

History

‘We are not makers of history we are made by history’ *Martin Luther King*

Date last reviewed: Spring 2023

This document represents a sequenced response to the Year 7 and 8 curriculum.

Increasing in complexity from Key Stage 3 to Key Stage 5, the Arrow Vale History curriculum is an ambitious programme, providing an in-depth knowledge of key events that have helped shape the country and society our students live in. Our aim is that learners will think and communicate as effective historians becoming critical thinkers with a broad range of vocabulary, developing enquiring minds that can make connections across time periods and have an ability to demonstrate with confidence their understanding of key historical concepts, such as change and continuity, cause and consequence, significance, and source analysis.

The department has high expectations of all learners, including SEND and PP, supporting all learners in becoming enquiring and open-minded young people, who enjoy the subject and can pursue an interest in it in the future. The curriculum has been carefully designed, including a new Year 9 provision for 2022-23 and consistently goes above and beyond the national curriculum, to include the sequencing of key historical events, concepts and themes that have helped shape the British Isles and the wider world throughout the key stages, such as power and control, and the development of society. With high expectations of outcomes for all, students will gain key knowledge across the sequenced curriculum through regular knowledge recall and assessment so that students commit learning to memory to achieve ambitious endpoints.

YEAR 9

Term/Length of Unit	Outline	Knowledge and Skills	End points and associated key assessments
Autumn 1	<p><u>Riots and Unrest in 20th Century Britain</u></p> <p>Aim: Students begin with a focus on riots and unrest as this sequences with knowledge from the end of Yr8 on suffragettes.</p>	<p><i>Disciplinary knowledge (historical skill): Cause and consequence</i></p> <p>Battle of Bamber Bridge (1936) Battle of Cable Street (1934) Notting Hill Race Riots (1958) Northern Ireland (1960-1998) Birmingham Race Riots (1980s) Winter of Discontent (1978-9) Brixton Riots (1981) Miners Strikes (1984) Poll Tax Riots (1990)</p>	<p>Students know how and why riots have occurred and the resulting consequences, developing an awareness of and understanding for diverse experiences in the past.</p>

<p>Autumn 2</p>	<p><u>Leadership in the Past</u> Aim: Students consider the role of leaders, sequencing previous learning on monarchy and future learning at GCSE.</p>	<p><i>Disciplinary knowledge (historical skill): Interpretations</i></p> <p>Elizabeth I Catherine the Great Napoleon Hitler MLK Malcom X Joan of Arc Mandela</p>	<p>Students know the actions of key leaders in the past, the way in which they have been remembered, and also the way interpretations have been constructed.</p>
<p>Spring 1</p>	<p><u>Ancient Societies</u> Aim: Students develop knowledge beyond the NC by learning ancient societies previous taught in primary History in more complexity.</p>	<p><i>Disciplinary knowledge (historical skill): Source Analysis</i></p> <p>Ancient Egyptian Society Ancient Egyptian Pharaohs Egyptian Medicine Ancient Greek Society Ancient Greek Democracy Sparta Greek Medicine Ancient Roman Society Ancient Roman Education Ancient Roman Medicine Comparison of the ancient world Ancient medicine interpretations Ancient Baghdad Silk Road Islamic and Christian medicine</p>	<p>Students know the complexity of historical study building upon learning in Primary History, such as the development of ancient society and differences in experience between rich and poor, and learning the differences between the epochs of study.</p>
<p>Spring 2</p>	<p><u>Holocaust</u> Aim: Students understand the treatment of minorities and lessons for present day, sequencing learning from previous unit.</p>	<p><i>Disciplinary knowledge (historical skill): Significance</i></p> <p>Pre-1939 European Jewish life</p> <p>Early persecution</p> <p>The 'Final Solution' and concentration camps</p>	<p>Students know the impact of European anti-Semitism, before, during, and because of the holocaust.</p>

