

The History Curriculum

The Tupton Hall History curriculum aims to engage students in local, national and international history. Additionally, we seek to provide students with the skills required to be successful historians as well as skills that will support their learning in other subjects taught at THS. Each lesson has an enquiry question to focus students' learning and the units studied and their associated assessments seek to become progressively challenging as students move through the years and key stages. Students are expected to regularly make links between the units we teach so they can make connections across and between units. Resources are differentiated to ensure all students can access the lessons but are also challenged by them. Students will learn key terminology as part of the study of this subject that we encourage them to use in their written and verbal responses in lessons. We also seek to encourage students to read texts connected to the topics being studied through our 'Love History, Love Reading' focus. Most importantly of all, we seek to foster an interest in History in all our students and a love of the subject in as many students as possible. We want them to recognise that History is all around us and helps us to understand the world today.

Extra-curricular

The History Department offers regular revision sessions as we approach assessment periods. We also run a variety of trips throughout the year with a local and national focus including trips to Cromford and the Holocaust Centre. Additionally, House based competitions are run across all year groups. The Latin and Classics club will allow students to explore the ancient world in greater detail. Students will also be encouraged to come to the Debate Club to help develop analytical thinking and oracy skills as well as sparking engagement in historical topics.

Curriculum Intent

The intent of our mathematics curriculum is to develop learners who:

- Become passionate Historians;
- Develop into resilient, independent learners;
- Have a strong awareness that history is all around them and is not just something that happens elsewhere;
- Have a strong understanding of how Britain's institutions, government, and society have changed over time, the struggles and key turning points within it. Students will have a sound chronological knowledge from 1066 (as well as the Roman unit before) and be able to understand Britain's place in the world.
- Understand how history is shaped through a focus on the changing power of religion, monarchs, ordinary people and countries;
- Understand that current events in the world are often shaped by previous historical events. *"We are not the makers of history. We are made by history."* **Martin Luther King JR**
- Have a sound understanding of the skills of a historian and key historical terminology, which includes the ability to apply them to other subjects;
- Are inquisitive and can make links between events across time periods;
- Possess the ability to progress readily to the next stage of their study of History;
- Take pride in their achievements in this subject.
- Explore and celebrate diversity through issues such as race, gender, sexuality etc.

Curriculum Implementation

We implement the intent of our curriculum through:

- An awareness that students join THS from over 30 feeder primary schools and therefore have a varied experience of this subject. As a result we start with a skills unit and move into a unit many students will have some familiarity with.
- The provision of schemes of work which are clear so they can be followed by specialist and non-specialist staff making clear the rationale behind that scheme and the methods of student assessment.
- Ensuring that all lessons are planned by experienced history teachers including the accompanying resources which staff can adapt to meet the needs of their classes and students within them;
- Adopting a collegiate approach to lesson improvement as all lessons amended by staff are accessible to all teachers
- Ensuring all assessments have mark schemes complete with exemplar responses to ensure the consistency of marking across all classes;
- Having the expectation that students will use historical language routinely in lessons;
- Building on prior knowledge and making links between historical events within and across units to ensure knowledge is secure;
- Having a routine expectation that students will show resilience in every lesson, and we support this through independent learning resources;
- Ensuring that the opportunity to take part in curriculum enrichment activities at appropriate points is available to all students, which enhances their learning experience;
- Having a reflective approach to the continuing professional development of History teachers through mutual support, access to exam board courses as well as a wide variety of training available through National College membership

