



love the journey

Curriculum Implementation 2024-25

Secondary

LCA Strand	Humanities
Subject	History
Key Stage	Key Stage 5 (Chapter 12-13)

<p>What are the key concepts taught?</p>	<p>In History, we explore a wide range of concepts, varying from topic specific content to concepts related to the study of the discipline. Key topic specific concepts include:</p> <ul style="list-style-type: none">• Monarchy (Absolute Monarchy)• Reform• Feudalism• Power, authority and control• Society• Government and local government• Parliament• Legislation• Privy Council• Conquest, War, Civil War• Poverty• Economy• Inflation• Command Economy• Trade• Religion and faith• Uprising, rebellion and revolution• Coup• Factions• Health: pandemic• Decree, law and Parliament• Supremacy• Taxation• Legacy• Poverty and famine• Political marriage• Annulment• Line of succession• Nobility• Gentry
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	<ul style="list-style-type: none"> • Divine Right of Kings • Enclosure • Agrarian based society • Diplomacy • Patronage • Conservative • Socialism/Communism/Marxism • Liberal • Rapid Industrialisation • Socialist Realism • Propaganda • Empire/Colonialism • Indigenous • Slavery • Reparations • Racism • Migration • Militarism, Alliances, Imperialism, Nationalism • Attrition • Conscientious objection • Negotiation and compromise • Peace • Collective Security • Veto • Genocide • Justice • Civil Rights • Constitution • Executive/Legislative/Judiciary • Amendment • Federalism • Supreme Court Holding <p>Key subject disciplinary concepts include:</p> <ul style="list-style-type: none"> • Cause and consequence • Trigger factor • Significance • Change and continuity • Similarity and difference • Analysis • Evaluation • Judgement
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<p>What is the sequencing of units?</p>	<p>The Units below are taught simultaneously and by two different teachers. All topics are taught in chronological order, this provides the sequencing and lays the context when moving from one study to another. Taught essay skills link all three areas of study, students can improve their Russia essays through feedback and development in their Tudor writing and vice versa. Working on Tudor interpretations or Russia source-based questions also enhance student understanding and performance in the NEA</p>
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study, all of these skills must be used in the 4,500 word assignment.

Unit 1C – The Tudor's, 1485-1603 (Breadth Study) **Ch12**

Ch12 begins with a study of how the Tudor dynasty began and the context of England at this significant period. From there it progresses into a detailed study of the reign of Henry VII, the problems he faced, the change and continuity of the reign and his achievements. Topics such as government, the economy, rebellion, foreign policy, succession etc are covered.

Ch12 then begin to study Henry VIII, from the period of the King through to his death. This study involves detailed analysis of significant change, whilst also evaluating to discover what continued to stay the same. Key topics include government, key ministers, the economy, the succession, marriage and Reformation and religion, rebellion, foreign policy etc.

Ch 12 continue their studies with an analysis of the reign of Edward VI and his various Regent's. In this area of study there is a focus upon change and continuity with regards to religion and government. Rebellion and foreign relations are also significant topics.

Ch13

Ch13 begin with a review of Ch12 learning so that the understand the sequence and can continue to see the common themes e.g. – government, religion, rebellion, foreign policy etc.

Ch13 then begin their investigation of the reign of Mary I. As above, the focus will be on the significance of the change and continuity of the period. Topics include succession (including Lady Jane Grey) religious change and repercussions, marriage and foreign policy, economy, rebellion etc. The study ends with an evaluation of the question; Was there a mid-Tudor crisis? This involves linking back to significant parts of Ch12 learning and identifying common themes and patterns.

Ch13 then begin a detailed study of the reign of Elizabeth I. Change and continuity is explored and evaluated throughout. Topics investigated include government, key ministers, the issues of marriage and succession, religion, the economy, foreign policy and rebellion.

The Tudor study ends with a detailed overview of the common themes across the entire period and judgment of change and continuity from 1485-1603.

Throughout the Tudor study there is a consistent focus on the common themes, students will be able to reach judgements based on the short, medium and the long term.

Unit 2N: Russia 1917-1953 (Depth Study) **Ch12**

Ch12 begin with a brief study of Russia before 1917. This allows students to understand the political, social, economic, geographical and international complexities of Russia and lays the required context to understand the content of the A Level course.

