

History Department: Curriculum Overview 2023-24

1C Tudors, 1485-1603

Year 12 (3x 100 mins)	Term 1		Term 2		Term 3		End Points
	7 Weeks [11 lessons]	7 Weeks [11 lessons]	6 Weeks [9 lessons]	6 Weeks [9 lessons]	6 Weeks [9 lessons]	7 Weeks [11 lessons]	
Topic	Henry VII, 1485–1509	Henry VII, 1485–1509	Henry VIII, 1509–1547	Henry VIII, 1509–1547	Instability and consolidation: 'the Mid-Tudor Crisis', 1547–1563	NEA: The British Empire in India	
Skill	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. AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.						All Assessment Objectives
Content	<ul style="list-style-type: none"> Henry Tudor's consolidation of power: character and aims; establishing the Tudor dynasty (6 lessons) Government: councils, parliament, justice, royal finance, domestic policies (2 lessons) Relationships with Scotland and other foreign powers; securing the succession; marriage alliances (1 lessons) 	<ul style="list-style-type: none"> Relationships with Scotland and other foreign powers; securing the succession; marriage alliances (1 lessons) Society: churchmen, nobles and commoners; regional division; social discontent and rebellions (2 lessons) Economic development: trade, exploration, prosperity and depression (1 lessons) Religion; humanism; arts and learning (3 lessons) 	<ul style="list-style-type: none"> Henry VIII: character and aims; addressing Henry VII's legacy (2 lessons) Government: Crown and Parliament, ministers, domestic policies including the establishment of Royal Supremacy (4 lessons) Relationships with Scotland and other foreign powers; securing the succession (5 lessons) 	<ul style="list-style-type: none"> Society: elites and commoners; regional issues and the social impact of religious upheaval; rebellion (3 lessons) Economic development: trade, exploration, prosperity and depression (2 lessons) Religion: renaissance ideas; reform of the Church; continuity and change by 1547 (4 lessons) 	<ul style="list-style-type: none"> Edward VI, Somerset and Northumberland; royal authority; problems of succession; relations with foreign powers (3 lessons) The social impact of religious and economic changes under Edward VI; rebellion; intellectual developments; humanist and religious thought (3 lessons) Mary I and her ministers; royal authority; problems of succession; (3 lessons) 	<ul style="list-style-type: none"> India in 1857 and the beginnings of the Raj Interpretations of British Rule in India Indian nationalism and the campaign for self-governance British India in 20th century Partition – its legacy and impact 	<p>To understand the significance of historical events, the role of individuals in history and the nature of change over time.</p> <p>Gain a deeper understanding of the past through political, social, economic and cultural perspectives.</p> <p>Provide the knowledge and skills they require to succeed as A-level historians</p>
Prior Knowledge Required	Tudor family tree Geography and connections with the European mainland	Feudal hierarchy The beginnings of the European Reformation	Henry VIII's marriages and dynasty Power structure of government	Impact of the Reformation and the development of the Church of England	Impact of the Reformation and the development of the Church of England	The British Empire	
Feedback Points	Extracts Practice Essay Question	Extracts Practice Essay Question	Assessment Window 1 – Essay Questions	Extracts Practice Essay Question	Extracts Practice Essay Questions	NEA - draft	
Key Questions	<ul style="list-style-type: none"> How far did Henry VII establish a new dynasty? (essay) How far was Henry VII's foreign policy 'defensive'? (extracts) 	<ul style="list-style-type: none"> How was foreign interference a threat to Henry's reign? What was so vital about the wool trade? Who were the Humanists? 	<ul style="list-style-type: none"> How was Henry VIII different from his father? How far was Henry's policies his or Wolsey's or Cromwell's? Who was Henry's greatest rival? 	<ul style="list-style-type: none"> What caused the Pilgrimage of Grace? Was society prosperous under Henry VIII? How far did Henry VIII change the Church in England? 	<ul style="list-style-type: none"> What were the problems of regency rule? How far did religious ideas change from 1547-1553? How far was the problem of the succession secured by 1553? 	<ul style="list-style-type: none"> How did 1857 shape British and Indian relations? What are the differing interpretations on the British Raj? Who was campaigning for Indian independence? Was independence achieved? 	
Direct Vocab Instruction	Consolidation Dynasty Council Succession Foreign Policy	Treaties Nobility Gentry Prosperity Humanism	Reformation Domestic Supremacy Annulment Cardinal	Amicable Pilgrimage Renaissance Protestant Sermon	Minority Regency Accession Calvinist Counter Reformation	Mutiny Reprisals Swaraj Nationalist Partition Civil disobedience Sectarian Satyagraha	