KS3 – KS5 Curriculum

Summer 1	<p><u>Migration</u></p> <p>Aim: Students understand the wider world around them and this sequences treatment of minorities in next unit, and migration in the USA.</p>	<p><i>Disciplinary knowledge (historical skill): Similarity and difference</i></p> <p>Who are the British Tudors Medieval Empire Industrial and C20th Migration EU Migration Refugees</p>	Students know the vibrant and colourful History of the British isles
Summer 2	<p><u>GCSE History Taster lessons</u></p> <p>Aim: Students understand the key skills needed for the study of GCSE History, and are introduced to the four units of study</p>	<p><i>Disciplinary knowledge (historical skill): All skills</i></p> <p>International Relations and the Cold War Early Elizabethan England Medicine through Time Weimar and Nazi Germany</p>	Students know how and what is taught at GCSE level

KS4 Curriculum

Term/ Length of Unit	Outline	Knowledge and Skills	End points and associated key assessments
Y10 Autumn 1	<p><u>The American West, c1835–c1895</u></p> <p>Aim: The period studies focus on a substantial and coherent medium time span of at least 50 years and require students to understand the unfolding narrative of substantial developments and</p>	<p><i>Disciplinary knowledge (historical skill): Cause and consequence (AO1 and AO2)</i></p> <p>1.1 The Plains Indians: their beliefs and way of life 1.2 Migration and early settlement 1.3 Conflict and tension 2.1 The development of settlement in the West 2.2 Ranching and the cattle industry 2.3 Changes in the way of life of the Plains Indians</p>	<p>Students will be assessed on their knowledge and understanding. Questions will target: consequence; significance (of specified events in relation to situations and unfolding developments); and analytical narrative (requiring students not only to describe what happened, but also to analyse events to find connections that explain the way in which events unfolded).</p> <p>The focus of the question types in the assessment of the Period study:</p> <ul style="list-style-type: none"> - Explain two consequences of... - Write a narrative account analysing... <p>Explain the importance of x for y...</p>
Y10			

Autumn 2	issues associated with the period.	<p>3.1 Changes in farming, the cattle industry and settlement</p> <p>3.2 Conflict and tension</p> <p>3.3 The Plains Indians: the destruction of their way of life</p>	
Y10 Spring 1	<p><u>Early Elizabethan England, 1558–88</u></p> <p>Aim: The depth studies focus on a substantial and coherent short time span and require students to understand the complexity of a society or historical situation and the interplay of different aspects within it. Depending on the depth study chosen, these may include social, economic, political, religious and military aspects</p>	<p><i>Disciplinary knowledge (historical skill): Cause and consequence (AO1 and AO2)</i></p> <p>1.1 The situation on Elizabeth's accession 1.2 The 'settlement' of religion 1.3 Challenge to the religious settlement 1.4 The problem of Mary, Queen of Scots 2.1 Plots and revolts at home 2.2 Relations with Spain 2.3 The outbreak of war with Spain, 1585–88 2.4 The Armada 3.1 Education and leisure 3.2 The problem of the poor 3.3 Exploration and voyages of discovery 3.4 Raleigh and Virginia</p>	<p>Students will be assessed on their knowledge and understanding. Questions will target key features and causation, and may also target other second order concepts (change, continuity, consequence, similarity, difference, significance).</p> <p>The focus of the question types in the assessment of the British depth study:</p> <ul style="list-style-type: none"> - Describe two features of... - Explain why... - '[statement]' How far do you agree? Explain your answer. (Any second-order concept)
Y10 Spring 2			
Y10 Summer 1	<p><u>Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injury, treatment and the trenches</u></p> <p>Aim: The thematic studies require students to understand change</p>	<p><i>Disciplinary knowledge (historical skill): Cause and consequence, change and continuity, significance, source analysis (AO1, AO2, AO3 and AO4)</i></p> <p><u>c1250–c1500: Medicine in medieval England</u></p> <ol style="list-style-type: none"> 1. Ideas about the cause of disease and illness 2. Approaches to prevention and treatment 3. Case study- Black Death 	<p>Students will be assessed on their knowledge and understanding, with questions focusing on similarity and difference, and change and continuity. This may include turning points (significance), extent of, and causes or consequences of change.</p> <p>The focus of the question types in the assessment of the Thematic study:</p> <ul style="list-style-type: none"> - Describe two features of... - Explain why... - '[statement]' How far do you agree? Explain your answer. (Any second-order concept)

