SUBJECT CURRICULUM PLAN

HASMONEAN
אל תקרי בניך אלא בוניך

SUBJECT:	**History**	**YEAR GROUP:**	**12**
COURSE:	A Level	**EXAM BOARD:**	**Pearson Edexcel Level 3 Advanced GCE in History**
SUBJECT INTENT:	*A Level History aims to build on students' understanding of the past through experiencing a broad and balanced course of study. In Year 12 students focus on Communist States in the 20th Century. We aim to build effective and independent learners, and as critical and reflective thinkers with curious and enquiring minds. We encourage students to develop the ability to ask relevant and significant questions about the past and to research them in preparation for higher learning. They acquire an understanding of the nature of historical study to provide the skills for study of historical interpretations in the NEA in Year 13.*		

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING	SPECIFICATION LINK
Autumn	Route E: Paper 1 - Russia 1917-1985	Introduction to Russia Establishing Communist Party Control Towards a command economy Stalin in Power Industry and agriculture in the Stalin era Control of the people under Lenin and Stalin Women and the family under Lenin and Stalin Art under Lenin and Stalin Social stability under Lenin and Stalin	Provisional Government, October Revolution, War Communism and the NEP, industry and agriculture, power struggle, collectivisation, terror, media and propaganda, women and family, socialist realism, social stability.	We explore the four themes (government, economy, control of the people, social and cultural developments) in Lenin and Stalin's Russia. Students are taught excellence in both depth and breadth essay writing and there are opportunities to practice at home and in timed assessments. We encourage wider reading.	History spec issue 3 1 Communist government in the USSR, 1917–85 2 Industrial and agricultural change, 1917–85 3 Control of the people, 1917–85 4 Social developments, 1917–85
	Route E: Paper 2 - Mao's China 1949-76	Establishing Communist rule Agriculture and industry, 1949-65	Civil War, PLA, CCP, democratic centralism, dictatorship, terror, antis campaigns, land reform, collectivisation, communes.	Taught alongside Paper 1, this unit builds directly on the GCSE Asia Depth to explore the same themes as Communist Russia. The study explores the development of a communist dictatorship centred around Chairman Mao. It builds on knowledge of Chinese	1 Establishing communist rule 2 Agriculture and industry, 1949–65

SUBJECT CURRICULUM PLAN

				intervention in the Korean War from GCSE. Students are taught excellence in source evaluation and essay writing and there are regular opportunities to practice at home and in timed assessments. We encourage wider reading.	

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING	SPECIFICATION LINK
Spring	Route E: Paper 1 - Russia 1917-1985	Reform, stability and stagnation under Khrushchev, Brezhnev and Andropov Control of the people, 1953-85 Art, 1953-85 Social developments, 1953-85	Light industry, Virgin Lands Scheme, economic decline, de-Stalinisation, political stagnation, non conformity.	We continue to explore the four themes and how they develop from 1953-85 so that students can write essays that cover the whole time span.	1 Communist government in the USSR, 1917–85 2 Industrial and agricultural change, 1917–85 3 Control of the people, 1917–85 4 Social developments, 1917–85
	Route E: Paper 2 - Mao's China 1949-76	Agriculture and Industry The Cultural Revolution	Five-Year Plans, Backyard furnace campaign, 'walking on two legs', Great Leap Forward, Cult of Personality, Lushan Conference, Red Guards, Red Terror, Four Olds, Gang of Four, 'Capitalist Roader'.	This builds on the autumn term by covering the 1960s and 1970s with a focus on how the famine and Cultural Revolution have been interpreted by historians. Students are expected to show more independence in essay writing.	2 Agriculture and industry, 1949–65 3 The Cultural Revolution and its aftermath, 1966–76

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING	SPECIFICATION LINK
Summer	Route E: Paper 1 -	What explains the fall of the USSR,	Interpretation and evaluation.	Students build on their knowledge of	Historical