Subject	History		Year Group:	7		
Unit/Topic	1. Historical Skills	2. The Romans	3 The Romans	4 Anglo-Saxon and Medieval England	5 Medieval England	6 Medieval England
Disciplinary skills and concepts	Chronology Significance Source skills Structuring and using own knowledge	Sources Interpretations Cause and consequence Structuring and using own knowledge	Sources Interpretations Cause and consequence Structuring and using own knowledge	Structuring and using knowledge Chronology Change and continuity Significance	Structuring and using knowledge Cause and consequence Change and continuity Using sources	Structuring and using knowledge Cause and consequence Using sources Analysing historical interpretations
Knowledge	How is history structured and how does chronology work? How do historians use primary and secondary sources? What makes an event or person significant?	What was life like in a Roman city? What did ancient Romans believe? What can we learn from the archaeological evidence of Pompeii and ancient literature?	How did Roman politics work? How did the empire become so powerful? How did trade help the Roman economy? What did Romans believe about food, health and diet? What can we learn overall from archaeological evidence?	What was the Anglo-Saxon period like? How powerful were Anglo-Saxon kings? Who should be King of England in 1066?	How powerful were medieval kings, and the medieval Church?	How powerful were ordinary people during the Medieval Period?
Recall/review from previous learning	Every lesson	Every lesson	Every lesson	Every lesson	Every lesson	Every lesson
Assessment	Formative assessment – In class questioning Self and peer assessment of homework and extended writing . Assessment is ‘Who deserves to be on the UK’s new currency?’ – students look at 6 significant individuals and argue who should be on the note.	Formative, teacher questioning, peer assessment. Knowledge Test, combining Historical skills and Roman knowledge.	Roman Museum assessment. Having studied the archaeology and various archaeological methods, students will design a ‘Roman Museum’. They will choose 3 artefacts / buildings / literature etc. to go in the museum and will explain their choices, focusing on their utility – what can we learn from these artefacts? Are they typical or unique etc.	Extended writing “William’s leadership was the main reason he won the Battle of Hastings”. How far do you agree with this statement?		Explain why there was a peasants’ revolt in 1381
Cultural Capital, Equality, Diversity Inclusion	Discussion around using religious terms (BC and AD) versus non-religious ones (BCE / CE). Students learn the value of studying the past and are able to understand their place in the world’s history.	We will explore the diversity within the empire, migration and citizenship issues.	Further development of classical knowledge. Cultural links will be made throughout to modern literature, classical architecture etc. Students will be encouraged to attend the Classics and Latin club. Impact of the	Comparison between England and other places across the globe.	Structure and power of Medieval society The importance of religion in Medieval people’s lives. Comparison of England and other areas of the world.	Structure and power of Medieval society The importance of religion in Medieval people’s lives. Comparison England and other areas of the world.

			Romans in Britain also looked at.			
Why this? Why now?	Students come from primary feeder schools with vastly different experiences of History. This ensures basic skills and concepts are understood by all. The written work on Mark Pullen allows a baseline to be taken of students' literacy abilities.	Classical topics have been neglected at KS3. This course based on one from Cambridge University seeks to improve students' knowledge of the Ancient World and encourage them to study it in more detail than at KS1/2	This unit also introduces some key concepts such as empire, migration, economic history and citizenship which will all be revisited in future units.	This unit picks up where most KS2 units finish chronologically. Thus students' are able to further their knowledge of Britain's history.	Power is a theme which will be revisited in future units so power of the Church and monarchy is a key part of this.	Again this solidifies chronological knowledge and allows students to see that change isn't necessarily better (comparison with Rome)
Literacy/Numeracy/Oracy	Literacy – Extended writing, persuasive writing, analysis. Numeracy – chronology and use of supporting statistics. Oracy – group discussions and debate over the most significant person.	Literacy – Students will read chapters from the book 'Amaranthus and his neighbourhood' by Caroline Lawrence. Additional ancient literary sources will also be used throughout such as Pliny. Numeracy – chronology and use of supporting statistics.	Literacy – Continued reading and writing. Numeracy – statistics in trade lessons Oracy – students encouraged to read aloud.	Literacy – Extended writing, description, explanation, analysis. Numeracy – chronology and use of supporting statistics.	Literacy – Extended writing, description, explanation, analysis. Numeracy – chronology and use of supporting statistics.	Literacy – Extended writing, description, explanation, analysis. Numeracy – chronology and use of supporting statistics.

