

Year 12 History Sequence



	Content Taught	Reference	Essential Knowledge	Assessment	Rationale
YEAR 12					
HT1	<p>Britain 1951-1964 - Political and Economic</p> <p>Conservative governments and reasons for political dominance: Churchill, Eden, Macmillan and Home as political leaders; domestic policies; internal Labour divisions; reasons for Conservatives' fall from power</p> <p>Economic developments: post-war boom; balance of payments issues and 'stop-go' policies</p>	A01 A02	<p>Disciplinary Knowledge</p> <p>Interpretations Source Analysis Knowledge and Understanding:</p> <ul style="list-style-type: none"> - Change and Continuity - Causation - Similarity, difference - significance 	<p>Summative Assessment - GB - Suez Crisis Source Assessment</p> <p>SUMMATIVE ASSESSMENT - Knowledge Organiser Test</p> <p>SUMMATIVE ASSESSMENT - Russia: Alexander II Great Disappointment assessment</p> <p>Summative Assessment - Knowledge test</p> <p>Formative Assessment - includes using daily reviews, weekly reviews to inform future planning. TLAC questioning is also part of our formative assessment approach</p>	<p>We teach both AS and A-Level at Key Stage 5.</p> <p><u>Tsarist and Communist Russia Justification:</u> This has been selected due to it being a topic unlike any other studied in History, focusing on a key event that was to shape the events of the 20th Century – the Russian Revolution. By studying another totalitarian dictator it builds on understanding of the nature of dictatorship and allows students to make natural comparisons between Lenin, Stalin and Hitler, who they studies in Year 10.</p> <p><u>Modern British History Justification</u> Modern British History looks at the creation of Modern Britain, looking at issues such as the creation of the welfare state, liberalising legislation and the Sixties Social Revolution, to the Thatcher revolution and the</p>

					decline of the British Empire and the accession to the E.E.C and later the EU. These are all relevant contemporary issues, which I believe gives our students an edge in understanding the world around them, which they can apply to whatever field that they choose to study.
HT1	<p>Russia - Trying to preserve autocracy, 1855-1894</p> <ul style="list-style-type: none"> - Political authority and the state of Russia: autocracy; the political, social and economic condition of Russia in 1855 and the impact of the Crimean War - Political authority and attempts at reform: Alexander II; emancipation of the serfs and attempts at domestic and military reform - Government and Tsars: Alexander II and Alexander III as rulers; attitudes to and imposition of autocracy; key developments. 	A01 A03	<p>Disciplinary Knowledge Interpretations Source Analysis Knowledge and Understanding:</p> <ul style="list-style-type: none"> - Change and Continuity - Causation - Similarity, difference - significance 	<p>Summative Assessment - Essay Assessment on the reforms of Alexander II</p> <p>Summative Assessment - Knowledge organiser from HT one</p> <p>Formative Assessment - includes using daily reviews, weekly reviews to inform future planning. TLAC questioning is also part of our formative assessment approach</p>	
HT2	<p>Britain 1951-1964 – Social and Foreign Policy</p> <p>Social developments: rising living standards;</p>	A01 A02	<p>Disciplinary Knowledge Interpretations Source Analysis Knowledge and Understanding:</p>	<p>Summative Assessment - GB - 1964 Election Essay</p>	

<p>the impact of affluence and consumerism; changing social attitudes and tensions; class and 'the Establishment'; the position of women; attitudes to immigration; racial violence; the emergence of the 'teenager' and youth culture</p> <p>Foreign relations: EFTA and attempts to join the EEC; relations with and policies towards USA and USSR; debates over the nuclear deterrent; Korean War; Suez; the 'Winds of Change' and decolonisation</p> <p>Britain 1964-70 – Social</p> <p>Social and cultural change: the expansion of the mass media; growth in leisure activities; the impact of scientific developments; the reduction in censorship; progress towards female</p>		<ul style="list-style-type: none"> - Change and Continuity - Causation - Similarity, difference - significance 	<p>Summative Assessment - GB - Timed Question – * 13 Wasted Years * Conservative Dominance.</p> <p><u>Formative Assessment -</u> includes using daily reviews, weekly reviews to inform future planning. TLAC questioning is also part of our formative assessment approach</p>	
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	equality; changes in moral attitudes; youth culture and the 'permissive society'; anti-Vietnam war riots; issues of immigration and race				
HT2	<p>Russia: Trying to preserve 1855-1894</p> <p>Political authority in action: Russification; treatment of ethnic minorities and Jews</p> <p>Opposition: ideas and ideologies; individuals; liberals and radical groups and the Tsarist reaction</p>	A01 A03	<p>Disciplinary Knowledge</p> <p>Interpretations Source Analysis Knowledge and Understanding:</p> <ul style="list-style-type: none"> - Change and Continuity - Causation - Similarity, difference - significance 	<p>Summative Assessment - Russia:</p> <p>Interpretation question on opposition to Alexander III</p> <p><u>Formative Assessment</u> - includes using daily reviews, weekly reviews to inform future planning. TLAC questioning is also part of our formative assessment approach</p>	
HT3	<p>Britain 1964-1970 – Political, Economic and Foreign Policy</p> <ul style="list-style-type: none"> - Wilson and the Labour governments: Wilson's ideology and leadership; economic policies and problems; devaluation; 	A01 A02	<p>Disciplinary Knowledge</p> <p>Interpretations Source Analysis Knowledge and Understanding:</p> <ul style="list-style-type: none"> - Change and Continuity - Causation - Similarity, difference - significance 	<p>Summative Assessment - GB Jan Mock -</p> <p>*Foreign Policy 1951-64</p> <p>*Feminism 1951-1970</p> <p>Summative Assessment - GB - Sixties revolution</p> <p>Essay</p>	