<p>Y10 Summer 2</p>	<p>and continuity across a long sweep of history, including the most significant characteristics of different ages from the medieval to modern periods. They include people, events and developments and reveal wider changes in aspects of society over the centuries and allow comparisons to be made between different periods of history.</p>	<p><u>c1500–c1700: The Medical Renaissance in England</u></p> <ol style="list-style-type: none"> 1. Ideas about the cause of disease and illness 2. Approaches to prevention and treatment 3. Case study- Great Plague 	<p>The focus of the question types in the assessment of the Historic environment:</p> <ul style="list-style-type: none"> - Describe two features of... - How useful are sources A & B as evidence of... - How would you follow up X, to find more about Y using source A/B
<p>Y11 Autumn 1</p>	<p></p>	<p><u>c1700–c1900: Medicine in eighteenth- and nineteenth-century Britain</u></p> <ol style="list-style-type: none"> 1 Ideas about the cause of disease 2 Approaches to prevention and treatment 3 Case study- Cholera <p><u>c1900–present: Medicine in modern Britain</u></p> <ol style="list-style-type: none"> 1 Ideas about the cause of disease 2 Approaches to prevention and treatment 3 Case study- Lung Cancer <p><u>Historic environment</u></p> <p>Each historic environment is linked to a thematic study and focuses on that site in its historical context. It examines the relationship between a place and historical events and developments. Much of the content is linked to the thematic study, but additionally some of the content focuses on the place itself.</p>	<p></p>