Ch12 begin an investigation of Russia in 1917, the government of Nicholas II, the growing demand for reform, the agrarian based economy and peasant society (feudal), the influence of the Orthodox church, international pressure and WWI. This leads to a study on the causes of the Feb Revolution and the degree of change and continuity afterwards before exploring the Dual Authority, leading into the Bolsheviks and the Oct Revolution and the role of Lenin and Trotsky.

Ch12 then analyse how the Bolsheviks consolidated their position, politically and economically and includes a depth study on the Russian Civil War (including rebellion and counter revolution).

Ch12 then evaluate the economy, Bolshevik control and foreign policy under Lenin and the Bolsheviks and life for the varying groups of Russian people.

An evaluation of Lenin, his leadership and government and the level change and continuity takes place. This includes a study around the ideology of Marxism and exploring the compromises Lenin had to make. Students consider the legacy of Lenin and what or who should replace him?

Ch12 then study the period immediately after the death of Lenin. This leads into the leadership race, the membership of the Politburo, the left wing of the party and the right wing and the ideological differences. Students then evaluate why Stalin emerged as the next leader.

Ch12 ends with a review and an evaluation of the levels of change and continuity from the Tsarist government to Stalin taking control.

Ch13

Ch13 begins with a review of the Ch12 content in order to lay the context for what comes next.

Ch13 then begin to explore the economic policies of Stalin with a focus upon levels of growth, ideological development, personal security for Stalin, propaganda and preparation for war.

Ch13 then consider the methods of control used by Stalin to create a totalitarian regime, studying topics such as fear and terror, the purges, show trials, propaganda and the Cult of Stalin. All of these topics are linked to the previous study of the economy and how control was used to enhance economic growth.

Ch13 then consider Soviet society and what life was like for a variety of different groups. Topics include socialist realism, education and youth movements, family life, the role of women, religion, minority groups, workers and farmers. This is linked back to previous topics, e.g. what was life like for women during forced Collectivisation and how did propaganda encourage them?

Ch13 then explore foreign policy under Stalin with a focus on relations before the war, 1939-41 when the USSR remains out of war, WWII, the rebuilding of Russia after WWII and the early phases of the Cold War. Previous topics are reviewed in this context, e.g. how significant was preparation for war as a motivating factor for the workforce during the first three 5 Year Plans?

Ch13 then explore the era of 'High Stalinism' and the economy, society and control in this period. This is compared with the previous studies on these topics in order to judge the level of change and continuity.

Unit 3: NEA – US Civil Rights, 1865-1968

This study begins in the final term of Ch12, this is because the required NEA skills are taught throughout both Unit1 and Unit 2. This allows the students time to develop these skills and the confidence to use them in an independent task.

Ch12

Ch12 receive a series of lessons on the content, this relates specifically to the chosen themes that can be used in the assignment: Presidents, Congress, Supreme Court, Key Individuals, Civil Rights Protest Groups. Students study the level of change or continuity throughout various governments and what influenced the outcomes.

Ch12 then engage in sessions based around research, this is to enable them to find the required sources and interpretations that must be used in the assignment. Individually, each students shares their finding with an assigned teacher and discuss how they will use it. By the end of Ch12 each student will have written the first 500-750 words of the assignment.

Ch13

Ch13 consists of a brief review of what is required in terms of content, research and skills. From this point on the NEA is a series of deadlines set by teachers and meetings with students to discuss their progress.

How do we encourage pupils to see the links between different units and concepts?

A significant part of History is the links and patterns that emerge over time. The Tudor course is based around a series of themes, they appear during the reign of each monarch, and this allows numerous opportunities to look back and reflect on the similarities and differences. Teachers will consistently refer back to previous learning. Tasks will be set that require the students to link their learning, from essays to short responses to group presentations. There is a consistent focus on continuity and change throughout the course.

In the Russian study, students must answer detailed source questions. This is only possible with an understanding of the context. As a result, students must consistently review their learning and know what was going on in relation to the economy