Year 8

Subject	History		Year Group:			
Unit/Topic	1. Tudors and Stuarts	2. Britain 1700-1900	3. From Empire to equality?	4. World War I	5. World War I	6. Wonderful women
Skills	<ul style="list-style-type: none"> Structuring and using knowledge Chronology Cause and consequence Change and continuity Significance Using sources Analysing interpretations 	<ul style="list-style-type: none"> Structuring and using knowledge Chronology Cause and consequence Change and continuity Significance Using sources Analysing interpretations 	<ul style="list-style-type: none"> Analysing Interpretations Structuring and using own knowledge Cause and consequence Chronology 	<ul style="list-style-type: none"> Using sources Significance Cause and consequence Structuring and using knowledge Chronology 	<ul style="list-style-type: none"> Using sources Significance interpretation Structuring and using knowledge Chronology 	<ul style="list-style-type: none"> Using sources Significance Change and Continuity Structuring and using knowledge Chronology
Knowledge	How far the power of the Church, monarchy and the ordinary people changed during this period. How the religious turmoil of this time impacted the lives of ordinary people?	What life was like during this period and how the government sought to improve this? How ordinary people fought for better living and working conditions along with greater political power? What inventions transformed Britain and its place in the world?	What was the British Empire? Conflicting perspectives on the British Empire. What was Africa like? How did slavery begin? What was it like to be a slave? Why did slavery end (UK)? What happened after the abolition of slavery and which individuals were important in the American Civil Rights movement?	What caused this war and what impact did it have? How did new inventions lead to a deadlier style of warfare as well as better medical treatment?	What can sources tell us about conditions in the trenches? What was warfare like in the First World War? The ending of the war – Treaty of Versailles.	How did women fight for the right to vote in the UK in the early 20 th century? What key women have had a significant role? How have other women contributed to society in History and why have they often been overlooked?
Recall/review from previous learning	Every lesson	Every lesson	Every lesson	Every lesson	Every lesson	Every lesson
Assessment	Was Cromwell a good leader of England?	What should a statue of Richard Arkwright look like?	Was the British Empire a force for good?	Give two features of trenches. Write a narrative account explaining how WWI began.	Knowledge test, formative assessment etc.	Explain why 'x' was a significant woman in history.
Cultural Capital, Equality, Diversity Inclusion	Students will know how the religious turmoil of this period has influenced the country they now grow up in. They can identify key features of Catholic and Protestant religions. The roles of democracy, government and	Knowledge of Britain's political system and how it has changed over time. The changing criteria of greatness over time through our study of Colston and Arkwright and trip to Cromford. Local history to be brought in.	The impact of the British Empire for both good and ill domestically and globally including the treatment of native populations. Understanding of how the empire led to many people migrating from colonies to Britain and	Local history included at the beginning with the study of the Tupton War Memorial and the excellent website detailing the men who died there.	Students create a soldier's scrapbook building empathy. The literature and poetry of the war are explored. Investigation into the diversity of those fighting in the war – not just Britain v Germany – the role of the colonies etc.	The importance of protest in gaining change and the success or failure of different methods.

	monarchy will be explored.		the benefits and difficulties this has brought.			
Why this? Why now?	Building on chronological understanding of Britain and its place in the world. Democracy, government and monarchy will be important themes in this year and will link with other units.	This is an opportunity for us to explore some local history – Cromford’s cotton mill, Clay Cross’ coal, Sheffield’s overcrowded living conditions etc. Students will see how the advances made in this period have had a direct impact on their life.	Allows students to understand how the empire led to cultural diversity within the country. It also highlights a prominent historical debates – should statues celebrating imperialists and slavers be removed? How should historians and schools tackle Britain’s imperialist past?	The First World War changed the course of history and particularly that of Britain and Europe. Students will understand how it directly affected themselves and the community they live in.	The First World War changed the course of history and particularly that of Britain and Europe. Students will understand how it directly affected themselves and the community they live in.	The fight for equal rights remains as highly important for students to understand.
Literacy/Numeracy/oracy	Literacy – Extended writing, description, explanation, analysis. Numeracy – chronology and use of supporting statistics. Oracy – mock trial of Charles I	Literacy – Extended writing, description, explanation, analysis. Numeracy – chronology and use of supporting statistics. Oracy – students will present to the class in small groups.	Literacy – Extended writing, description, explanation, analysis. Numeracy – chronology and use of supporting statistics. Oracy – discussion and questions	Literacy – Extended writing, description, explanation, analysis. Numeracy – chronology and use of supporting statistics.	Literacy – Extended writing, description, explanation, analysis. Numeracy – chronology and use of supporting statistics. Oracy – students read out poetry	Literacy – Extended writing, description, explanation, analysis. Numeracy – chronology and use of supporting statistics. Oracy – civil rights speeches