<p>Y11 Autumn 2</p>	<p><u>Weimar and Nazi Germany, 1918–39</u></p> <p>Aim: The depth study focuses on a substantial and coherent short time span and require students to understand the complexity of a society or historical situation and the interplay of different aspects within it. This includes social, economic, political, cultural and military aspects.</p>	<p><i>Disciplinary knowledge (historical skill): Cause and consequence, change and continuity, significance, source analysis (AO1, AO2, AO3 and AO4)</i></p> <p>1.1 The origins of the Republic, 1918–19 1.2 The early challenges to the Weimar Republic, 1919–23 1.3 The recovery of the Republic, 1924–29 1.4 Changes in society, 1924–29 2.1 Early development of the Nazi Party, 1920–22 2.2 The Munich Putsch and the lean years, 1923–29 2.3 The growth in support for the Nazis, 1929–32 2.4 How Hitler became Chancellor, 1932–33 3.1 The creation of a dictatorship, 1933–34 3.2 The police state 3.3 Controlling and influencing attitudes 3.4 Opposition, resistance and conformity 4.1 Nazi policies towards women 4.2 Nazi policies towards the young 4.3 Employment and living standards 4.4 The persecution of minorities</p>	<p>Students will be assessed on all four Assessment Objectives.</p> <p>Questions focusing solely on knowledge and understanding will target causation. Other questions will target the ability to analyse and evaluate contemporary sources and later interpretations. Students should be aware that interpretations are based on evidence from their period of study. They should be aware of a range of evidence that can be used to reach conclusions. They should study examples of such evidence and consider ways in which it could give rise to and support different interpretations. Students should understand a range of reasons why interpretations may differ. They should be aware that differences based on conclusions drawn from evidence are legitimate and can be explained. They should be able to evaluate given interpretations using their own knowledge of the period.</p>
<p>Y11 Spring 1</p>	<p>Aim: At this stage in the curriculum, students’ ability to ensure examination responses reflect their understanding of curriculum content in full is the key skill that we develop in students (examination skills). The</p>	<p><i>Disciplinary knowledge (historical skill): Cause and consequence, change and continuity, significance, source analysis (AO1, AO2, AO3 and AO4)</i></p> <p>Students to focus on revision of all content areas, using impetus from all question types, developing recall and confidence in understanding of both skills and content;</p> <p>The focus of the question types in the assessment of the <u>Period study</u>:</p> <ul style="list-style-type: none"> - Explain two consequences of... - Write a narrative account analysing... - Explain the importance of x for y... 	<p>The focus of the question types in the assessment of the Thematic study:</p> <ul style="list-style-type: none"> - Give two things you can infer from Source A (AO3) - Explain why... (AO1/2) - How useful are Sources B and C for an enquiry into ... (AO3) - What is the main difference between [Interpretation 1 and Interpretation 2] (AO4) - Suggest one reason why Interpretations 1 and 2 give different views about ... (AO4) - How far do you agree with Interpretation 2 about... (AO4)
<p>Y11 Spring 2</p>	<p>Aim: At this stage in the curriculum, students’ ability to ensure examination responses reflect their understanding of curriculum content in full is the key skill that we develop in students (examination skills). The</p>	<p><i>Disciplinary knowledge (historical skill): Cause and consequence, change and continuity, significance, source analysis (AO1, AO2, AO3 and AO4)</i></p> <p>Students to focus on revision of all content areas, using impetus from all question types, developing recall and confidence in understanding of both skills and content;</p> <p>The focus of the question types in the assessment of the <u>Period study</u>:</p> <ul style="list-style-type: none"> - Explain two consequences of... - Write a narrative account analysing... - Explain the importance of x for y... 	<p>Students will be assessed on all four Assessment Objectives.</p> <p>Questions focusing solely on knowledge and understanding will target causation. Other questions will target the ability to analyse and evaluate contemporary sources and later interpretations. Students should be aware that interpretations are based on evidence from their period of study. They should be aware of a range of evidence that can be used to reach conclusions. They should study examples of such evidence and consider ways in which it could give rise to and support different interpretations. Students should understand a range of reasons why interpretations may differ. They should be aware that differences based on conclusions drawn from evidence are legitimate and can be explained. They should be able to evaluate given interpretations using their own knowledge of the period.</p> <p>The focus of the question types in the assessment of the Thematic study:</p> <ul style="list-style-type: none"> - Give two things you can infer from Source A (AO3) - Explain why... (AO1/2) - How useful are Sources B and C for an enquiry into ... (AO3) - What is the main difference between [Interpretation 1 and Interpretation 2] (AO4) - Suggest one reason why Interpretations 1 and 2 give different views about ... (AO4) - How far do you agree with Interpretation 2 about... (AO4)

<p>examination skills needed to answer the History examinations are taught explicitly. Opportunities to practise these skills are provided. These examination skills will include time management, recognition of types of responses required and the ability to utilise mark schemes to aid understanding. The intent is to allow students to reach their full potential by being able to demonstrate this in the required examination format. Alongside the examination skills, classroom teachers will use adaptive teaching, in response to formative assessments, to re-visit the curriculum areas which have not been fully understood by students. Due to the nature of differences in classes, this will be different between classes but all through the same</p>	<p>The focus of the question types in the assessment of the <u>British depth study</u>:</p> <ul style="list-style-type: none"> - Describe two features of... - Explain why... - '[statement]' How far do you agree? Explain your answer. (Any second-order concept) <p>The focus of the question types in the assessment of the <u>Medicine Thematic study</u>:</p> <ul style="list-style-type: none"> - Describe two features of... - Explain why... - '[statement]' How far do you agree? Explain your answer. (Any second-order concept) <p>The focus of the question types in the assessment of the <u>Historic environment</u>:</p> <ul style="list-style-type: none"> - Describe two features of... - How useful are sources A & B as evidence of... - How would you follow up X, to find more about Y using source A/B <p>The focus of the question types in the assessment of the <u>Germany Thematic study</u>:</p> <ul style="list-style-type: none"> - Give two things you can infer from Source A (AO3) - Explain why... (AO1/2) - How useful are Sources B and C for an enquiry into ... (AO3) - What is the main difference between [Interpretation 1 and Interpretation 2] (AO4) - Suggest one reason why Interpretations 1 and 2 give different views about ... (AO4) - How far do you agree with Interpretation 2 about... (AO4)
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	primary vehicle of examination skills development.	
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KS5 Curriculum