Standardised Homework	Directed reading Own reading Essay paragraph practice Extracts answer practice	Directed reading Own reading Essay paragraph practice Extracts answer practice	Directed reading Own reading Essay paragraph practice Extracts answer practice	Directed reading Own reading Essay paragraph practice Extracts answer practice	Directed reading Own reading Essay paragraph practice Extracts answer practice	Directed reading Own reading Evidence research Drafting the NEA	
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2R The Cold War, c1945-1991

Year 12 (3x 100 mins)	Term 1		Term 2		Term 3		End Points
	7 Weeks [11 lessons]	7 Weeks [11 lessons]	6 Weeks [9 lessons]	6 Weeks [9 lessons]	6 Weeks [9 lessons]	7 Weeks [10 lessons]	
Topic	The Origins of the Cold War, c1945–1949	The Widening of the Cold War, 1949–1955	The Widening of the Cold War, 1949–1955	The Global War, 1955–1963	The Global War, 1955–1963	NEA – British empire and independence of India	
Skill	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: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.					All Assessment Objectives	To understand the significance of historical events, the role of individuals in history and the nature of change over time.
Content	<ul style="list-style-type: none"> US, British and USSR relations in 1945: conflicting ideologies; tensions at Yalta; relations between Stalin, Roosevelt and Churchill; the breakdown of the Grand Alliance at Potsdam; relations between Stalin, Truman and Attlee Developing tensions: the Soviet Union occupation/control of eastern and southern Europe; Kennan's Long Telegram; the Iron Curtain speech; Cominform; the Greek Civil War and the Truman Doctrine on containment The USA's involvement in Europe: policy towards Britain and Europe; the launch of the Marshall Plan; US attitudes to Germany and Berlin 	<ul style="list-style-type: none"> Conflict over Germany: developments within the sectors, including Bizonia and currency reform; the Berlin blockade; the creation of East and West Germany; formation of NATO US containment in action in Asia: the reconstruction of Japan and US-Japanese relations; support for Jiang Jieshi and policy towards China and Taiwan; the defensive perimeter strategy; support for South Korea; NSC-68 The Korean War: causes, position and aims of Kim Il Sung and Syngman Rhee; attitudes and actions of the UN, USA, USSR and China; military involvement and settlement 	<ul style="list-style-type: none"> Increasing Cold War tensions: McCarthyism in the USA and its influence in Britain and Europe; US dominance in the UN and role as 'world policeman'; the isolation of China Alliances and shifts: FRG and NATO; the Warsaw Pact; SEATO; Eisenhower, Dulles and 'brinkmanship'; the domino theory; attitude to French struggle in Indo-China; the Geneva Conference 	<ul style="list-style-type: none"> Khrushchev and East-West relations: impact of risings in Poland and Hungary and Soviet intervention; the degree of 'peaceful coexistence', including exchange of visits and Paris summit Cold War rivalries: the extension of the arms race including ICBMs; the space race; sputnik and space flight; the Berlin Crisis and the U2 affair; the significance and impact of the Berlin Wall 	<ul style="list-style-type: none"> Conflict in Asia: Indo-China under Ho Chi-Minh in the North and Diem in the South; formation of NLF; Kennedy's policies towards Indo-China and Diem's assassination Confrontation between the superpowers: US attitudes to Cuba and developments leading to the missile crisis; the 13 days; the significance of the crisis 	<ul style="list-style-type: none"> NEA preparation, research and first draft Revision of 1945-1963 for assessment window 2 	<p>Gain a deeper understanding of the past through political, social, economic and cultural perspectives.</p> <p>Provide the knowledge and skills they require to succeed as A-level historians</p>
Prior Knowledge Required	Outcome of World War Two Communism and capitalism	Asian geography European tensions 1945-49	US political system	Consequences of nuclear weapons Conventional military equipment	Early Vietnam history Policy of containment	Basics of the British empire including timelines and milestones	
Feedback Points	Sources Practice Essay Question	Assessment Window 1 – full paper Sources Practice	Essay Question Essay Question	Assessment Window 2 – full paper Sources Practice	Sources Practice Essay Questions	NEA first draft	

