

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	Summer 1	Summer 2	Signpost/notes
Knowledge to be taught	<p><u>Communist & Tsarist Russia:</u></p> <ul style="list-style-type: none"> • Provisional Government • Bolshevik seizure & consolidation of power • Early Bolshevik changes after the October Revolution <p><u>The English Revolution</u></p> <ul style="list-style-type: none"> • Royalists and army failures (Continued in Summer 2) 	<p><u>Communist & Tsarist Russia:</u></p> <ul style="list-style-type: none"> • The Russian Civil War • Political changes under Lenin <p><u>The English Revolution</u></p> <ul style="list-style-type: none"> • Royalists and army failures <p><u>Non-examined assessment (coursework)</u></p> <ul style="list-style-type: none"> • Introduction to coursework • Reading for argument 	<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: Provisional Government, Petrograd Soviet, July Days, April Thesis, October Revolution, nationalising, armistice, Constituent Assembly.</p> <p>English Revolution: Militia, Royalist, Parliamentarians, Covenant</p>	<p>Tsarist & Communist Russia: <i>Cheka</i>, Red Army, White Army, comrade, commissar, Red Terror, faction, ban on factions, constitution, ideology, pragmatism, opportunism.</p>	
Links to prior knowledge	<p>Tsarist & Communist Russia:</p> <ul style="list-style-type: none"> • Students left off last term looking at the February Revolution, and now embark on the events that led to the October Revolution that same year. This draws on a lot of the background knowledge they have of the Russian political system and the different opposition groups within Russia. <p>English Revolution:</p>	<p>Tsarist & Communist Russia:</p> <ul style="list-style-type: none"> • Having learnt about events up to 1917, students now use their understanding of Communism and Russia to consider the extent to which Lenin created an ideological or pragmatic political system. • At GCSE, students learnt briefly about the enmity caused in the Russian Civil War. They are also familiar with Lenin from Year 9 work. <p>English Revolution:</p>	

	<ul style="list-style-type: none"> Students have studied war in year 8, year 9 and GCSE, they will be familiar with ideas such as the importance of strong leadership and effective strategy 	<ul style="list-style-type: none"> Building on their knowledge of Charles and his leadership style, students will be able to assess how these prior events can be seen to influence events in the Civil War 	<p>SMSC</p> <ul style="list-style-type: none"> What is a revolution? What are other ways that power can change? How would you expect a Communist regime to look different to a non-Communist regime? Are there different gradations, and what does this actually look like in practice? <p>Mental/physical development</p> <ul style="list-style-type: none"> Constructing arguments/debates Comparing interpretations and the value of sources Evaluating the importance of WW1 vs. the existing instability of the Tsarist regime (a major historiographical debate) <p>Literacy</p> <p>Students develop the ability to write:</p> <p>Essays with a sustained argument Evaluation of interpretation and sources Extended reading & reading for argument, particularly important in NEA</p>
Assessment	<p>Tsarist & Communist Russia:</p> <ul style="list-style-type: none"> Students spend a lesson dissecting causation questions, and considering how to make a simple causation enquiry more nuanced. They are then formally assessed in a judgement essay. Students also complete a formally assessed interpretations essay. <p>English Revolution:</p> <ul style="list-style-type: none"> Students complete a formally assessed judgement essay. 	<p>Tsarist & Communist Russia:</p> <ul style="list-style-type: none"> Students complete their summer mocks, which involves doing an interpretations and judgement question in full exam conditions (as well as previous practice in revision lessons). <p>English Revolution:</p> <ul style="list-style-type: none"> Students complete their summer mocks, which involves doing a source and judgement question in full exam conditions (as well as previous practice in revision lessons). 	
How gaps will be addressed	<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, particularly preceding the mock Following the mock, all students meet with teachers for one-to-one feedback Students receive one-to-one support from a designated teacher when completing their NEA 		
Cultural capital lessons	<p>Tsarist & Communist Russia:</p> <ul style="list-style-type: none"> Why did George Orwell write <i>Animal Farm</i>? What messages was he trying to convey, and are these an accurate reflection of the early stages of the Russian Revolution? What is the historiography of the Russian Revolution? 	<p>Tsarist & Communist Russia:</p> <ul style="list-style-type: none"> What is nationalism? How do national groups fit within Russian history, and what impact has this had on countries in Eastern Europe like Ukraine and Poland? How was propaganda used to tell the story of the Russian Civil War in countries across the world, and why did this have a long-term impact on the Cold War? 	



	<p>English Revolution:</p> <ul style="list-style-type: none">• What is a cause?• How does fighting for a cause motivate people?• How can religion motivate people to fight?	<p>English Revolution:</p> <ul style="list-style-type: none">• How does war affect society?• How does a civil war damage society? <p>Non-examined assessment (coursework):</p> <ul style="list-style-type: none">• What is the best way to access academic texts?• What is Jstor, and how can students use it?	<p>Numeracy</p> <p>Timelines</p> <p>Percentages, e.g. increases of 1000% in vote share</p>
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