

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"> • Power Struggle • Politics under Stalin • The purges • Cult of personality • Thematic study of ideology and use of terror <p><u>The English Revolution</u></p> <ul style="list-style-type: none"> • The Civil War and the changed political landscape • The failure of settlement <p><u>Non-examined assessment (coursework):</u></p> <ul style="list-style-type: none"> • Planning guidance for coursework • How to use sources/interpretations 	<p><u>Communist & Tsarist Russia:</u></p> <ul style="list-style-type: none"> • Economic changes under Lenin – War Communism & NEP • Economic changes under Stalin – industrialisation & collectivisation • Changes to society, 1917-41 <p><u>The English Revolution</u></p> <ul style="list-style-type: none"> • The trial and execution of Chalres I <p><u>Non-examined assessment (coursework):</u></p> <ul style="list-style-type: none"> • Writing guidance for coursework 	<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: Personality cult, triumvirate, counter-revolutionary, purge, espionage, sabotage, show trial.</p> <p>English Revolution: Pamphlets, propaganda, radicalisation, settlement, Levellers,</p>	<p>Tsarist & Communist Russia: War Communism, industrialisation, collectivisation, <i>kulaks</i>, <i>gulags</i>, <i>agitprop</i>, <i>Stakhanovite</i>, Young Pioneers, Avant-garde, Socialist Realism.</p> <p>English Revolution: Trial, verdict, jury</p>	
Links to prior knowledge	<p>Tsarist & Communist Russia:</p> <ul style="list-style-type: none"> • Students begin by recapping what they have already learnt about Russia, and particularly the political changes under Lenin. These are then compared to Stalin’s changes in the thematic studies. 	<p>Tsarist & Communist Russia:</p> <ul style="list-style-type: none"> • When looking at politics under Lenin and Stalin (in Y12 Summer 2 and Y13 Autumn 1), students have a timeline of key events between 1917 and 1941, which they draw on when doing the economic and social thematic studies. 	

	<p>English Revolution:</p> <ul style="list-style-type: none"> Students recap on their knowledge of the causes of the first world war to assess reasons why the second Civil War takes place. 	<ul style="list-style-type: none"> Students learnt about passive resistance at GCSE, which also applies to Stalinist Russia via Orlando Figes' <i>The Whisperers</i>. <p>English Revolution:</p> <ul style="list-style-type: none"> Students look to their knowledge of crime and society, accountability and justice from other units throughout KS3 and 4, as well as cross-curricular knowledge to judge what options were available to Parliament and the King 	<p>SMSC</p> <ul style="list-style-type: none"> Why did Stalin use the purges? How do dictatorships vary (do they, in fact, vary)? What were opportunities for resistance within Stalinist society? What are different types of resistance, and how has that changed in recent years with the advent of the internet? <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>Literacy Students develop the ability to write:</p> <p>Essays with a sustained argument Evaluation of interpretation and sources An extended piece of work (4500 words) Students continue with their extended reading for their coursework</p>
<p>Assessment</p>	<p>Tsarist & Communist Russia:</p> <ul style="list-style-type: none"> Students complete a judgement and interpretations essay. Both essays are preceded by reminders about how to answer the exam questions, and are formally assessed. <p>English Revolution:</p> <ul style="list-style-type: none"> 1 x source question <p>Non-examined assessment (coursework): Although it cannot be formally assessed, students have a chance to discuss their ideas for their essays with a designated teacher.</p>	<p>Tsarist & Communist Russia:</p> <ul style="list-style-type: none"> Students complete a mock in November, which involves one judgement and one interpretation question (completed in full exam conditions and formally assessed). <p>English Revolution:</p> <ul style="list-style-type: none"> 1 x source question 1 x judgement question <p>Non-examined assessment (coursework): Although it cannot be formally assessed, students have a chance to discuss their plans with a designated teacher.</p>	
<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 Students receive one-to-one support from a designated teacher when completing their NEA Individual students may be given specific support or intervention following the Y12 summer mocks, in consultation with the students themselves (this may be going through how to structure essays, or marking extra practice essays) 		



<p>Cultural capital lessons</p>	<p>Tsarist & Communist Russia:</p> <ul style="list-style-type: none"> • How did Stalin invent and manipulate terms such as ‘Trotskyite’? • Why is Stalin such an infamous historical figure? Are cultural representations of him accurate? <p>English Revolution:</p> <ul style="list-style-type: none"> • How does a country cope with periods of political crisis? • How can times of crisis lead to radicalisation? 	<p>Tsarist & Communist Russia:</p> <ul style="list-style-type: none"> • What is the difference between Avant-garde and Socialist Realism? How were they used in different ways? • Why did Russia have a ‘golden age’ of culture in the 1920s? What are examples from this period, and how it influenced art and classical music today? <p>English Revolution:</p> <ul style="list-style-type: none"> • When and how is the criminal justice system used? • Who should make the rules on crime and punishment? 	<p>Numeracy</p> <p>Timelines</p> <p>Economics – e.g. crop yield, how to write about changes to particular parts of the economy</p>
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