and may complete a judgement essay dependent on how many have been done in Autumn 1. <p>English Revolution:</p> <ul style="list-style-type: none"> Students continue their focus on judgement essays and complete another 1-2 judgement essays that are formally assessed. 	<p>Mental/physical development</p> <ul style="list-style-type: none"> Constructing arguments/debates Comparing interpretations and the value of sources Understanding different socio-economic systems
<p>How gaps will be addressed</p>	<ul style="list-style-type: none"> Differentiated work – either through different reading texts, or by student selection of different questions from a PowerPoint Hands down questioning used to assess students’ understanding and address misconceptions Verbal feedback and support given by teachers throughout lessons Paired/group work allows students to work together to develop their understanding Medal and mission used to highlight and address misconceptions in written work Fact or true/false tests on Show My Homework used to address misconceptions – teachers can go through these in the lesson Conceptual lessons allow for recapping and consolidating knowledge Revision homework & lessons 		<p>Literacy Students develop the ability to write: Essays with a sustained argument Evaluation of interpretation and sources</p> <p>Numeracy Timelines</p>



<p>Cultural capital lessons</p>	<p>Tsarist & Communist Russia:</p> <ul style="list-style-type: none"> • What is the culture like in Russia today, and how has that changed over the last 150 years? • Why is there still conflict in places like Ukraine? • What is the Orthodox Church, and why has it been so important in Russian history? <p>English Revolution:</p> <ul style="list-style-type: none"> • What is the nature of the relationship between the crown and state? • How is Parliament structured today? 	<p>Tsarist & Communist Russia:</p> <ul style="list-style-type: none"> • What is Marxism? Why do we use terms such as ‘socialist’, ‘bourgeoisie’, ‘proletariat’, and what are the different meanings behind such terms? • How can capitalist economic systems vary? How do countries depend on each other in an international economy? • How do famous authors (like Tolstoy) fit into our narrative of Russian history? <p>English Revolution:</p> <ul style="list-style-type: none"> • How are countries affected by different leaders? • How do religion and the economy affect politics? 	<p>Economics – e.g. taxation, investment</p>
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