

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	Spring 1	Spring 2	Signpost/notes
<b>Knowledge to be taught</b>	<p><b><u>Communist &amp; Tsarist Russia:</u></b></p> <ul style="list-style-type: none"> <li>• Russia before World War Two</li> <li>• Russia during World War Two</li> <li>• Impact of World War Two on Russia – politically, socially and culturally</li> <li>• High Stalinism</li> </ul> <p><b><u>The English Revolution</u></b></p> <ul style="list-style-type: none"> <li>• Attempts at reform</li> </ul> <p><b><u>Non-examined assessment (coursework):</u></b></p> <ul style="list-style-type: none"> <li>• Writing coursework</li> </ul>	<p><b><u>Communist &amp; Tsarist Russia:</u></b></p> <ul style="list-style-type: none"> <li>• Khrushchev’s rise to power</li> <li>• Khrushchev’s fall from power</li> <li>• Economic and social changes following World War Two</li> </ul> <p><b><u>The English Revolution</u></b></p> <ul style="list-style-type: none"> <li>• Was Cromwell the reason for failure?</li> </ul> <p><b><u>Non-examined assessment (coursework):</u></b></p> <ul style="list-style-type: none"> <li>• Writing coursework (presentation guidance)</li> </ul>	<p><b>Strategies to embed concepts in long term memory</b></p> <ul style="list-style-type: none"> <li>- Returning to knowledge in conceptual &amp; debate lessons</li> <li>- Recaps at different points throughout lessons – flagged on PPT to ensure that links are made</li> <li>- Verbal questioning and feedback sessions</li> <li>- Revision homework</li> <li>- Comprehension tests on SMHW when needed</li> <li>- Thematic approach in some lessons, so same knowledge is frequently returned to</li> </ul> <p><b>Careers</b></p> <ul style="list-style-type: none"> <li>- Data analysis</li> <li>- Research</li> <li>- Debate (politics/law)</li> <li>- Writing (publishing/journalism)</li> </ul>
<b>Key Words</b>	<p><b>Tsarist &amp; Communist Russia:</b> Scorched earth policy, High Stalinism, Purges, Operation Barbarossa, Panzer.</p> <p><b>English Revolution:</b> Quakers, Baptists, Barebones Parliament, Puritans, Interregnum</p>	<p><b>Tsarist &amp; Communist Russia:</b> Power Struggle, Virgin Lands Policy, Destalinisation, Coup d’état, Consumer Products, Heavy &amp; Light industry.</p> <p><b>English Revolution:</b> Rule of the Major, tolerance, Protectorate, Power vacuum, legacy</p>	
<b>Links to prior knowledge</b>	<p><b>Tsarist &amp; Communist Russia:</b></p> <ul style="list-style-type: none"> <li>• Once students have recapped Russia in 1941, which draws on all their knowledge from the previous topic, they then build on this by learning about World War Two and the impact that this had on Russia.</li> <li>• Students draw on knowledge of World War Two from Year 9 and GCSE.</li> </ul>	<p><b>Tsarist &amp; Communist Russia:</b></p> <ul style="list-style-type: none"> <li>• This topic has parallels to the Stalinist power struggle (covered in Y13 Autumn 1) and the Bolshevik initial coup (covered in Y12 Summer 1).</li> <li>• There are also links to the Cold War, as students learnt about destalinisation under Khrushchev during their GCSE.</li> </ul>	