SUBJECT CURRICULUM PLAN

	Russia c1985-91 End of year exams	c1985–91?	Economic weaknesses of the USSR and the failure of reform; Gorbachev's failure to reform the Communist Party and the Soviet government; Nationalist resurgence; How far Gorbachev and Yeltsin can be seen as responsible for the collapse of the USSR in 1991.	the Soviet Union to evaluate how historians have evaluated the fall of the Soviet Union. End of year exams cover topics 1-4 and teachers build revision time into the learning.	interpretations
	Route E: Paper 2 - Mao's China 1948-76 End of year exams	Social and Cultural Changes, 1949-76	Foot binding; the Marriage Law 1950; nature and extent of change. Literacy; Pinyin; barefoot doctors; Cultural change: role of Jiang Qing; the imposition of revolutionary art and culture, attacks on Buddhism, Confucianism, Christianity, Islam and ancestor worship.	Students consolidate and build on their knowledge and skills to focus more on attempts to control and change society and culture. End of year exams cover topics 1-4 and an entire past paper.	4 Social and cultural changes, 1949–76

SUBJECT:	**History**	**YEAR GROUP:**	**13**
COURSE:	A Level History	**EXAM BOARD:**	**Pearson Edexcel Level 3 Advanced GCE in History**
SUBJECT INTENT:	*In Year 13 they broaden their study to focus on a breadth study of the Wars of the Roses in late Medieval England as well as the NEA on the Holocaust. Students consolidate and build on their Year 12 study by continuing to practice exam questions from the Year 12 topics. We aim to produce effective and confident learners who are prepared for end of year exams and for learning in higher education. They are encouraged to further develop their source skills and substantiate their evaluations in their writing.*		

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING	SPECIFICATION LIN
Autumn	**Paper 3: Wars of the Roses** **Aspects in depth**	Richard II - Henry IV: crises of 1399-1405 Henry V and the conquest of French Renewed crises and challenges to Henry VI's rule The Yorkists Divided: Edward VII, Duke of Clarence, Richard III	Nobility, kingship, monarchy, marriage, Yorkists, Lancastrians, rebellion, relations with France and Scotland, Burgundy, conquest of Normandy, Alliance, Treaty, Battle of Bodsworth field	Aspects in depth and studied first to enable students to prepare for question 1 and 2 of the exam. Question 1 builds on source skills developed in Paper 2 to evaluate a single contemporary source in greater depth on a monarch. Question 2 builds on essay writing skills	Aspects in depth: kings challenged and kings triumphant 1, 2, 3, 4

SUBJECT CURRICULUM PLAN

			Role of individuals: Margaret of Anjou, Cade's rebellion, Duke of York, Earl of Warwick.	developed in both papers 1 and 2. Revision for the January mocks are built into the learning.	
	NEA	Holocaust coursework preparation, planning and draft writing	Interpretation, responsibility, anti-Semitism, 'Final Solution', annihilation, Nazi, dictatorship, role of Hitler, SS, other leaders, role of bureaucracy, 'Hitlerism', Fuhrer.	Taught and studied alongside Paper 3, the teacher prepares students by covering the chronology of the Holocaust whilst students read different historical interpretations. Students independently plan and write a first draft 4000 word essay that critically analyses three historians. Revision for the January mocks are built into the learning with a particular focus on practicing Paper 1, question 3.	Coursework

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING	SPECIFICATION LI
Spring	**Paper 3: Wars of the Roses** **Aspects in breadth**	Henry VII: Seizing the throne and trying to keep it Changing relationships between crown and the nobility: 'overmighty subjects' Changes in the sinews of power	Marriage, taxation, rebellion, 'over mighty subjects', 'under mighty monarchs, Parliament, War and diplomacy, exchequer, Spanish marriage.	Aspects in depth are completed after the January mocks. Breadth topics are completed after that as they consolidate the themes and knowledge developed in the other topics. This prepares students to write an essay which covers the whole span of the Wars of the Roses.	Aspects in depth 5 Aspects in breadth: 'The Divinity which doth hedge a King': changes in

SUBJECT CURRICULUM PLAN

					royal authority, 1399–1509 1, 2
	NEA	Final submission	Interpretation, responsibility, anti-Semitism, 'Final Solution', annihilation, Nazi, dictatorship, role of Hitler, SS, other leaders, role of bureaucracy, 'Hitlerism', Fuhrer.	Students write a second draft and final draft 4000 word essay completed and submitted by March, marked and moderated internally.	Coursework

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING	SPECIFICATION LIN
Summer	**External Exams** **Paper 1: 2h 15m, 60 marks.** **Paper 2: 1hr 30m, 40 marks.** **Paper 3: 2h 15m, 60 marks.** **NEA, submitted early in the academic year, 40 marks.**				