Year 9

Subject	History		Year Group			9
Unit/Topic	The inter-war period	The Second World War and the Holocaust	The Second World War, the Holocaust and the ending of empire	Britain in the 1960s: Did the 1960s herald a new Britain?	Britain in the 1960s / The Cold War	The Cold War
Skills	<ul style="list-style-type: none"> Cause and consequence Significance Structuring and using knowledge Chronology 	<ul style="list-style-type: none"> Using sources Analysing Interpretations Structuring and using knowledge Chronology 	<ul style="list-style-type: none"> Using sources Analysing Interpretations Structuring and using knowledge Chronology 	<ul style="list-style-type: none"> Structuring and using knowledge Interpretations Analysing sources Change and continuity Chronology 	<ul style="list-style-type: none"> Using sources Analysing Interpretations Structuring and using knowledge Chronology 	<ul style="list-style-type: none"> Using sources Analysing Interpretations Structuring and using knowledge Change and continuity Chronology
Knowledge	How did the Treaty of Versailles lead to increased hostilities? The rise of dictatorship in Europe. Was Britain's appeasement policy a mistake?	Who fought in WWII? What was life like for ordinary civilians in WWII? Can we trust primary sources given the propaganda and censorship? Local History – Should we believe the Mi Amigo story?	What was the Holocaust? Why is the Holocaust still important to remember today? Has the world learnt the lessons of the Holocaust? The end of the British Empire.	Were the sixties really all that swinging? Music, fashion, inventions etc., Was the post war era particularly difficult? Why did teenagers feel the need to rebel? Hippies, Rockers etc. What fights for equality took place in this period? Race, women, homosexuals Alan Turing etc. How did women's' lives change? Contraceptive pill etc.	Completion of 1960s unit and then: What caused the Cold War? The early Cold War 1945-1962 Tensions over Taiwan Tensions over Germany The Korean War McCarthyism and anti-communist hysteria. Peaceful co-existence Cuba	The Cold War 1960-1991 Vietnam conflict and impact on domestic policies in the USA connecting to civil rights unit and suffrage unit with protest methods. Détente Afghanistan The ending of the Cold War Implications of the Cold War for the world today including the expansion of NATO.
Recall/review from previous learning	Every lesson	Every lesson	Every lesson	Every lesson	Every lesson	Every lesson
Assessment	Explain why Germany disliked the terms of the Treaty of Versailles.	Blitz source analysis	Blitz source analysis	Interpretations – was the 60s all that swinging?	TBC	TBC
Cultural Capital, Equality, Diversity Inclusion	Understanding of how this period carved up Europe and understanding of the tensions arising from this.	Visit to the Holocaust Centre and Nazis' policies of discrimination Local history relevant in Tupton Blitz bombing investigation and Mi Amigo in Sheffield. Students are able to see how these events shaped the world they live in.	Visit to the Holocaust Centre and Nazis' policies of discrimination Local history relevant in Tupton Blitz bombing investigation and Mi Amigo in Sheffield. Students are able to see how these events shaped the world they live in.	Students will understand how issues around race, class, gender, sexuality became increasingly debated. Cultural capital in the form of music and fashion. Students will see that Britain varied widely between London and rural areas. Windrush generation, Notting Hill Riots included.	Recognition that current European events such as Ukraine Taiwan have their seeds in the Cold War	Recognition that current European events such as Ukraine Taiwan have their seeds in the Cold War

Why this? Why now?	This unit forms an essential link of understanding between the two world wars.	Students are able to see how these events shaped the world they live in. Continuing development of chronological understanding of British history.	Students are able to see how these events shaped the world they live in. Continuing development of chronological understanding of British history.	Students explore the cultural impact of this period. They are able to link issues of power, democracy, race to previous units.		
Literacy/Numeracy / Oracy	Literacy – Extended writing, description, explanation, analysis. Numeracy – chronology and use of supporting statistics. ToV dbate.	Literacy – Extended writing, description, explanation, analysis. Numeracy – chronology and use of supporting statistics. Students are able to speak with aa Holocaust survivor	Literacy – Extended writing, description, explanation, analysis. Numeracy – chronology and use of supporting statistics. Students are able to speak with aa Holocaust survivor	Literacy – Extended writing, description, explanation, analysis. Numeracy – chronology and use of supporting statistics.	Literacy – Extended writing, description, explanation, analysis. Numeracy – chronology and use of supporting statistics.	Literacy – Extended writing, description, explanation, analysis. Numeracy – chronology and use of supporting statistics.