Key Questions	<ul style="list-style-type: none"> What were the challenges for the Grand Alliance at the end of the Second World War? Why did tensions develop between the superpowers in the late 1940s? 	<ul style="list-style-type: none"> Who was most responsible for the development of Cold War tensions up to 1949? What was the geostrategic importance of Japan for the US? Why could the US proclaim the Korean War as a success? 	<ul style="list-style-type: none"> Why did McCarthyism have an impact on US foreign policy? Which superpower benefited most from alliances formed in early 1950s? 	<ul style="list-style-type: none"> What impact did Eastern European uprisings have on Soviet foreign policy? Who was most responsible for the development of the Berlin Crisis? 	<ul style="list-style-type: none"> Why did US policy in Vietnam lead to increased tensions in Asia? Who benefitted most from the Cuban missile Crisis? 	<ul style="list-style-type: none"> What is your judgement? What is your most compelling evidence to privet your judgment? What is your counter argument? 	
Direct Vocab Instruction	Collective security Reparations Pro-agrarian Imperialism Isolationism Veto Protectorate	Federalism Constitution Bilateral Sino Guerrilla	National Security Strategic Reserves Brinkmanship Indochina	Summit Intercontinental Ballistic Missile	Collectivisation Nepotism Vietcong Coup Covert	Mutiny Reprisals Swaraj Nationalist Partition Civil disobedience Sectarian Satyagraha	
Standardised Homework	Directed reading Own reading Essay paragraph practice Source answer practice	Directed reading Own reading Essay paragraph practice Source answer practice	Directed reading Own reading Essay paragraph practice Source answer practice	Directed reading Own reading Essay paragraph practice Source answer practice	Directed reading Own reading Essay paragraph practice Source answer practice	Directed reading Own reading Evidence research Drafting the NEA	

