

YEAR 12 History CURRICULUM PROGRESSION OVERVIEW

Subject Curriculum Intent

We aim to fire our pupils' curiosity so that they can ask questions about the world as it was, so that they can explain the world as it is. Understanding is based around a spine of British history. Enquiries are sequenced in a coherent way so students can examine the interconnected nature of Britain's relationship with the wider world to show the diversity of the inhabitants of the past. We aim to show students that history is an interpretation which can be constructed and contested. Therefore, students will not just learn the latter but, also develop their disciplinary knowledge of our unique skills such as causation and interpretation. Thus, the narrative and skill will be sequenced and weaved through our curriculum so that students are able to become 'history citizens'. Aware of the emergence of national institutions, problems and values so that they are equipped and can participate in the world around them and move in to the careers of their choosing.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	Alfred and the Making of England 871-1016 French Revolution and Napoleon	Alfred and the Making of England 871-1016 French Revolution and Napoleon	Alfred and the Making of England 871-1016 French Revolution and Napoleon	Alfred and the Making of England 871-1016 French Revolution and Napoleon	Alfred and the Making of England 871-1016 French Revolution and Napoleon Russia and its Rulers	Independent study Russia and its Rulers
Core Knowledge/ Threshold Concept	The causes of the French revolution The events of 1789 Alfred's position in 871 Alfred and the Vikings. Alfred and governance. Substantiated judgement Comparison Primary source analysis	The Constitutional monarchy and its downfall. The significance of riots and direct action in the period 1789-1792. Alfred and the governance. The revival of literacy and learning: the Alfredian Renaissance.	The reasons for and downfall of the Girondins. Convention and the Terror. The revival of literacy and learning: the Alfredian Renaissance. Edward the Elder 899-924 Athelstan 924-939	The ascendancy and downfall of Robespierre. The constitution of the Directory. Edmund 939, Eadred 946-955 and Edgar 957-975	Aethelred 978-106 Napoleon to 1807. Study skills for the independent study. Tsars from 1855-1917. And Communists 1917-1955. Impact of War on the development of the Russian Empire.	The decline and fall of Napoleon. Study skills for independent study. Impact of War and revolution on the development of the Russian Empire and the USSR.
Why this learning now?	This course follows the A level OCR syllabus and core content is specified. Unit 1 and 2 have been chosen to teach first as they develop skills acquired at GCSE and students develop skills needed for unit 3 in unit 1. Furthermore, core historical concepts are developed in these units. Learning in these units is deliberately sequenced having considered what core knowledge is required to unlock deeper understanding of a topic so that students can spot patterns, consider reasons for and consequence of events, identify change and continuity and significance of events.					
	Links to skills at GCSE and the historical concepts of authority,	Links to skills at GCSE such as judgement, evaluation of primary	Links to skills at GCSE such as judgement, evaluation of primary	Links to skills at GCSE such as judgement, evaluation of primary	Links with skills at KS3 and 4; substantiated	Links with GCSE and KS3 evaluation of interpretations.