Cultural Capital, Equality, Diversity Inclusion	Discoveries, individuals and medical methods / beliefs.	Discoveries, individuals and medical methods / beliefs.	Discoveries, individuals and medical methods / beliefs.	Puritanism, Protestantism and Catholicism. Views about the role of women from that period.	Elizabethan society compared to our own.	Lifestyle of the Plains Indians and its relevant to current environmental issues. Prejudice and discrimination against Native American Indians
Literacy/Numeracy	Literacy – Extended writing, description, explanation, analysis. Numeracy – chronology and use of supporting statistics.	Literacy – Extended writing, description, explanation, analysis. Numeracy – chronology and use of supporting statistics.	Literacy – Extended writing, description, explanation, analysis of sources. Numeracy – chronology and use of supporting statistics.	Literacy – Extended writing, description, explanation, analysis. Numeracy – chronology and use of supporting statistics.	Literacy – Extended writing, description, explanation, analysis. Numeracy – chronology and use of supporting statistics.	Literacy – Extended writing, description, explanation, analysis. Numeracy – chronology and use of supporting statistics.

Year 11

Subject	History		Year Group		11	
Unit/Topic	1. The American West	1. Weimar and Nazi Germany, 1918–39	2. Weimar and Nazi Germany, 1918–39	3. Weimar and Nazi Germany, 1918–39 and revision	Revision	
Skills	AO1 AO2	AO1 AO2 AO3 These assessment objectives are defined on the Year 10 page. AO4: Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.	AO1 AO2 AO3 AO4	AO1 AO2 AO3 AO4	AO1 AO2 AO3 AO4	
Knowledge	The challenges and experiences of the Homesteaders The rise and fall of the Cattle Industry Law and Order 2 Conflict and tension between the Plains Indians, settlers and US government The destruction of the Plains Indians' way of life.	The Weimar Republic: Challenges and Successes	The collapse of democracy and the rise of the Nazis. Nazi methods of control.	The position of women and the youth in Nazi Germany. Nazi economic policy. Opposition to Nazi rule. The treatment of minorities.	Review all topics studied.	
Recall/review from previous learning	Every lesson	Every lesson	Every lesson	Every lesson	Every lesson	
Assessment	Memory recall activities GCSE style exam questions	Memory recall activities GCSE style exam questions.	Memory recall activities GCSE style exam questions.	Memory recall activities GCSE style exam questions.	Memory recall activities GCSE style exam questions.	
Cultural Capital, Equality, Diversity Inclusion	Lifestyle of the Plains Indians and its relevant to current environmental issues. Prejudice and discrimination against Native American Indians	Democracy and dictatorship – what are they and what are their strengths and weaknesses?	Manipulation of the media, propaganda and the importance of using objective news sources.	What happens when discrimination isn't challenged?		
Literacy/Numeracy	Literacy – Extended writing, description, explanation, analysis of sources and interpretations.	Literacy – Extended writing, description, explanation, analysis of sources and interpretations.	Literacy – Extended writing, description, explanation, analysis of sources and interpretations.	Literacy – Extended writing, description, explanation, analysis of sources and interpretations.	Literacy – Extended writing, description, explanation, analysis of sources and interpretations.	

	Numeracy – chronology and use of supporting statistics.	Numeracy – chronology and use of supporting statistics.	Numeracy – chronology and use of supporting statistics.	Numeracy – chronology and use of supporting statistics.	Numeracy – chronology and use of supporting statistics.	
--	---	---	---	---	---	--

