

History

Quote “History cannot give us a program for the future, but it can give us a fuller understanding of ourselves, and of our common humanity, so that we can better face the future.”

Year 12

The Rationale. Year 12 incorporates 3 of the 4 units studied at A-level, mainly focusing on the development of Communism in Russia and China. Paper 1 (Russia: From Lenin to Yeltsin) has two focuses: themes (breadth) and historical interpretations (depth). The four themes focus on developments and changes over a broad timescale. As well as understanding the content, students will need to develop skills necessary to answer questions that target knowledge and understanding of the period (AO1). Paper 2 (Mao’s China) is focused on depth, requiring more detailed knowledge and understanding of the topic, and over a shorter time period, than Paper 1. The content is organised into four key topics. As well as understanding the content, students will need to develop skills necessary to answer questions that target knowledge and understanding of the period (AO1) and questions that target the ability to analyse and evaluate sources (AO2). Students will then begin studying Paper 3 (The British Experience of Warfare) at the end of the academic year, ready for Year 13.

	Autumn	Spring	Summer
Curriculum Knowledge	<p>Teacher A: Paper 1: Russia, 1917-91: From <u>Lenin to Yeltsin</u></p> <p>1. Communist government in the USSR, 1917–85 Establishing Communist Party control, 1917–24: the creation of a one-party state and the party congress of 1921; the nature of government under Lenin; the growing centralisation of power. ● Stalin in power, 1928–53: the elimination of opponents in government and party; the purges of the 1930s; Stalin’s power over party and state. ● Government, 1953–85: changes in leaders’ control of the state across the period;</p>	<p>Teacher A: Paper 1: Russia, 1917-91: From <u>Lenin to Yeltsin</u></p> <p>3. Control of the people, 1917–85. Media, propaganda and religion: state control of mass media and propaganda; attacks on religious beliefs and practices. The personality cults of Stalin, Khrushchev and Brezhnev. ● The secret police: attacks on opponents of the government; the roles of Yagoda, Yezhov and Beria; Andropov’s suppression of dissidents, 1967–82; the continued monitoring of popular discontent, 1982–85. ● The state and cultural change: Proletkult, avant-garde and Socialist Realism, 1917–53; nonconformity from the</p>	<p>Teacher A: Paper 1: Russia, 1917-91: From <u>Lenin to Yeltsin</u></p> <p>Historical Interpretations: What explains the fall of the USSR, c1985–91? The significance of the economic weaknesses of the USSR and the failure of reform. ● The effects of Gorbachev’s failure to reform the Communist Party and the Soviet government. ● The impact of the nationalist resurgence in the late 1980s in the Soviet republics and in the communist states of Eastern Europe. ● How far Gorbachev and</p>