KS5 History at Arrow Vale is co-taught, with two members of staff simultaneously teaching the units below across the two years of study, only joining up to teach the coursework component in Y12- Summer 2/ Y13- Summer 1 (highlighted in both sections in grey)

Component 1: Breadth study- The British Empire, c1857–1914			
This option allows students to study in breadth issues of change, continuity, cause and consequence in this period through the following key questions:			
<ul style="list-style-type: none"> - Why did the British Empire grow and contract? - What influenced imperial policy? - What part did economic factors play in the development of the British Empire? - How did the Empire influence British attitudes and culture? - How did the indigenous peoples respond to British rule? - How important was the role of key individuals and groups and how were they affected by developments? 			
Term/ Length of Unit	Outline	Knowledge and Skills	End points and associated key assessments
Component 1: Breadth study- The British Empire, c1857–1914			
Part one: the High Water Mark of the British Empire, c1857–1914			
Y12 Autumn 1	<u>The development of Imperialism, c1857–c1890</u>	<i>Disciplinary knowledge (historical skill): The study of significant historical developments over a period of around 100 years and associated interpretations.</i> <ul style="list-style-type: none"> - The expansion of the British Empire in Africa; the Suez Canal and Egypt - Imperial and colonial policy; India’s administration and defence; international relations, colonial policy and the scramble for Africa; informal empire - Trade and commerce; the chartered companies 	Assessed; <ul style="list-style-type: none"> - written exam: 2 hours 30 minutes - three questions (one compulsory) - 80 marks - 40% of A-level Questions <ul style="list-style-type: none"> - two sections - Section A – one compulsory question linked to historical interpretations (30 marks) Section B – two from three essays (2 x 25 marks)
Y12			

Autumn 2		<ul style="list-style-type: none"> - The role and influence on attitudes to empire of explorers, missionaries, traders, colonial administrators - Attitudes towards imperialism in Britain; the development of party political conflicts - Relations with indigenous peoples; the Indian Mutiny and its impact; relations with Boers and Bantu peoples in southern Africa 	
Y12 Spring 1	<u>Imperial consolidation and Liberal rule, c1890–1914</u>	<i>Disciplinary knowledge (historical skill): The study of significant historical developments over a period of around 100 years and associated interpretations.</i>	Assessed; <ul style="list-style-type: none"> - written exam: 2 hours 30 minutes - three questions (one compulsory) - 80 marks - 40% of A-level
Y12 Spring 2		<ul style="list-style-type: none"> - The consolidation and expansion of the British Empire in Africa - Imperial and colonial policy; the administration of India and Egypt; ‘native policy’; international relations and colonial policy - Trade and commerce - The role and influence on attitudes to empire of: Joseph Chamberlain; Cecil Rhodes; colonial administration - Imperialism: supporters and critics; National Efficiency; the British Empire and popular culture; representations of empire - Relations with indigenous peoples; challenges to British rule; the Sudan; the causes and consequences of the Boer War 	Questions <ul style="list-style-type: none"> - two sections - Section A – one compulsory question linked to historical interpretations (30 marks) Section B – two from three essays (2 x 25 marks)
Y12 Summer 1			
Y12 Summer 2	<u>Non-Examination Assessment</u>	<i>Disciplinary knowledge (historical skill): A personal study based on the Tudors. This takes the form of a question in the context of approximately 100 years.</i>	Assessed; <ul style="list-style-type: none"> - 3500–4500 words - 40 marks - 20% of A-level - marked by teachers moderated by AQA
Y13 Autumn 1		<u>The Tudors: England, 1485–1603</u> <ul style="list-style-type: none"> - Henry VII, 1485–1509 - Henry VIII, 1509–1547 - Instability and consolidation: 'the Mid-Tudor Crisis', 1547–1563 - The triumph of Elizabeth, 1563–1603 	
Component 1: Breadth study- The British Empire, c1857–1914 Part two: Imperial retreat, 1914–1967			
Y13			Assessed; <ul style="list-style-type: none"> - written exam: 2 hours 30 minutes

