



History Curriculum

St Thomas More High School



Year 12

Year 13



KS3 History – Year 7

The history curriculum has been created with the aim of what is best for our students, whilst also ensuring that key content and skills follows what is required in the KS3 National Curriculum. See our national curriculum coverage here

Year 7 Reports: The working at grade and attitude to learning will be reported home four times during the year. The working at grade will be based on assessments, which take place every half term, and on classwork.

Year 7	Invade and Conquer:	Life in the Middle Ages:	- 1 1.1 - 6 .1			
	Describe colline and Ann	<u>=1,0 ::: (::0 ::::::::::0 ::::::::::::::::</u>	Tudors and the Reformation :	Monarchy and Parliament:	Empire and Revolution:	Georgians and Victorians :
	Pupils will learn to:	Pupils will learn to:	Pupils will learn to:	Pupils will learn to:	Pupils will learn to:	Pupils will learn to:
	1: Explain the impact of the	1: Explain how the power of the	1: Understand who were the	1: Use sources to make	1: Explain the causes of the	1: Explain the link to the slave
	Roman and Saxon, Invasions	monarchy changed	Tudors	judgements on the Gunpowder	British Empire	trade and the causes of the
	2: Understand the ethic nature	2: Explain what life was like in	2: Understand the role and	Plot	2: Assess the cause and impact	industrial revolution
	of Roman Britain	medieval England	significance of Black Tudors	2: Assess the causes of the Civil	of the French and American	2: Explain the impact of new
	3: Explain the impact of the	3: Understand how warfare	3: Explain the differences	War	Revolution	technology on industry and
	death of Edward Confessor	changed	between Catholicism and	3: Understand the significance of	3: Explain the cause and	Britain
	4: Assess how William	4: Assess the causes and	Protestantism and the causes of	the King's execution	continuity to life in Britain as a	3: Explain living conditions in
	consolidated his control using a	consequences of the Black Death	the break with Rome	4: Explain monarch and	result of Empire	cities
	range of methods	5: Understand what life was like	4: Understand the significance of	parliamentary power after the	4: Make judgements about the	4: Explain the changing attitudes
		in Asia and Africa in the medieval	threats from abroad	Restoration	morality of Empire	towards power during the
		period.	5: Assess the impact of Tudor			Industrial Revolution
		<u>6:</u> Local depth student –	monarchs			
		Hadleigh Castle				
Extended Learning Enquiry	Did warfare effect people more	What caused feudalism to	Evaluate were the Tudors heroes	To what extent did Royal	Was the British Empire a force	To what extent did life change in
Question	than the government from 43AD	collapse?	or villains	authority change from 1625 to	for good?	the 19 th century
	to 1090?			1660		

Year 7 Extended Learning: Extended Learning and Digging Deeper Challenges can be found on the History Teams App by following the pathway files, classroom resources, history extended learning. They should be completed and returned to his class teacher. These challenges are designed to engage the boys in activities that will stimulate and extend. He will be recognised for his efforts with a school certificate. There are other links via this Teams extended learning pathway to reputable websites that have key content regarding topics covered in class that should be accessed to further stretch and challenge your son's history skills and knowledge.

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AO3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied

AO4: Engaging with historical interpretations of the past.

See our national curriculum coverage here

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Assessment:	End of topic assessment					
	requiring key knowledge and					
	examination skills.					



Year 8 Reports: The working at grade and attitude to learning will be reported home four times during the year. The working at grade will be based on assessments, which take place every half term, and on classwork. See our national curriculum coverage here

Year 8	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8	<u>Slavery</u> :	<u>WW1</u> :	Path to WW2:	<u>WW2</u> :	<u>Civil Rights</u> :	Modern history:
	Pupils will learn to:	Pupils will learn to:	Pupils will learn to:	Pupils will learn to:	Pupils will learn to:	Pupils will learn to:
	1: Explain the trade triangle	1: Explain the long and short	1: Explain the significance of	1: Evaluate if events at Dunkirk	1: Assess the America's	1: Assess the impact of the 91
	and explain the experiences of	term causes of WW1	the Treaty of Versailles	represent a success or failure	position had changed in the	attacks
	life as a slave	2: Understand how warfare	2: Explain how Hitler gained	2: Explain how nations	post war world	2: Evaluate Tony Blair's
	2: Understand slave resistance	and technology changed during	and maintained control of	throughout the Empire	2: Explain the push and pull	leadership as PM
	and the Underground Railroad	WW1	Germany	contribution to the war effort	factors driving post war	3: Understand the causes of
	3: Understand the significance	3: Explain how nations	3: Understand the role of the	3: Explain the impact of the	migration to Britain	the Brexit referendum
	of the abolition movement in	throughout the Empire	League of Nations in causing	war on the Homefront	3: Understand what life was	4: Understand the causes of
	the UK	contribution to the war effort	WW2	4: Understand key turning	like in the USA post WW2 for	the Trump Presidency
	4: Explain the causes and	4: Understand the impact on	4: Evaluate the policy of	points against the Axis Powers	Black Americans	
	impact of the US Civil War	the Homefront	appeasement	5: Understand how technology	4: Assess the most significant	
		5: Understand the significance		and warfare changed during	turning points in the Black Civil	
		of the Suffragette Movement		the conflict.	Rights Movement in the USA	
				6: Understand the causes, key	5: Understand how minorities	
				features of, and impact of the	have fought for equality in	
				Holocaust	Modern Britain	
Extended Learning Enquiry	To what extent did the lives of	Assess the causes of WW1	Assess the causes of WW2	Non combatants were the	Assess the significance of MLK	Assess the impact of the 911
Question	African Americans improve			biggest casualties of the WW2.	in improving the lives of	attacks
	after the abolition of slavery			To what extent do you agree?	Africans from 1945-68	
	,					