	<p>when the Show Trials were taking place or what was going on internationally that might influence the actions of the Bolsheviks. As a result, teachers will consistently refer to this and question students. Tasks that are set will also reflect this. These skills are also required for the NEA.</p> <p>Links between the unit's are also discussed. For example, the concept of factionalism emerges in both Tudor England and Soviet Russia. Students will be asked to explain their understanding of it in both contexts, what is similar and what is different.</p>
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<p>What are the planned opportunities for adaptive teaching, including for SEND, the more and able and disadvantaged pupils?</p>	<p>Adaptive teaching methods are deployed to challenge every student at an appropriate level. Frequent strategies include scaffolding, modelling, revisiting specific concepts or language and through questioning.</p> <p>School policies are followed such as 'Quality First,' Champion Teaching' and SEND profiles. Teachers work with LSA's to get the best out of targeted students.</p> <p>Stretch and challenge is evident through questioning, challenge tasks, live marking and instant feedback.</p>
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<p>What are the planned opportunities for retrieval and reflection by pupils?</p>	<p>Every lesson begins with a 'Do Now' activity, the vast majority of these require retrieval from the previous lesson or prior learning.</p> <p>LCT tests take place and are based upon the recall of knowledge-based learning.</p> <p>The sequencing of the curriculum means that students must be able to see the connections. Teachers plan questioning around this and expect pupils to recall details from previous lessons or previous years (e.g. In Ch13 students are expected to refer back to Ch12 learning of the Tudor rebellion or the Russian economy).</p> <p>PP assessment will be based around the most recent learning. However, there will be at least one task that requires students to think back to a previous period of learning.</p> <p>Mock exams examine the entire course studied to that point.</p>
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<p>What are the opportunities for feed forward by the teacher post assessment outcomes?</p>	<p>Teachers provide feedback to each class and demonstrate how to move forward. Individual conversations take place with students who are underachieving. Frequent discussions around progress on the NEA.</p> <p>Students reflect upon their outcomes and discuss this with their peers and feedback to the teacher. This informs future planning and can lead to a revisit of a topic/skill.</p>
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<p>What are the planned opportunities for developing Reading?</p>	<p>Reading is an integral part of History. Almost every lesson will require some form of reading. In History, the aim is to facilitate reading for purpose and enable students to understand the significance of the text from a historical perspective.</p> <p>Reading tasks are planned and encourage students to see the link between the wording of the question and the content of the reading. Historical sources and interpretations are frequently deployed and require the students to read in order to gain an understanding of the past. At the end of each topic students read an entire chapter and add to their detailed notes.</p> <p>Sometimes students are expected to read aloud, on other occasions there will be silent reading followed by questioning and there will also be examples of the teacher reading to the students in order to model and demonstrate what our expectations are. Discussions follow on from this reading and allow teachers to judge levels of understanding and develop strategies to make even further progress.</p>
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<p>What are the planned opportunities for developing literacy, numeracy, oracy and SMSC?</p>	<p>Literacy: Marking also includes the correction of words of historical importance. Students may be provided an ideal sentence or A* standard paragraph or words they should use when constructing an A Level argument. Modelling is used. Challenging vocab will be discussed and defined and there will be an expectation to use it in writing, this includes Russian words/names/places. Live marking allows for instant correction of capitalisation, spelling, punctuation. Mark schemes refer to levels of written communication, these are used when marking students work. Students are expected to structure and write extended essays, therefore writing skills are taught.</p> <p>Numeracy: Chronology and timelines are frequently discussed and used within teaching. Students must have an awareness of context in order to answer source based questions. Data is analysed when teaching a variety of topics and may be displayed in tables, charts or graphs. When teaching about the economy both money and value become part of our studies. A level students must be able to refer to data in their writing.</p> <p>Oracy: Discussion based activities are frequent and permit students to develop confidence in constructing a reasoned argument. Reading aloud is frequent. Pair and group activities are regularly used to allow students to discuss academic matters with their peers. Group presentations are used to enhance confidence, enhance historical understanding and develop the required skills. Discussion based activities are frequently used to take our students beyond the syllabus (e.g. Tudor studies leads to discussions about the role of the Monarchy in modern society or the policy of Russification results in debates about Russia's role in the world today or the situation in Ukraine or the NEA study</p>
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produces an analysis of the modern Civil Rights issues in the USA or the UK).

SMSC: History affords many opportunities to engage with SMSC. Students study society, as such they are exploring issues such as rights, religious beliefs, persecution, discrimination, racism, gender roles, welfare, colonialism, democracy etc. Students consider government and how it has evolved and the concept of law and order. Personal experiences of those who encountered the above will be used and students have the opportunity to learn from those who were there and witnessed these events. Despite teaching about the past, current affairs will be used to make comparisons between 'then and now.' The NEA study is based around Civil Rights and allows students to explore the impact of legislation, political and social leadership, judicial rulings, protest and the role of pressure groups. This will also involve learning around discrimination and race related issues.