Summer 2	Opportunities to practise these skills are provided. These examination skills will include time management, recognition of types of responses required and the ability to utilise mark schemes to aid understanding. The intent is to allow students to reach their full potential by being able to demonstrate this in the required examination format. Alongside the examination skills, classroom teachers will use adaptive teaching, in response to formative assessments, to re-visit the curriculum areas which have not been fully understood by students. Due to the nature of differences in classes, this will be different between classes but all through the same primary vehicle of examination skills development.
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Component 2: Breadth study- 2R The Cold War, c1945–1991

This option provides for the study in depth of the evolving course of international relations during an era of tension between communist and capitalist powers which threatened nuclear Armageddon. It explores concepts such as communism and anti-communism, aggression and détente and also encourages students to reflect on the power of modern military technology, what hastens confrontation and what forces promote peace in the modern world.

Term/ Length of Unit	Outline	Knowledge and Skills	End points and associated key assessments
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Component 2: Breadth study- 2R The Cold War, c1945–1991
Part one: to the brink of Nuclear War: international relations, c1945–1963

Y12 Autumn 1	<u>The Origins of the Cold War, c1945–1949</u>	<p><i>Disciplinary knowledge (historical skill): The study in depth of a period of major historical change or development and associated primary evidence.</i></p> <ul style="list-style-type: none"> - US, British and USSR relations in 1945: conflicting ideologies; tensions at Yalta; relations between Stalin, Roosevelt and Churchill; the breakdown of the Grand Alliance at Potsdam; relations between Stalin, Truman and Attlee - Developing tensions: the Soviet Union occupation/control of eastern and southern Europe; Kennan's Long Telegram; the Iron Curtain speech; Cominform; the Greek Civil War and the Truman Doctrine on containment - The USA's involvement in Europe: policy towards Britain and Europe; the launch of the Marshall Plan; US attitudes to Germany and Berlin - Conflict over Germany: developments within the sectors, including Bizonia and currency reform; the Berlin blockade; the creation of East and West Germany; formation of NATO 	<p>Assessed;</p> <ul style="list-style-type: none"> - written exam: 2 hours 30 minutes - three questions (one compulsory) - 80 marks - 40% of A-level <p>Questions</p> <ul style="list-style-type: none"> - two sections - Section A – one compulsory question linked to primary sources or sources contemporary to the period (30 marks) <p>Section B – two from three essays (2 x 25 marks)</p>
Y12 Autumn 2			