1C Tudors, 1485-1603

Year 13 1C Tudors (3x 100mins)	Term 1		Term 2		Term 3		End Points
	7 Weeks [11 lessons]	7 Weeks [11 lessons]	6 Weeks [9 lessons]	6 Weeks [9 lessons]	6 Weeks [9 lessons]	7 Weeks [11 lessons]	
Topic	Instability and consolidation: 'the Mid-Tudor Crisis', 1547–1563	Instability and consolidation: 'the Mid-Tudor Crisis', 1547–1563	The triumph of Elizabeth, 1563–1603	The triumph of Elizabeth, 1563–1603	Thematic Revision		
Skill	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. AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.						<p>To understand the significance of historical events, the role of individuals in history and the nature of change over time.</p> <p>Gain a deeper understanding of the past through political, social, economic and cultural perspectives.</p> <p>Provide the knowledge and skills they require to succeed as A-level historians</p>
Content	<ul style="list-style-type: none"> Completion of NEA (3 lessons) Edward VI, Somerset and Northumberland; royal authority; problems of succession; relations with foreign powers (4 lessons) The social impact of religious and economic changes under Edward VI; rebellion; intellectual developments; humanist and religious thought (3 lessons) 	<ul style="list-style-type: none"> Mary I and her ministers; royal authority; problems of succession; (2 lessons) Mary I and relations with foreign powers (2 lessons) The social impact of religious and economic changes under Mary I; rebellion; intellectual developments; humanist and religious thought (3 lessons) Elizabeth I: character and aims; consolidation of power, including the Act of Settlement and relations with foreign powers (3 lessons) The impact of economic, social and religious developments in the early years of Elizabeth's rule (3 lessons) 	<ul style="list-style-type: none"> Elizabethan government: court, ministers and parliament; factional rivalries (3 lessons) Foreign affairs: issues of succession; Mary, Queen of Scots; relations with Spain (3 lessons) Society: continuity and change; problems in the regions; social discontent and rebellions (3 lessons) 	<ul style="list-style-type: none"> Economic development: trade, exploration and colonisation; prosperity and depression (3 lessons) Religious developments, change and continuity; the English renaissance and 'the Golden Age' of art, literature and music (3 lessons) The last years of Elizabeth: the state of England politically, economically, religiously and socially by 1603 (3 lessons) 	<ul style="list-style-type: none"> Summary of each Tudor reign (1 lesson) Foreign Policy (2 lessons) Governance (2 lessons) Religious and Intellectual Ideas (2 lessons) Economy & Society (2 lessons) 		
Prior Knowledge Required	The social and economic changes under Henry VIII Development of religious and intellectual ideas	The religious and economic changes under Edward VI The succession under Henry VIII	Governance by ministers, parliament and personal monarchy Foreign policy of the previous Tudors	Early problems facing Elizabeth The features and characteristics of rebellions			
Feedback Points	Extracts Practice Essay Question	Assessment Window 1 – full paper Extracts Practice	Essay Question Essay Question	Assessment Window 2 – full paper Extracts Practice	Extracts Practice Essay Questions		
Key Questions	<ul style="list-style-type: none"> What were the problems of regency rule? How far did religious ideas change from 1547-1553? How far was the problem of the succession secured by 1553? 	<ul style="list-style-type: none"> To what extent was there a mid-Tudor Crisis? What was the main cause of rebellions in this period? Was Elizabeth able to solve the problems of Edward VI and Mary I? 	<ul style="list-style-type: none"> How was governance by Elizabeth similar and different to other Tudors? Why was Scotland and Spain such a threat to Elizabeth? Why were the poor a problem for Elizabeth? 	<ul style="list-style-type: none"> Why did England become a world power under Elizabeth? Did the Elizabethan religious settlement work? What was the Elizabethan 'Golden Age'? 	<ul style="list-style-type: none"> How did the reigns of the Tudors change over time? 		
Direct Vocab Instruction	Debasement Mid Tudor Crisis	Royal Injunctions	Factionalism	Monopolies Golden Age			
Standardised Homework	Directed reading Own reading Essay paragraph practice	Directed reading Own reading Essay paragraph practice	Directed reading Own reading Essay paragraph practice	Directed reading Own reading Essay paragraph practice	Revision		

	Extracts answer practice	Extracts answer practice	Extracts answer practice	Extracts answer practice			
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2R The Cold War, c1945-1991