	<p>industrial relations; the trade unions; other domestic policies; Labour divisions; the beginning of the 'troubles' in Northern Ireland; the end of post-war consensus; loss of 1970 election</p> <ul style="list-style-type: none"> - Liberal reforming legislation: private members' bills and the end of capital punishment; divorce reform; the legalisation of abortion; the legalisation of homosexual relations; educational reform - Relations with and policies towards USA, particularly issue of Vietnam; response to world affairs and relations with Europe; decolonisation including 'withdrawal East of Suez' and Rhodesia. 			<p>Summative Assessment - GB Wilson 1970 Election Essay</p> <p><u>Formative Assessment -</u> includes using daily reviews, weekly reviews to inform future planning. TLAC questioning is also part of our formative assessment approach</p>	
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	<p>Britain 1970–1979 Political and Economic</p> <ul style="list-style-type: none"> - Heath's government: Heath as leader; political and economic policies; industrial relations and the miners' strikes; the 'troubles' in Northern Ireland, including the Sunningdale Agreement - Labour governments of Wilson and Callaghan: political, economic and industrial problems and policies; problems of Northern Ireland 				
HT3	<p>Russia - The Collapse of Autocracy 1894-1917</p> <p>Political authority, government and Tsar; Nicholas II as ruler: political developments to 1914; 1905</p>	A01 A03	<p>Disciplinary Knowledge Interpretations Source Analysis Knowledge and Understanding:</p> <ul style="list-style-type: none"> - Change and Continuity - Causation 	<p>Summative Assessment - Russia Jan - Mock <i>*Threat of opposition</i> <i>*Causes of 1905 Revolution</i></p> <p>Summative Assessment - Russia</p>	

	<p>Revolution; Duma government</p>		<ul style="list-style-type: none"> - Similarity, difference - significance 	<p>Interpretation – Impact of Witte and Stolypin</p> <p><u>Formative Assessment -</u> includes using daily reviews, weekly reviews to inform future planning. TLAC questioning is also part of our formative assessment approach</p>	
HT4	<p>Britain 1970-79</p> <p>Social and Foreign Policy</p> <p>Society in the 1970s: progress of feminism; the Sex Discrimination Act; race and immigration; youth; environmentalism</p> <p>Britain's entry into and relations with Europe; the state of the 'special relationship' with USA; attitudes to USSR and China</p>	<p>A01 A02</p>	<p>Disciplinary Knowledge Interpretations Source Analysis Knowledge and Understanding:</p> <ul style="list-style-type: none"> - Change and Continuity - Causation - Similarity, difference - significance 	<p>Summative Assessment GB - Winter of Discontent Essay</p> <p><u>Formative Assessment -</u> includes using daily reviews, weekly reviews to inform future planning. TLAC questioning is also part of our formative assessment approach</p>	
HT4	<p>Russia - The Collapse of Autocracy – 1894-1917</p> <p>Opposition: ideas and ideologies, liberalism,</p>	<p>A01 A03</p>	<p>Disciplinary Knowledge Interpretations Source Analysis Knowledge and Understanding:</p>	<p>Summative Assessment - Interpretation Question – The February Revolution</p>	

	<p>socialism; Marxism; individuals and radical groups</p> <p>Political authority, opposition and the state of Russia in wartime: the political, economic and social problems of wartime; opposition and the collapse of autocracy; the political developments of 1917</p> <p>Political authority, opposition and government: the Bolshevik takeover and the establishment of Bolshevik government by December 1917; opposition</p>		<ul style="list-style-type: none"> - Change and Continuity - Causation - Similarity, difference - significance 	<p><u>Formative Assessment</u> - includes using daily reviews, weekly reviews to inform future planning. TLAC questioning is also part of our formative assessment approach</p>	
HT5	GB Revision	A01 A02	<p>Disciplinary Knowledge</p> <p>Interpretations Source Analysis Knowledge and Understanding:</p> <ul style="list-style-type: none"> - Change and Continuity - Causation - Similarity, difference - significance 	<p>Summative Assessment - AS History Exam</p> <p><u>Formative Assessment</u> - includes using daily reviews, weekly reviews to inform future planning. TLAC questioning is also part of our formative assessment approach</p>	

HT5	Russia Revision	A01 A03	Disciplinary Knowledge Interpretations Source Analysis Knowledge and Understanding: - Change and Continuity - Causation - Similarity, difference - significance	Summative Assessment - AS History Exam <u>Formative Assessment -</u> includes using daily reviews, weekly reviews to inform future planning. TLAC questioning is also part of our formative assessment approach	
HT6	Britain 1979-1990 Economic and Political Thatcher's economic policies and their impact: monetarism; privatisation; deregulation; issues of inflation, unemployment and economic realignment	A01 A02	Disciplinary Knowledge Interpretations Source Analysis Knowledge and Understanding: - Change and Continuity - Causation - Similarity, difference - significance	Summative Assessment - GB - Was there a Thatcher Economic Revolution Essay? <u>Formative Assessment -</u> includes using daily reviews, weekly reviews to inform future planning. TLAC questioning is also part of our formative assessment approach	
HT6	The Emergence of the Communist Dictatorship 1917-1941 Political authority and government: new leaders and ideologies; Lenin's Russia, ideology and change; Stalin's	A01 A03	Disciplinary Knowledge Interpretations Source Analysis Knowledge and Understanding: - Change and Continuity - Causation - Similarity, difference	Summative Assessment - Essay - Stalin's Rise to power <u>Formative Assessment -</u> includes using daily reviews, weekly reviews to inform future planning. TLAC questioning is also part of our formative assessment approach	

	rise, ideology and change Political authority and government: the consolidation of Bolshevik authority and development of the Stalinist dictatorship		- significance		
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