<p>Y12 Spring 1</p>	<p><u>The Widening of the Cold War, 1949–1955</u></p>	<p><i>Disciplinary knowledge (historical skill): The study in depth of a period of major historical change or development and associated primary evidence.</i></p> <ul style="list-style-type: none"> - US containment in action in Asia: the reconstruction of Japan and US-Japanese relations; support for Jiang Jieshi and policy towards China and Taiwan; the defensive perimeter strategy; support for South Korea; NSC-68 - The Korean War: causes, position and aims of Kim Il Sung and Syngman Rhee; attitudes and actions of the UN, USA, USSR and China; military involvement and settlement - Increasing Cold War tensions: McCarthyism in the USA and its influence in Britain and Europe; US dominance in the UN and role as 'world policeman'; the isolation of China - Alliances and shifts: FRG and NATO; the Warsaw Pact; SEATO; Eisenhower, Dulles and 'brinkmanship'; the domino theory; attitude to French struggle in Indo-China; the Geneva Conference 	<p>Assessed;</p> <ul style="list-style-type: none"> - written exam: 2 hours 30 minutes - three questions (one compulsory) - 80 marks - 40% of A-level <p>Questions</p> <ul style="list-style-type: none"> - two sections - Section A – one compulsory question linked to primary sources or sources contemporary to the period (30 marks) <p>Section B – two from three essays (2 x 25 marks)</p>
<p>Y12 Spring 2</p>		<p><i>Disciplinary knowledge (historical skill): The study in depth of a period of major historical change or development and associated primary evidence.</i></p> <ul style="list-style-type: none"> - Khrushchev and East-West relations: impact of risings in Poland and Hungary and Soviet intervention; the degree of 'peaceful coexistence', including exchange of visits and Paris summit - Cold War rivalries: the extension of the arms race including ICBMs; the space race; sputnik and space flight; the Berlin Crisis and the U2 affair; the significance and impact of the Berlin Wall - Conflict in Asia: Indo-China under Ho Chi-Minh in the North and Diem in the South; formation of NLF; Kennedy's policies towards Indo-China and Diem's assassination - Confrontation between the superpowers: US attitudes to Cuba and developments leading to the missile crisis; the 13 days; the significance of the crisis 	<p>Assessed;</p> <ul style="list-style-type: none"> - written exam: 2 hours 30 minutes - three questions (one compulsory) - 80 marks - 40% of A-level <p>Questions</p> <ul style="list-style-type: none"> - two sections - Section A – one compulsory question linked to primary sources or sources contemporary to the period (30 marks) <p>Section B – two from three essays (2 x 25 marks)</p>
<p>Y12 Summer 1</p>	<p><u>The Global War, 1955–1963</u></p>	<p><i>Disciplinary knowledge (historical skill): The study in depth of a period of major historical change or development and associated primary evidence.</i></p> <ul style="list-style-type: none"> - Khrushchev and East-West relations: impact of risings in Poland and Hungary and Soviet intervention; the degree of 'peaceful coexistence', including exchange of visits and Paris summit - Cold War rivalries: the extension of the arms race including ICBMs; the space race; sputnik and space flight; the Berlin Crisis and the U2 affair; the significance and impact of the Berlin Wall - Conflict in Asia: Indo-China under Ho Chi-Minh in the North and Diem in the South; formation of NLF; Kennedy's policies towards Indo-China and Diem's assassination - Confrontation between the superpowers: US attitudes to Cuba and developments leading to the missile crisis; the 13 days; the significance of the crisis 	<p>Assessed;</p> <ul style="list-style-type: none"> - written exam: 2 hours 30 minutes - three questions (one compulsory) - 80 marks - 40% of A-level <p>Questions</p> <ul style="list-style-type: none"> - two sections - Section A – one compulsory question linked to primary sources or sources contemporary to the period (30 marks) <p>Section B – two from three essays (2 x 25 marks)</p>