Year 12

Subject	History		Year Group	12		
Unit/Topic	<p>Unit 1 Section 1: Pressure for Change 1783-1812 The British political system 1783 Pitt the Younger as Prime Minister- 1783-1793</p> <p>Unit 2 The Causes of the Cold War, 1945-1949</p>	<p>Unit 1 Economic developments 1783-1812 Impact of the French Wars Social developments 1783-1812</p> <p>Unit 2 The Widening of the Cold War, 1949–1955</p>	<p>Unit 1 Pressures on government 1789-1812 Section 2: Government and a changing society The Tory government led by Lord Liverpool 1812-1827</p> <p>Unit 2 The Widening of the Cold War, 1949–1955 contd.</p>	<p>Unit 1 The Tory government from 1827 Economic developments 1812-1832</p> <p>Unit 2 The Global War, 1955–1963</p>	<p>Unit 1 Social developments 1812-1832 Pressures for change 1812-1832</p> <p>Unit 2 The Global War, 1955–1963</p>	<p>Unit 1 Movement towards greater democracy 1812-1832</p> <p>Unit 2 Confrontation and cooperation, c1963–1972</p>
Skills	<p>AO1: demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance. AO2: Source analysis and evaluation. AO3: Analysis and evaluation of interpretations.</p>	<p>AO1: demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance. AO2: Source analysis and evaluation. AO3: Analysis and evaluation of interpretations.</p>	<p>AO1: demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance. AO2: Source analysis and evaluation. AO3: Analysis and evaluation of interpretations.</p>	<p>AO1: demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance. AO2: Source analysis and evaluation. AO3: Analysis and evaluation of interpretations.</p>	<p>AO1: demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance. AO2: Source analysis and evaluation. AO3: Analysis and evaluation of interpretations.</p>	<p>AO1: demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance. AO2: Source analysis and evaluation. AO3: Analysis and evaluation of interpretations.</p>
Knowledge	<p>Unit 1 – Political, economic and social developments. Government challenges.</p> <p>Develop an understanding of the Industrial Revolution; reaching judgements on the causes and making links to the resulting social and then political change: understanding the workings of the political system and appreciation of the evident flaws within the system</p>	<p>Unit 1 – Political, economic and social developments. Government challenges.</p> <p>Understanding of the declining role of the Monarchy – the developing parliamentary system with the emerging two-party system.</p> <p>The Impact of the wars; economically and socially; food shortages and the growth of new markets.</p>	<p>Unit 1 – Political, economic and social developments. Government challenges. Greater democracy.</p> <p>Enlightened Tories: growing divisions; the emergence of Free-er trade economic policy.</p> <p>Penal code reform</p> <p>Understanding the changes in agriculture, population and the resulting urbanisation.</p>	<p>Unit 1 – Political, economic and social developments. Government challenges. Greater democracy.</p> <p>Challenges to the government; the growth of extra parliamentary groups, radicalism and socialism.</p> <p>The anti-slavery movement; the use of outside pressure to force change.</p>	<p>Unit 1 – Political, economic and social developments. Government challenges. Greater democracy.</p> <p>The emergence of the Whigs and reform platform; the campaign for parliamentary reform; both inside and outside of parliament; the Days of May and the prospect of a revolution.</p>	<p>Unit 1 – Political, economic and social developments. Government challenges. Greater democracy.</p> <p>The reform era under the Whig administration: the impact of the Great Reform Act; the abolition of Slavery and the extension of rights to Non-conformists: Education and Factory reform. The introduction of the Poor Law Amendment Act</p>

Year 13

Subject	History		Year Group	13		
Unit/Topic	<p>Unit 1 Political change and social reform, 1832-1846</p> <p>Unit 2 Confrontation and cooperation, c1963–1972 contd.</p> <p>Unit 3 Germany’s political development 1848 - Dec 1932</p>	<p>Unit 1 Political change and social reform, 1832-1846</p> <p>Unit 2 The Brezhnev era, 1972–1985</p> <p>Unit 3 Germany’s political development 1848 - Dec 1932</p>	<p>Unit 1 Economy, society and politics, 1846–1885</p> <p>Unit 2 The ending of the Cold War, 1985–1991</p> <p>Unit 3 Germany’s political development 1848 - Dec 1932</p>	<p>Unit 1 Economy, society and politics, 1846–1885</p> <p>Unit 2 The ending of the Cold War, 1985–1991 and revision</p> <p>Unit 3 Completed and handed in</p>		
Skills	<p>AO1: demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</p> <p>AO2: Source analysis and evaluation.</p> <p>AO3: Analysis and evaluation of interpretations.</p>	<p>AO1: demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</p> <p>AO2: Source analysis and evaluation.</p> <p>AO3: Analysis and evaluation of interpretations.</p>	<p>AO1: demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</p> <p>AO2: Source analysis and evaluation.</p> <p>AO3: Analysis and evaluation of interpretations.</p>	<p>AO1: demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</p> <p>AO2: Source analysis and evaluation.</p> <p>AO3: Analysis and evaluation of interpretations.</p>		
Knowledge	<p>Unit 1 - Political, economic and social developments. Government challenges. Greater democracy.</p> <p>Whig period of Government The emergence of the Conservative party: the Tamworth Manifesto and ideal of “good government” 1841 election and the Peel ministry of 1841-6 with important fiscal policy and the repeal of the Corn laws Irish developments.</p>	<p>Unit 1 - Political, economic and social developments. Government challenges. Greater democracy.</p> <p>Gladstone and his challenges to privilege and domination in high levels of Government/armed forces. Chartism: a direct challenge to the government: moral V physical force. The emergence of Tory Democracy and Liberalism</p>	<p>Unit 1 - Political, economic and social developments. Government challenges. Greater democracy.</p> <p>The individuals of Disraeli and Gladstone: the campaign for parliamentary reform, education reform and the home rule movement in Ireland.</p> <p>Public health reforms.</p>	<p>Unit 1 - Political, economic and social developments. Government challenges. Greater democracy.</p> <p>Britain by 1885: economically, politically and socially; the state of agriculture; challenges from new nations. Political reform</p> <p>Unit 2 – The collapse of communism.</p> <p>The role of Eastern Europe</p>		