	conflict, empire, beliefs, rebellion which have been studied at KS2 and 3. Links with Elizabethan concept of government.	sources, explanation. Links to historical concepts of authority, beliefs and rebellion which have been studied at KS2, 3 and 4. Links with KS3 Tudor and Elizabeth KS4 links with religious conflict.	sources, explanation. Links to historical concepts of authority, beliefs, conflict, and rebellion which have been studied at KS2, 3 and 4.	sources, explanation. Links to historical concepts of authority, beliefs, conflict, and rebellion which have been studied at KS2, 3 and 4.	judgement, analysis, explanation. Links with unit 1 and 2 where students have learnt all disciplinary skills which build a good answer. Links with KS4 and Cold War units.	Links with GCSE and KS3 – knowledge. World War One and Cold War. Links with unit 1 and 2 where students have learnt all disciplinary skills which build a good answer.
Assessment Opportunities:	Assessment questions based on comparison, source and essay. Recall tests.	Assessment questions based on comparison, source and essay. Recall tests:	Mock exams mixture of unit 1 source question and unit 2 period essay. Period essays Recall tests.	Comparison questions and period essay. Source questions Recall tests.	Assessment questions such as period essays Synoptic paragraphs. Mock exam Unit 1 and 2 Recall tests.	Assessment questions such as period essays Synoptic paragraphs Recall tests.
Learning at Home	Students will be given a range of home learning tasks including; guided reading, research, notes and source work in preparation of lessons. They will also be asked to revise for tests and set practice assessments. Home learning will be weekly.					
Key Vocabulary	Bourgeoisie Financial Enlightenment Diplomat Negotiator Heathen	Constitution Enlightened despotism Administration Burhs Renaissance	Terror Indulgents Pastoral Propaganda Offensive	Thermidorians Popular sovereignty Coup Threat	Consulate Plebiscite Liberal authoritarian Monarch	Coalition Synoptic Scorched earth
Spiritual, Moral, Social and Cultural concepts covered	<ul style="list-style-type: none"> • knowledge of, and respect for, different people’s faiths, feelings and values • Sense of enjoyment and fascination in learning about themselves, others and the world around them • Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. • Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others. • Understanding and appreciation of the range of diverse cultures in the school and further afield as an essential element of their preparation for life in modern Britain. • ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities 					

Links to careers and the world of work

Benchmark 7: Encounters with universities. For example, lectures by Teesside University and Durham and Holocaust Education Trust.
Benchmark 4: Linking Learning to careers

YEAR 13 History CURRICULUM PROGRESSION OVERVIEW

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	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	Russia and its rulers. The French Revolution and rule of Napoleon 1774- 1815. Alfred and the Making of England 871-1016	Russia and its rulers. The French Revolution and rule of Napoleon 1774- 1815. Alfred and the Making of England 871-1016	Russia and its rulers. The French Revolution and rule of Napoleon 1774- 1815. Alfred and the Making of England 871-1016	Russia and its rulers. The French Revolution and rule of Napoleon 1774- 1815. Alfred and the Making of England 871-1016	Russia and its rulers. The French Revolution and rule of Napoleon 1774- 1815. Alfred and the Making of England 871-1016	
Core Knowledge/ Threshold Concept	<ul style="list-style-type: none"> ✓ Impact of key events on Russia Rulers. ✓ Ideology, attitudes of the Tsars, provisional government to political change. ✓ Developments of central and local government; ✓ the extent of political change ✓ The impact of reform. ✓ The aims of Alexander II's domestic policies, the extent and 	<ul style="list-style-type: none"> ✓ How Rulers maintained control through reforms and repression ✓ The nature, extent and effectiveness of opposition both before and after 1917 ✓ Limitation on personal, political and religious freedom. ✓ The extent and effectiveness of opposition in Alexander II's reign, Provisional 	<ul style="list-style-type: none"> ✓ The impact of dictatorial regimes on the economy and society. ✓ Changes to living and working conditions of urban and rural people. ✓ Changes in urban and rural living and working conditions under Alexander II, Provisional government and Khrushchev. ✓ Revision of core knowledge of 'The French Revolution and rule of 	<ul style="list-style-type: none"> ✓ Russia, Empire, nationalities and satellite states including; the Polish Revolt 1863 and expansion in Asia. ✓ Russification; ✓ impact of the First World War and the Treaty of Brest Litvok, Russo-Polish War; Communist advance into Eastern and Central Europe on nationalities. ✓ Debates surrounding 	<p>Revision of core knowledge from Unit 213 The French Revolution and rule of Napoleon 1774- 1815. , Alfred and the Making of England 871-1016 and Russia Rulers courses.</p> <p>Evaluate two interpretations and use their analytical skills and knowledge to reach a substantiated judgement.</p> <p>Similarities and differences.</p>	