	<p>Khrushchev's attempts to reform government including de-Stalinisation; the return to stability under Brezhnev, 1964–82; growing political stagnation, 1982-85.</p> <p>2. Industrial and agricultural change, 1917–85.</p> <p>Towards a command economy, 1917–28: the nationalisation of industry; War Communism and the New Economic Policy; state control of industry and agriculture. ● Industry and agriculture in the Stalin era: the Five-Year Plans and industrial change; agricultural collectivisation and its impact; recovery from war after 1945. ● Changes in industry and agriculture, 1953–85, including: the promotion of light industry, chemicals and consumer goods; investment in agriculture and the Virgin Lands Scheme; the limited attempts at reform after 1964; economic decline.</p> <p><u>Teacher B: Paper 2: Mao's China</u></p> <p>1. Establishing communist rule. China in 1949: the aftermath of the civil war of 1946–49; the state of China's industry, agriculture and national infrastructure. ● The new power structure; the different roles of the CCP, the government, the bureaucracy and the People's Liberation Army (PLA); Mao's dominant position within government; the growth of democratic centralism. ● Defeating the CCP's opponents: the 'three antis' and 'five antis' movements; the use of terror against opponents of Communist rule; the reunification campaigns in Tibet, Xinjiang and Guangdong; the development of the Laogai</p>	<p>1950s; clashes between artists and the government to 1985.</p> <p>4. Social developments, 1917–85. Social security: full employment, housing and social benefits, 1917–53. Khrushchev, Brezhnev and the promotion of a stable society, 1953–85. ● Women and the family: the changing status of different groups of women in towns and countryside; changing government attitudes towards the family as a social unit. ● Education and young people: the growth of primary, secondary and higher education; the reduction of illiteracy; state control of the curriculum.</p> <p><u>Teacher B: Paper 2: Mao's China</u></p> <p>3. The Cultural Revolution and its aftermath, 1966–76. Mao's reasons for launching the Cultural Revolution: divisions within the CCP between ideologues and pragmatists; the quest for permanent revolution; attacks on the bureaucracy; the divisions within the CCP between supporters and opponents of Mao's policies. ● The Red Guards and Red Terror: Mao's hold on young people; the mass rallies of 1966; Red Guard attacks on the 'four olds' (culture, customs, habits, ideas); the growth of anarchy and the use of terror; cultural destruction. ● Attacks on Mao's political and class enemies: Liu Shaoqi and Deng Xiaoping; Lin Biao; the purging of the CCP membership; 'capitalist roaders' and foreigners living in China. ● Winding down the Cultural Revolution, 1968–76: restoration of order by the PLA; 'up to the mountains and down to</p>	<p>Yeltsin can be seen as responsible for the collapse of the USSR in 1991.</p> <p><u>Teacher B: Paper 3 - The British Experience of Warfare, c1790-1918</u></p> <p>Aspects in Depth:</p> <ul style="list-style-type: none"> ● Britain and the French Wars, 1793-1815. Facing the French threat on land: the role of Wellington in the defeat of the French. Facing the French threat at sea: the role of Nelson in the defeat of the French. The impact on the British economy, industry, commerce and agriculture of the length of the conflict.
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	<p>system. The Hundred Flowers campaign 1957 and aftermath to 1965. ● China and the Korean War: its role in enhancing CCP control, suppressing opposition, and promoting national unity; the human and financial costs of intervention in Korea; China's enhanced international prestige.</p> <p>2. Agriculture and industry, 1949–65. Early changes in agriculture, 1949–57: attacks on landlordism; the redistribution of land; moves towards agricultural cooperation; the change from voluntary to enforced collectivisation. ● The communes and their organisation; communal living; the abolition of private farming; Lysenkoism; the Great Famine of 1958–62; the restoration of private farming by Liu Shaoqi and Deng Xiaoping. ● The First Five-Year Plan, 1952–56: the USSR's financial and technical support; the plan's targets, successes and failures. ● The Second Five-Year Plan (the Great Leap Forward), 1958– 62: Mao's reasons for launching it; state-owned enterprises; the successes and failures of the second Plan. The Lushan Conference 1959. Liu, Deng and economic reform, 1962–65.</p>	<p>the villages' campaign; the return to power of Deng Xiaoping and Zhou Enlai; reining in the Gang of Four. The death of Mao.</p> <p>4. Social and cultural changes, 1949–76. The changing status of women: foot binding; the Marriage Law 1950; the impact of collectivisation and the communes on women's lives; women and the family; the nature and extent of change; the problem of changing traditional views, especially in the countryside. ● Education and health provision: the growth of literacy; Pinyin; the collapse of education after 1966; the barefoot doctors; successes and failures of healthcare reform. ● Cultural change: attacks on traditional culture in towns and countryside; the role of Jiang Qing; the imposition of revolutionary art and culture. ● Religion: attacks on Buddhism, Confucianism, Christianity, Islam and ancestor worship.</p>	
Tier 3 Vocabulary	<p>Russia - 1. Communist government in the USSR, 1917–85.</p> <ul style="list-style-type: none"> ● Proletariat ● Bourgeoisie ● Bolshevik ● Revolution ● Trade union ● Bureaucracy ● Nomenklatura system 	<p>Russia - 3. Control of the people, 1917–85.</p> <ul style="list-style-type: none"> ● Sharia law ● Mullah ● GPU ● SMERSH ● KGB ● Constructivist ● High culture 	<p>Russia - Historical Interpretations: What explains the fall of the USSR, c1985–91?</p> <ul style="list-style-type: none"> ● Deficit ● Strategic Defence Initiative ● Market mechanism ● Glasnost ● Perestroika ● Democratisation ● Pluralism