	<p><b>English Revolution:</b></p> <ul style="list-style-type: none"> <li>Students study religious conflict in all years of KS3 and some of KS4, they can build on this knowledge to see how different religious groups grow in popularity during this time and what conflict emerges as a result</li> </ul>	<p><b>English Revolution:</b></p> <ul style="list-style-type: none"> <li>Students are familiar with issues of succession through studies of Henry VIII and the Normans, they can build on this knowledge to see why Cromwell's death led to restoration</li> </ul>	<p><b>SMSC</b></p> <ul style="list-style-type: none"> <li>What makes a leader stable and unstable? How important is popularity in this equation?</li> <li>Why would consumer production strengthen a modern economy?</li> </ul>
<p><b>Assessment</b></p>	<p><b>Tsarist &amp; Communist Russia:</b></p> <ul style="list-style-type: none"> <li>Students complete their main Y13 mocks, which involves completing a full paper in exam conditions (an interpretations question &amp; two judgement questions).</li> <li>This is formally assessed.</li> </ul> <p><b>English Revolution:</b></p> <ul style="list-style-type: none"> <li>Students complete their main Y13 mocks, which involves completing a full paper in exam conditions (a source question &amp; two judgement questions).</li> <li>This is formally assessed.</li> </ul> <p><b>Non-examined assessment (coursework):</b> Although it cannot be formally assessed, students have a chance to discuss any queries arising from their introductions/first sections with a designated teacher.</p>	<p><b>Tsarist &amp; Communist Russia:</b></p> <ul style="list-style-type: none"> <li>Following their mocks, students choose whether they wish to complete a judgement or interpretations essay (or both). This is combined with more planning of essays, as revision begins.</li> </ul> <p><b>English Revolution:</b></p> <ul style="list-style-type: none"> <li>Following their mocks, students choose whether they wish to complete a source or interpretations essay (or both). This is combined with more planning of essays, as revision begins.</li> </ul> <p><b>Non-examined assessment (coursework):</b> Students' essays are formally assessed and returned (this can only happen once, according to exam board regulations). Students then have a chance to act on verbal feedback from their teacher.</p>	<p><b>Mental/physical development</b></p> <ul style="list-style-type: none"> <li>Constructing arguments/debates</li> <li>Comparing interpretations and the value of sources</li> <li>Understanding different socio-economic systems</li> </ul> <p><b>Literacy</b> <b>Students develop the ability to write:</b> Essays with a sustained argument Evaluation of interpretation and sources An extended piece of work (4500 words)</p> <p><b>Numeracy</b> Timelines Economics</p>
<p><b>How gaps will be addressed</b></p>	<ul style="list-style-type: none"> <li>Differentiated work – either through different reading texts, or by student selection of different questions from a PowerPoint</li> <li>Hands down questioning used to assess students' understanding and address misconceptions</li> <li>Verbal feedback and support given by teachers throughout lessons</li> <li>Paired/group work allows students to work together to develop their understanding</li> <li>Medal and mission used to highlight and address misconceptions in written work</li> <li>Fact or true/false tests on Show My Homework used to address misconceptions – teachers can go through these in the lesson</li> <li>Conceptual lessons allow for recapping and consolidating knowledge</li> <li>Revision homework &amp; lessons, particularly preceding the mock</li> <li>Students receive one-to-one support from a designated teacher when completing their NEA</li> <li>Students have a one-to-one meeting with their teachers following their mocks</li> </ul>		

	<p>- Individual students may be given specific support or intervention following mocks, in consultation with the students themselves (this may be going through how to structure essays, or marking extra practice essays)</p>		
<p><b>Cultural capital lessons</b></p>	<p><b>Tsarist &amp; Communist Russia:</b></p> <ul style="list-style-type: none"> <li>• Why did World War Two have such a major impact on opposition, culture and society across the world?</li> <li>• What are some of the cultural legacies of High Stalinism, such as <i>One Day in the Life of Ivan Denisovich</i> and work by Shostakovich?</li> </ul> <p><b>English Revolution:</b></p> <ul style="list-style-type: none"> <li>• How have events in the Interregnum affected England's relationship with Ireland?</li> <li>• How is this impacting on the United Kingdom to this day</li> </ul>	<p><b>Tsarist &amp; Communist Russia:</b></p> <ul style="list-style-type: none"> <li>• What impact did American culture have on Russia in the 1950s?</li> <li>• What is a coup d'état, and what are the origins of both the concept and the term?</li> </ul> <p><b>English Revolution:</b></p> <ul style="list-style-type: none"> <li>• What are the benefits of a monarchy?</li> <li>• How has the monarchy changed over time?</li> <li>• How does having a monarchy impact Britain's culture?</li> </ul>	