Year 13 2R Cold War (3x 100mins)	Term 1		Term 2		Term 3		End Points
	7 Weeks [11 lessons]	7 Weeks [11 lessons]	6 Weeks [9 lessons]	6 Weeks [9 lessons]	6 Weeks [9 lessons]	7 Weeks [11 lessons]	
Topic	NEA & Confrontation and cooperation, c1963–1972	Confrontation and cooperation, c1963–1972 & The Brezhnev era, 1972–1985	The Brezhnev era, 1972–1985 & The ending of the Cold War, 1985–1991	The ending of the Cold War, 1985–1991	Revision: 2R The Cold War, c1945–1991		
Skill	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: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.						<p>To understand the significance of historical events, the role of individuals in history and the nature of change over time.</p> <p>Gain a deeper understanding of the past through political, social, economic and cultural perspectives.</p> <p>Provide the knowledge and skills they require to succeed as A-level historians</p>
Content	<ul style="list-style-type: none"> Completion of NEA (6 lessons) Confrontation in the Vietnam War: Johnson's policy in Vietnam; the Gulf of Tonkin resolution; escalation; tactics and relative strengths of the two sides; the Tet Offensive 	<ul style="list-style-type: none"> Nixon's policies in Vietnam: Vietnamisation; extension into Cambodia and Laos; relations with China; the beginning of the Paris peace talks Cooperation: attitudes of Khrushchev and Kennedy; Hot-line; Moscow Test Ban Treaty; nuclear non-proliferation treaty; cut back in materials for nuclear weapons Pressures on USSR: the crisis in Czechoslovakia and the Brezhnev doctrine; relations with China The USA and SE Asia: Paris peace talks; Northern victory; continuing problems in Cambodia; costs of war The extent of Détente up to 1979: the SALT talks; Ostpolitik and Helsinki accords; arms race; relations with China 	<ul style="list-style-type: none"> The Second Cold War: the reasons for renewed hostilities and developments, including the Soviet invasion of Afghanistan; new personalities, including Reagan, Thatcher and Pope John Paul II; the crushing of Solidarity in Poland; the shooting down of KAL 007 Developments in Africa and the Americas: the impact of Cuban intervention in Angola and Ethiopia; the impact of US intervention in Latin America and the Caribbean including Chile, Grenada and Nicaragua Gorbachev and the ending of the Cold War: pressures on and significance of Gorbachev as Soviet leader; new thinking and practicalities: the importance of Soviet economic problems 	<ul style="list-style-type: none"> The summits between the USA and the USSR, including Geneva, Reykjavik, Washington and Moscow; Reagan; star wars; Bush and the US response The collapse of Communism in the Eastern European soviet satellite states; the end of the Brezhnev Doctrine and significance of events of 1989 The ending of Cold War tensions in Asia: Afghanistan; the Americas: Cuba, Nicaragua and El Salvador; Africa: Angola and Ethiopia; the end of the Cold War: the Malta summit and its aftermath, including the reunification of Germany; the collapse of the USSR and resignation of Gorbachev 	<ul style="list-style-type: none"> Exam Practice and Source Questions 		
Prior Knowledge Required	Vietnam in the 1950s	Impact of China so far in the Cold War	Reputation and philosophy of Margaret Thatcher	International geography			
Feedback Points	Source practice Essay question	Assessment Window 1 – full paper Source practice	Essay question Essay question	Assessment Window 2 – full paper Source practice	Source practice Essay questions		

Key Questions	<ul style="list-style-type: none">• What was the turning point for the US in Vietnam?	<ul style="list-style-type: none">• Why can Nixon’s policies in Vietnam be described as a failure?• What motivated both superpowers to engage in Detente?	<ul style="list-style-type: none">• Why did the Cold War develop into a truly global event?• What impact did the personalities of Cold War leaders have on developing tensions?	<ul style="list-style-type: none">• How did Gorbachev contribute to the end of the Cold War?• Why did the USSR collapse?			
Direct Vocab Instruction	Americanised Agent Orange	Vietnamisation ARVN ABMs MIRVs Revisionism Cultural revolution Cruise missile	Unilateralism Encyclical Politburo Glasnost Perestroika GOSPLAN	Mujaheddin Independence Organisation of American States			
Standardised Homework	Directed reading Own reading Evidence research Drafting the NEA	Directed reading Own reading Essay paragraph practice Source answer practice	Directed reading Own reading Essay paragraph practice Source answer practice	Directed reading Own reading Essay paragraph practice Source answer practice	Directed reading Own reading Essay paragraph practice Source answer practice		