	<ul style="list-style-type: none"> ● USSR ● Chistka ● Kulak ● Commissar ● Gosplan <p>Russia - 2. Industrial and agricultural change, 1917–85.</p> <ul style="list-style-type: none"> ● Collectivisation ● Command economy ● State capitalism ● Mir ● Nepmen ● Socialism ● Gulag ● Superindustrialisers ● Dekulakisation ● Holodomor <p>Mao's China - 1. Establishing communist rule.</p> <ul style="list-style-type: none"> ● Marxism ● Leninism ● Maoism ● Proletariat ● Bourgeoisie ● Peasant ● hyperinflation ● Nationalists ● Guomindang ● Democratic centralism ● State/party ● Mass mobilisation ● Continuing revolution ● Hundred Flowers Campaign ● Laogai 	<ul style="list-style-type: none"> ● Cultural revolution ● Komsomol ● Helsinki Accords <p>Russia - 4. Social developments, 1917–85.</p> <ul style="list-style-type: none"> ● Moonlighting ● Nepotism ● Satellite state ● Emancipation ● Russification ● Rabfak ● Lysenkoism <p>Mao's China - 3. The Cultural Revolution and its aftermath, 1966–76.</p> <ul style="list-style-type: none"> ● Cultural Revolution ● The Four Olds ● Red Guards ● Red Terror ● Little Red Book ● Pragmatists ● Ideologues ● Capitalist roader ● Rightists ● Up to the mountains and down to the villages ● The Gang of Four ● The Four Modernisations <p>Mao's China - 4. Social and cultural changes, 1949–76.</p> <ul style="list-style-type: none"> ● Foot binding ● The Marriage Law ● Public Health posters ● Literacy ● Pinyin ● Red Detachment of Women 	<ul style="list-style-type: none"> ● Brezhnev Doctrine ● Intentionalist ● Structuralist ● Social <p>Warfare - Britain and the French Wars, 1793-1815</p> <ul style="list-style-type: none"> ● Lines of Torres Vedras ● Congress of Vienna ● Revolution ● Guerilla ● Conscript ● Government stocks ● Rearguard ● Square (Cavalry) ● Ships of the line ● Mutiny ● Tariff
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	<p>Mao's China - 2. Agriculture and industry, 1949–65.</p> <ul style="list-style-type: none"> ● Land redistribution ● Collectivisation ● Communes ● Mutual Aid Teams (MATs) ● Agricultural Producers Cooperatives (ACPs) ● Five Year Plans ● Great Leap Forward ● Famine ● Lysenkoism ● Four pests campaign ● Sparrowcide 	<ul style="list-style-type: none"> ● Jiang Qing ● Confucius ● Muslims/Islam/Uigurs 	
Curriculum Opportunities	Parallel Histories debates History Society. Assisting with KS3 lessons. History film club.	Parallel Histories debates History Society. Assisting with KS3 lessons. History film club.	Parallel Histories debates History Society. Assisting with KS3 lessons. History film club.
<p>Year 13</p> <p>The Rationale. Paper 3 (The British Experience of Warfare) has two focuses: Aspects in breadth (containing themes) and Aspects in depth (containing key topics). The Aspects in breadth focus on developments and changes over an extended timescale of at least 100 years. As well as understanding the content, students will need to develop the skills needed to be able to answer questions that target understanding of long-term changes (AO1). The Aspects in breadth also help to contextualise the Aspects in depth, but without duplicating content. The Aspects in depth require a more in-depth understanding than the Aspects in breadth. As well as understanding the specified content, students will need to develop the skills needed to be able to answer questions that target knowledge and understanding of the period (AO1) and questions that target the ability to analyse and evaluate sources (AO2). Additionally, students will complete a piece of coursework answering the question “why did the Holocaust happen?”. The purpose of this coursework is to enable students to develop skills in the analysis and evaluation of interpretations of history in a chosen question, problem or issue as part of an independently researched assignment. The focus is on understanding the nature and purpose of the work of the historian. Students will be required to form a critical view based on relevant reading on the question, problem or issue. They will also be specifically required to analyse, explain and evaluate the interpretations of three historians.</p>			
	Autumn	Spring	Summer