	<p>Unit 2 – Suspended as we begin Unit 3.</p> <p>Unit 3 – The significance of the following on Germany’s political development: German development over the 100 period to include with the understanding of the role of historian in forming key arguments about the German nation and identity. The 1848 revolutions. German unification 1871. World War I. The Great Depression.</p>	<p>Unit 2 – Tensions in Europe and Détente. The post Cuba world and arms reductions: the quest to limit Nuclear Weapons and Summit diplomacy to discuss key issues; stability in Germany.</p> <p>Unit 3 – The significance of the following on Germany’s political development: The 1848 revolutions German unification 1871 World War I. The Great Depression Understanding the views of historians and how they may be effected by external influences – the failure of democracy and reaching a judgement on the reasons why the Weimar government failed.</p>	<p>Unit 2 – The end of Détente and the Second Cold War. The invasion of Afghanistan ; the government of Reagan; “evil empire” Failures with USSR leadership. Poland and the Solidarity movement; the role of the Pope and Thatcher.</p> <p>USSR financial problems Unit 3 – Independent student work.</p> <p>Individual research and write up: use of contemporary evidence and the views of historians.</p>	<p>Summits. The role of Gorbachev Economic sanctions.</p> <p>Unit 3 – NEA completed and handed in.</p>		
Recall/review from previous learning	Every lesson	Every lesson	Every lesson	Every lesson		
Assessment	Memory recall activities A Level style exam questions.	Memory recall activities A Level style exam questions.	Memory recall activities A Level style exam questions.	Memory recall activities A Level style exam questions.		
Cultural Capital, Equality, Diversity Inclusion	<p>Development of democracy in the UK. The role of the political party and the use of a manifesto to attract support. Economic policy: Free Trade, Adam Smith Ideological difference E – W Democracy and autocracy in Germany: Sonderweg</p>	<p>Development of democracy in the UK; Promotion based on ability rather than class/religion Liberalism Famine – causes and impact Ideological difference E – W- rationale for détente; other nations considered outside of Asia and Europe.</p> <p>Democracy and autocracy in Germany Repression, racism, various parliamentary systems and how they operate</p>	<p>Development of democracy in the UK. The role of Catholics in British history: Direct rule or Home Rule; the role of Government in welfare.</p> <p>Ideological difference E – W Conflict: negotiation and the role of leaders. Freedom and self-determination. Democracy and autocracy in Germany</p>	<p>Development of democracy in the UK Ideological difference E – W. Democracy and autocracy in Germany.</p>		

Literacy/Numeracy	Literacy – Extended writing, description, explanation, analysis of sources and interpretations. Numeracy – chronology and use of supporting statistics.	Literacy – Extended writing, description, explanation, analysis of sources and interpretations. Numeracy – chronology and use of supporting statistics.	Literacy – Extended writing, description, explanation, analysis of sources and interpretations. Numeracy – chronology and use of supporting statistics.	Literacy – Extended writing, description, explanation, analysis of sources and interpretations. Numeracy – chronology and use of supporting statistics.		
--------------------------	--	--	--	--	--	--