

Year 13 History Sequence



	Content Taught	Reference	Essential Knowledge	Assessment	Rationale
YEAR 13					
HT1	Causes of the WitchCraze – NEA.	A01 A02 A03	Disciplinary Knowledge Interpretations Source Analysis Knowledge and Understanding: - Change and Continuity - Causation - Similarity, difference - significance	Summative Assessment - NEA Assessment submitted after February Half Term. Formative Assessment - includes using daily reviews, weekly reviews to inform future planning. TLAC questioning is also part of our formative assessment approach	We teach both AS and A-Level at Key Stage 5. It was decided that this was the best course of action, to ensure that students fully engage and revise material in Year 12 as well as year 13. <u>Tsarist and Communist Russia Justification:</u> This a topic unlike any other studied in History, focusing on a key event that was to shape the events of the 20 th 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. <u>Modern British History Justification</u> This topic looks at the creation of Modern Britain, looking at
HT2	Britain 1979-1997 Political, social and foreign policy. The Thatcher governments: Thatcher as leader, character and ideology; ministers; support and opposition; electoral success; internal Labour divisions and the formation of the SDP;	A01 A02	Disciplinary Knowledge Interpretations Source Analysis Knowledge and Understanding: - Change and Continuity - Causation - Similarity, difference - significance	Summative Assessment - Cumulative PPE Summative Assessment - GB - Thatcher Downfall Essay Formative Assessment - includes using daily reviews, weekly reviews to inform future planning. TLAC questioning is also part of our formative assessment approach	

	<p>Northern Ireland and the troubles</p> <p>Impact of Thatcherism on society: sale of council houses; miners' strike and other industrial disputes; poll tax; extra-parliamentary opposition</p> <p>Foreign Affairs: the Falklands; the 'special relationship' with USA; moves to end the Cold War; Thatcher as an international figure; attitudes to Europe, including Thatcher's policies; divisions within the Conservative Party</p> <p>Fall of Thatcher and her legacy;</p>				<p>issues such as the creation of the welfare state, liberalising legislation and the Sixties Social Revolution, to the Thatcher revolution and the 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.</p> <p><u>Causes of the Witchcraze</u> <u>Justification</u> The cause of the Witch Craze was selected as the coursework unit because:</p> <ul style="list-style-type: none"> a) unit had to be selected before 1750. b) There is a strong controversy and multiple interpretations about the cause of the craze for students to independently explore
HT2	<p>The Emergence of the Communist Dictatorship 1917-1941</p> <p>Economic developments: Lenin's decrees; the Stalinist economy;</p>	A01 A03	<p>Disciplinary Knowledge Interpretations Source Analysis Knowledge and Understanding: - Change and Continuity - Causation</p>	<p>Summative Assessment - Cumulative PPE</p> <p>Summative Assessment - Russia: Stalin's Rise to power</p>	

	<p>collectivisation and the Five Year Plans Social developments: effect of Leninist/Stalinist rule on class, women, young people, religion and national minorities; propaganda and cultural change Opposition: faction; the Red Terror and the purges The political, economic and social condition of the Soviet Union by 1941</p>		<ul style="list-style-type: none"> - Similarity, difference - significance 	<p>Summative Assessment - Russia: The Bolshevik Consolidation of Power</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>	
HT3	<p>Britain 1990-1997</p> <p>Political, social, economic and foreign policy.</p> <p>Major as leader; economic developments, including 'Black Wednesday' and its impact; political sleaze, scandals and satire; political policies; approach to Northern</p>	A01 A02	<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 - 1997 Election Essay</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>Ireland; Conservative divisions</p> <p>Realignment of the Labour Party under Kinnock, Smith and Blair; reasons for Labour victory in 1997</p> <p>Social issues: the extent of 'social liberalism'; anti-establishment culture; the position of women and race-relations</p> <p>Foreign affairs: relations with Europe, including the impact of the Single European Act and Maastricht Treaty; interventions in the Balkans; contribution and attitude to the end of the Cold War</p> <p>Britain 1997-2007</p> <p>Political, economic.</p> <p>The Labour governments: Blair as leader, character and ideology; constitutional change; domestic</p>				
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	<p>policies; Brown and economic policy; Northern Ireland and the Good Friday Agreement</p> <p>The Conservative Party: leaders and reason for divisions; reason for electoral failures in 2001 and 2005</p>				
HT3	<p>The Stalinist dictatorship and reaction, 1941–1964 Political authority, opposition and the state of Russia in wartime: the political, economic and social impact of war; effect on Stalin, government and 'the people'</p> <p>Political authority and government to 1953: High Stalinism; the revival of terror; destruction of 'supposed' opposition and cult of personality; the power vacuum on Stalin's death</p>	<p>A01 A03</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 - Russia: The success and failures of Stalin's 5 Year Plans</p> <p>Summative Assessment- Did Stalinism prepare the USSR for WWII?</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>	

	<p>Political authority and government: Khrushchev's rise to power; policies and ideology; de-Stalinisation; political and party change</p>				
HT4	<p>Britain 1997-2007</p> <p>Foreign Policy and Social.</p> <p>Social issues: workers, women and youth; the extent to which Britain had become a multicultural society</p> <p>Foreign affairs: attitudes to Europe; the 'special relationship' with USA; military interventions and the 'war on terror'; Britain's position in the world by 2007</p>	<p>A01 A02</p>	<p>Disciplinary Knowledge Interpretations Source Analysis Knowledge and Understanding: - Change and Continuity - Causation - Similarity, difference - significance</p>	<p>Summative Assessment - Cumulative PPE</p> <p>GB - Blair Foreign Policy Source Analysis</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>The Stalinist dictatorship and reaction, 1941–1964 -Economic and social developments: changes in industrial</p>	<p>A01 A03</p>	<p>Disciplinary Knowledge Interpretations Source Analysis Knowledge and Understanding: - Change and Continuity</p>	<p>Summative Assessment - Cumulative PPE</p> <p><u>Formative Assessment -</u> includes using daily reviews, weekly reviews to inform future planning.</p>	

	<p>organisation from Stalin to Khrushchev; agriculture and the Virgin Lands scheme; social and cultural change from Stalin to Khrushchev</p> <p>-Opposition: cultural dissidents; communist divisions; hardliners and reformers; opponents of Khrushchev and his fall from power</p> <p>-The political, economic and social condition of the Soviet Union by 1964</p>		<ul style="list-style-type: none"> - Causation - Similarity, difference - significance 	<p>TLAC questioning is also part of our formative assessment approach</p>	
HT5	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><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	Revision	A01 A03	<p>Disciplinary Knowledge</p> <p>Interpretations Source Analysis</p>	<p><u>Formative Assessment</u> - includes using daily reviews, weekly reviews to inform future planning. TLAC questioning is also</p>	

			Knowledge and Understanding: <ul style="list-style-type: none">- Change and Continuity- Causation- Similarity, difference- significance	part of our formative assessment approach	
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