<p>Curriculum Knowledge</p>	<p><u>Teacher A: Paper 3 - The British Experience of Warfare, c1790-1918</u></p> <p>Aspects in Depth:</p> <p>The Crimean War, 1854-56 Facing the Russian threat in the Crimea. Facing the Russian threat in the Crimea: the impact of the battles of Alma and Balaclava and the siege of Sebastopol; the role of Lord Raglan. The problems of medical care; the work of Florence Nightingale and Mary Seacole in the Crimea. Changing attitudes of the public in Britain to the conduct of the war, including the impact of the photography of Roger Fenton and the reportage of William Russell.</p> <p>The Second Boer War, 1899-1902. Facing the Boers in southern Africa: the nature of British army; the significance of the sieges of Mafeking, Kimberley and Ladysmith and the impact of Black Week. The importance of the roles of Field Marshalls Roberts and Kitchener, and General Sir Redvers Buller in achieving victory. Changing attitudes of the public in Britain to the conflict, including the impact of the reportage of Winston Churchill and the work of Emily Hobhouse.</p> <p>Trench warfare on the Western Front, 1914–18. Reasons for change from a war of movement to attrition; entrenchment and the building of defensive systems; the need for military adjustment; the use of new fighting techniques and new technology – machine guns, chlorine gas, tanks, fuse 106 and the creeping barrage. British public perception of,</p>	<p><u>Teacher A: Paper 3 - The British Experience of Warfare, c1790-1918</u></p> <p>Trench warfare on the Western Front, 1914–18. Reasons for change from a war of movement to attrition; entrenchment and the building of defensive systems; the need for military adjustment; the use of new fighting techniques and new technology – machine guns, chlorine gas, tanks, fuse 106 and the creeping barrage. British public perception of, and changing attitudes to, war on the Western Front; government attempts to restrict, direct reportage by journalists from the Western Front. The significance of Haig’s major offensives for the conduct of the war and attitudes to it: the Somme in 1916, Passchendaele in 1917, the Hundred Days’ Offensive in 1918.</p> <p>The war in the air, 1914-18. The impact of aerial reconnaissance: photographic, observation and communication. The development of the Royal Flying Corps as a fighting force; the importance of technology in the development of air combat; the importance of air power in achieving victory in 1918. The impact on public opinion, propaganda and defence systems of Zeppelin and Gotha bombing of undefended British towns.</p> <p>Aspects in breadth:</p> <p>Changes in organising the military, 1790-1918. The military and reasons for changes 1790-1918: improvements to army</p>	<p><u>Teacher A: Paper 3 - The British Experience of Warfare, c1790-1918</u></p> <p>Changes in the role of the people, 1790-1918. Changing weaponry 1790-1918: the role of science and technology in improving weaponry (key developments: carronades and the navy in the 1790s, Congreve's rockets 1806, William Armstrong's new artillery 1859-60, the Vickers machine gun 1914-18, development of the tank 1915-18). The populace and the war effort 1790-1918: providing finance – taxation, bonds, consols and war loans; changing civilian roles, from camp followers to an organised home front.</p> <p><u>Teacher B: Coursework - Why did the Holocaust happen?</u></p>
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	<p>and changing attitudes to, war on the Western Front; government attempts to restrict, direct reportage by journalists from the Western Front. The significance of Haig's major offensives for the conduct of the war and attitudes to it: the Somme in 1916, Passchendaele in 1917, the Hundred Days' Offensive in 1918.</p> <p><u>Teacher B: Coursework - Why did the Holocaust happen?</u></p> <p>Students complete a single assignment on a question set by the centre. ● The assignment will assess the ability to carry out a historical enquiry, analysing and evaluating historical interpretations, and organising and communicating the findings (AO1/AO3). Teaching on the background of the Holocaust.</p>	<p>organisation, ordnance and supplies (key developments: McNeill-Tulloch Report 1855, Cardwell's army reforms 1868-74, Haldane's army reforms 1905-12). The navy and changes in organisation: decommissioning ships and reduction in the size of the navy after 1815; the significance of the shift from sail to steam; government reforms (key developments: Graham's reforms 1832, Fisher's reforms at the Admiralty 1904-10). The recruitment of the fighting forces 1790-1918: impressment, volunteers and conscripts (key development: conscription 1916).</p> <p><u>Teacher B: Coursework - Why did the Holocaust happen?</u></p> <p>Students complete their own research and compile reading lists. Writing of coursework draft before final write-up and submission to exam board.</p>	
Tier 3 Vocabulary	<p>The Crimean War, 1854-56 Facing the Russian threat in the Crimea.</p> <ul style="list-style-type: none"> ● Minie ball ● Siege ● Earthwork ● Scuttle ● Mortar ● Enfilade ● Orderly (medical) ● Miasma ● Telegraph ● Dispatches <p>The Second Boer War, 1899-1902.</p>	<p>The war in the air, 1914-18.</p> <ul style="list-style-type: none"> ● Airship ● Artillery spotting ● Anti-aircraft defences ● Ace ● Morse code ● Biplane ● Interrupter gear ● Strategic bombing ● Tracer bullet <p>Changes in organising the military, 1790-1918.</p>	<p>Changes in the role of the people, 1790-1918.</p> <ul style="list-style-type: none"> ● Coppering ● Iron-clad ● Carronade ● Tank ● Machine gun ● Breech-loading artillery ● Vickers gun ● Indirect tax ● Taxation ● Bonds ● Promissory note ● Populace

- Block house
- Scorched earth
- Concentration camp
- Khaki election
- Jingoism
- Dominion

Trench warfare on the Western Front, 1914–18.

- Stalemate
- British Expeditionary Force
- Conscript
- Grenade
- Pillbox
- Flamethrower
- Smokescreen
- Hindenburg Line
- Conscientious Objector
- Rifle
- Machine gun
- Trench
- Poison gas

Coursework - Why did the Holocaust happen?

- Intentionalism
- Structuralism
- Functionalism
- Extermination
- Persecution
- Concentration camp
- Death camp
- Re-settlement
- Propaganda

- Ordnance
- Commissariat
- Ancillary
- Artillery
- Reform
- Recruitment
- Conscription
- Press-gang
- Impressment
- Broadside
- Shell

	<ul style="list-style-type: none"> • Führerprinzip 		
Curriculum Opportunities	Lessons from Auschwitz project - visit to Auschwitz	Parallel Histories debates History Society. Assisting with KS3 lessons.	Parallel Histories debates History Society. Assisting with KS3 lessons.