

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
Knowledge to be taught	<p>Communist & Tsarist Russia:</p> <ul style="list-style-type: none"> • Causes, events & impact of the 1905 Revolution • Political change, 1894-1914 • Social change, 1894-1914 • Economic change, 1894-1914 <p>The English Revolution</p> <ul style="list-style-type: none"> • The recall of Parliament • Parliamentary radicalism 	<p>Communist & Tsarist Russia:</p> <ul style="list-style-type: none"> • Developments to opposition, 1894-1914 • Stability of the Tsarist regime in 1914 • World War One in Russia • Causes & events of the February Revolution <p>The English Revolution</p> <ul style="list-style-type: none"> • Was the King responsible for the outbreak of war? 	<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: State Council, <i>Duma</i>, Prime Minister, revolution, martial law, divide and conqueror, Social Democrats, Social Revolutionaries, <i>Kadets</i>, <i>Octobrists</i>, <i>kulaks</i>.</p> <p>English Revolution: Absolutism, Laudinism, Radicalism,</p>	<p>Tsarist & Communist Russia: Trade Unions, free speech, freedom of assembly, freedom of the press, terror, Eastern Front, abdication.</p> <p>English Revolution: Mob politics, the printing press, Grand Remonstrance</p>	
Links to prior knowledge	<p>Tsarist & Communist Russia:</p> <ul style="list-style-type: none"> • Students draw on their understanding of Russian politics, economy and society in 1894 to evaluate the developments that take place over the next two decades. • Students have already studied revolutions (in Germany and Britain), and so they are able to draw links and parallels. <p>English Revolution:</p> <ul style="list-style-type: none"> • Students draw on their knowledge of the Parliamentary set up in Early Modern England and early conflicts between Charles and Parliament 	<p>Tsarist & Communist Russia:</p> <ul style="list-style-type: none"> • Based on their work in Spring 1, students come to a decision about the extent to which Russia was stable in 1914. • Students also covered World War One and the Russian Revolution in Year 9, and so have some background to the knowledge covered in this half term. <p>English Revolution:</p>	

		<ul style="list-style-type: none"> Students use their knowledge of causation and making judgements/constructing arguments to assess the events in the run up to the Civil War 	<p>SMSC</p> <ul style="list-style-type: none"> How can divide and conquer make a regime more or less politically stable? Why does war often lead to political instability? What other impacts can it have? <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 Students develop the ability to write: Essays with a sustained argument Evaluation of interpretation and sources Students complete extended reading of various texts</p> <p>Numeracy Timelines Economics – e.g. taxation, investment</p>
Assessment	<p>Tsarist & Communist Russia:</p> <ul style="list-style-type: none"> Students continue developing their understanding of how to effectively evaluate claims made by a historian, and complete 1-2 interpretations essays which are formally assessed. <p>English Revolution:</p> <ul style="list-style-type: none"> Students are introduced to how to approach a source essay, and have lessons on reading sources, using own knowledge and assessing value, as well as how to structure a source paragraph. In this half term students complete 1 source essay 	<p>Tsarist & Communist Russia:</p> <ul style="list-style-type: none"> Students use debate in order to prepare for creating an argument in a judgement essay. They also learn about effective introductions and conclusions. Students complete 1 formally assessed judgement essay. <p>English Revolution:</p> <ul style="list-style-type: none"> Students continue their work on assessing the value of sources through class work and formal marked assessment In this half term students complete 1-2 source essays 	
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 		
Cultural capital lessons	<p>Tsarist & Communist Russia:</p> <ul style="list-style-type: none"> Who was Rasputin, and why has he become such a cultural emblem? Who were Lenin and Trotsky, and why did they become revolutionaries? Why did Russia have a cultural boom in the early 1900s? 	<p>Tsarist & Communist Russia:</p> <ul style="list-style-type: none"> How does the Eastern Front in World War One link to existing knowledge about the Western Front, and why is it rarely covered in British curricula? 	



	<p>English Revolution:</p> <ul style="list-style-type: none">• How has Britain's democracy been shaped by events between Charles I and Parliament?• How did the printing press affect protest throughout history?• How are radical ideas spread?	<ul style="list-style-type: none">• What is the symbolism of statues and monuments, and how has that changed/remained the same over time? Why do people desecrate or damage monuments? <p>English Revolution:</p> <ul style="list-style-type: none">• What is accountability and how do we hold our leaders to account?	
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