<p>Y12 Summer 2</p>	<p><u>Non-Examination Assessment</u></p>	<p><i>Disciplinary knowledge (historical skill): A personal study based on the Tudors. This takes the form of a question in the context of approximately 100 years.</i></p> <p><u>The Tudors: England, 1485–1603</u></p> <ul style="list-style-type: none"> - Henry VII, 1485–1509 - Henry VIII, 1509–1547 - Instability and consolidation: 'the Mid-Tudor Crisis', 1547–1563 - The triumph of Elizabeth, 1563–1603 	<p>Assessed;</p> <ul style="list-style-type: none"> - 3500–4500 words - 40 marks - 20% of A-level - marked by teachers <p>moderated by AQA</p>		
<p>Y13 Autumn 1</p>		<p>Component 2: Breadth study- 2R The Cold War, c1945–1991 Part two: from Détente to the end of the Cold War, c1963–1991</p>	<p>Y13 Autumn 2</p>	<p><u>Confrontation and cooperation, c1963–1972</u></p>	<p><i>Disciplinary knowledge (historical skill): The study in depth of a period of major historical change or development and associated primary evidence.</i></p> <ul style="list-style-type: none"> - Confrontation in the Vietnam War: Johnson's policy in Vietnam; the Gulf of Tonkin resolution; escalation; tactics and relative strengths of the two sides; the Tet Offensive - Nixon's policies in Vietnam: Vietnamisation; extension into Cambodia and Laos; relations with China; the beginning of the Paris peace talks - Cooperation: attitudes of Khrushchev and Kennedy; Hot-line; Moscow Test Ban Treaty; nuclear non-proliferation treaty; cut back in materials for nuclear weapons - Pressures on USSR: the crisis in Czechoslovakia and the Brezhnev doctrine; relations with China
<p>Y13 Spring 1</p>	<p><u>The Brezhnev era, 1972–1985</u></p>	<p><i>Disciplinary knowledge (historical skill): The study in depth of a period of major historical change or development and associated primary evidence.</i></p> <ul style="list-style-type: none"> - The USA and SE Asia: Paris peace talks; Northern victory; continuing problems in Cambodia; costs of war - The extent of Détente up to 1979: the SALT talks; Ostpolitik and Helsinki accords; arms race; relations with China 	<p>Assessed;</p> <ul style="list-style-type: none"> - written exam: 2 hours 30 minutes - three questions (one compulsory) - 80 marks - 40% of A-level <p>Questions</p> <ul style="list-style-type: none"> - two sections 		

		<ul style="list-style-type: none"> - The Second Cold War: the reasons for renewed hostilities and developments, including the Soviet invasion of Afghanistan; new personalities, including Reagan, Thatcher and Pope John Paul II; the crushing of Solidarity in Poland; the shooting down of KAL 007 - Developments in Africa and the Americas: the impact of Cuban intervention in Angola and Ethiopia; the impact of US intervention in Latin America and the Caribbean including Chile, Grenada and Nicaragua 	<ul style="list-style-type: none"> - Section A – one compulsory question linked to primary sources or sources contemporary to the period (30 marks) <p>Section B – two from three essays (2 x 25 marks)</p>
Y13 Spring 2	<u>The ending of the Cold War, 1985–1991</u>	<p><i>Disciplinary knowledge (historical skill): The study in depth of a period of major historical change or development and associated primary evidence.</i></p> <ul style="list-style-type: none"> - Gorbachev and the ending of the Cold War: pressures on and significance of Gorbachev as Soviet leader; new thinking and practicalities: the importance of Soviet economic problems; - The summits between the USA and the USSR, including Geneva, Reykjavik, Washington and Moscow; Reagan; star wars; Bush and the US response - The collapse of Communism in the Eastern European soviet satellite states; the end of the Brezhnev Doctrine and significance of events of 1989 - The ending of Cold War tensions in Asia: Afghanistan; the Americas: Cuba, Nicaragua and El Salvador; Africa: Angola and Ethiopia; the end of the Cold War: the Malta summit and its aftermath, including the reunification of Germany; the collapse of the USSR and resignation of Gorbachev 	<p>Assessed;</p> <ul style="list-style-type: none"> - written exam: 2 hours 30 minutes - three questions (one compulsory) - 80 marks - 40% of A-level <p>Questions</p> <ul style="list-style-type: none"> - two sections - Section A – one compulsory question linked to primary sources or sources contemporary to the period (30 marks) <p>Section B – two from three essays (2 x 25 marks)</p>
Y13 Summer 1	<p>At this stage in the curriculum, students’ ability to ensure examination responses reflect their understanding of curriculum content in full is the key skill that we develop in students (examination skills). The examination skills needed to answer the History examinations are taught explicitly. Opportunities to practise these skills are provided. These examination skills will include time management, recognition of types of responses required and the ability to utilise mark schemes to aid understanding. The intent is to allow students to reach their full potential by being able to demonstrate this in the required examination format. Alongside the examination skills, classroom teachers will use adaptive teaching, in response to formative assessments, to re-visit the curriculum areas which have not been fully understood by students. Due to the nature of differences in classes, this will be different between classes but all through the same primary vehicle of examination skills development.</p>		