	<p>impact of his domestic reforms.</p> <ul style="list-style-type: none"> ✓ The nature of his government, changes in central administration, ✓ Revision of unit 1 and 2. <p>Disciplinary skills</p> <ul style="list-style-type: none"> ✓ Evaluation of two interpretations. ✓ How to use analytical skills and knowledge to reach a substantiated judgement. 	<p>government and Khrushchev's rule.</p> <ul style="list-style-type: none"> ✓ Revision of The French Revolution and rule of Napoleon 1774-1815 and Alfred and the Making of England 871-1016. <p>Disciplinary skills</p> <ul style="list-style-type: none"> ✓ Evaluation of two interpretations. ✓ How to use analytical skills and knowledge to reach a substantiated judgement. 	<p>Napoleon 1774-1815' and of 'Alfred and the Making of England 871-1016</p> <ul style="list-style-type: none"> ✓ Disciplinary skills: evaluation of two interpretations. ✓ How to use analytical skills and knowledge to reach a substantiated judgement. <p>Disciplinary skills</p> <ul style="list-style-type: none"> ✓ Evaluation of two interpretations. ✓ How to use analytical skills and knowledge to reach a substantiated judgement. 	<p>Alexander II's domestic reform, The Provisional Government and Khrushchev in power 1956-1964 – including reasons for downfall of the Provisional government and Khrushchev's fall.</p> <ul style="list-style-type: none"> ✓ Revision of core knowledge of unit 1 and 2. <p>Disciplinary skills:</p> <ul style="list-style-type: none"> ✓ Evaluation of two interpretations. ✓ How to use analytical skills and knowledge to reach a substantiated judgement. 		
	<p>This course follows the A level OCR syllabus and core content is specified. Unit 1 and 2 have been chosen to teach first as they develop skills acquired at GCSE and students develop skills needed for unit 3 in unit 1. Furthermore, core historical concepts are developed in these units. Learning in these units is deliberately sequenced having considered what core knowledge is required to unlock deeper understanding of a topic so that students can spot patterns, consider reasons for and consequence of events, identify change and continuity and significance of events.</p>					
<p>Why this learning now?</p>	<p>Links to GCSE and KS3; WW1 and Cold War. Prior knowledge enables students to draw connections and</p>	<p>Deliberate sequencing enables students to draw comparisons and make better comparisons between</p>	<p>Deliberate sequencing enables students to draw comparisons and make better</p>	<p>Students' knowledge of ruler's impact on workers and peasants.</p>		

	make better comparisons between the different rulers. Core skills have been taught in Unit 1 and 2	the different rulers in order to reach judgements. Link to key concept of rebellion – kS3 and 4.	comparisons between the different rulers.			
Assessment Opportunities:	Foremost, formative assessment will be used in everyday lessons to judge whether students are ready to move on? This could be through recall activities questioning and peer assessment etc. Secondly students will also be assessed summatively with an end of enquiry knowledge test and core assessments for identified pieces of work.					
	Mock exams based on Unit 1 and 2. Knowledge tests. Identified part and full exam questions unit 3	Knowledge tests. Identified part and full exam questions.	Mock exams unit 3 synoptic. Independent coursework.	Knowledge tests. Identified part and full exam questions.	Knowledge tests. Identified part and full exam questions.	
Learning at Home	Will include a range of activities, including, Revision, full and part assessments, guided reading, reading and writing of coursework, preparation for the next lesson.					
Key Vocabulary	Autocracy Marxism De-Stalinisation Totalitarianism Serfs Democratic centralism Bureaucracy Zemstvo	Repression Okhrana Censorship Clique Dissident	New Economic Policy Collectivisation Monopoly Nepman Kulak	Russification Nationalities Russification Satellite states	Not applicable	
Spiritual, Moral, Social and Cultural concepts covered	<ul style="list-style-type: none"> • knowledge of, and respect for, different people’s faiths, feelings and values • Sense of enjoyment and fascination in learning about themselves, others and the world around them • Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. • Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others. <p>Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain.</p>					

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