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AO4: Engaging with historical interpretations of the past.

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| Assessment: | End of topic assessment |
|-------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| | requiring key knowledge and |
| | examination skills. |



The link to the OCR GCSE Exam Spec used by STM can be accessed via: GCSE (9-1) History A (Explaining the Modern World) Specification (ocr.org.uk)

Year 9 Reports: The working at grade and attitude to learning will be reported home four times during the year. The working at grade will be based on assessments, which take place every term, and on classwork.

Year 9	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics: More specifics on SOW	The Post WW1 World:	The War:	Life in Nazi Germany:	Germany and WW2:	Post WW2:	The Cold War:
	Pupils will learn to:	Pupils will learn to:	Pupils will learn to:	1: Evaluate the policy of	Pupils will learn to:	Pupils will learn to:
	1: Explain the key features of	1: Assess the global impact of	1: Understand the roles of boys,	Appeasement	1: Understand the impact of	1: Understand how life differed
	the TOV	the Great Depression	girls and women in Nazi	2: Understand the	WW2 on IR	in East and West Germany
	2: Understand what life was like	2: Assess the causes of Nazi	Germany	historiography surrounding	2: Explain how Denazification	2: Assessing the careers
	in post war Germany	support	2: Evaluate the impact of Nazi	appeasement from 1938 - today	differed in the East and West	available in history
	<u>3</u> : Evaluate the successes and	3: Assess the causes of the Nazi	economic policies	3: Assess the impact of WW2 on	3: Explain how life differed in	3: Understand the causes and
	failures of the LON in the 1920s	takeover of Germany	3: Explain the factors causing	Germany	East and West	impact of the Berlin Crisis
	4: Evaluate the impact of	4: Understand the significance	Nazi control in Germany	4: Understand the key features	4: Assess the causes of the Cold	4: Assess the causes of the CMC
	Stresemann's reforms	of the LON's failures in the 1930s	4: Understand the Nazi	of the Final Solution	War from 1945-1949	<u>5</u> : Assess the significance of the
	<u>5</u> : Learn key GCSE skills	5: Explain Hitler's Actions	persecution of minorities	5: Explain the key features of	<u>5</u> : Understand Cold War	CMC
		leading to WW2		Denazification	historiography	6: Evaluate what country did a
						better job of handling the CMC
Enquiry Questions	1: To what extent was there	1: Assess the causes of WW2	1: Evaluate did life get better for	1: Evaluate the policy of	1: Explain what historians	1: The Gulf of Tonkin was the
	cooperation in the 1920s?	2: Explain what historians	workers in Nazi Germany?	appeasement.	disagree with the view that the	most significant cause of US
	2: Assess the factors driving	disagree about the merits of			USA caused the Cold War	involvement in Vietnam. Assess
	increased global tension during	appeasing Germany from 1937-				the validity of this statement.
	the Hinge Years.	1939				

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Assessment:	•	End of topic assessment requiring key knowledge and examination skills.	End of topic assessment requiring key knowledge and examination skills.	End of topic assessment requiring key knowledge and examination skills.	End of topic assessment requiring key knowledge and examination skills.	End of topic assessment requiring key knowledge and examination skills.

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Year 10 Reports: The working at grade and attitude to learning will be reported home four times during the year. The working at grade will be based on assessments, which take place every term, and on classwork.

Year 10	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics: More specifics on SOW	Medieval England:	The Early Modern World:	<u>The Empire</u> :	World Wars:	Post War Britain:	<u>Castles:</u>
	Pupils will learn to:	Pupils will learn to:	Pupils will learn to:	Pupils will learn to:	Pupils will learn to:	Pupils will learn to:
	1: Explain the impacts of the	1: Understand the causes and	1: Understand how Britain	1: Understand public responses	1: Understand the impact of the	1: Understand the key features
	Viking Invasions	impact of the War of the Roses	emerged as a dominant imperial	to the Boer and Crimean Wars	Cold War on life in Britain	of a castles.
	2: Assess how the Vikings	2: Understand the schism in	power in the 1700s	2: Assess the domestic impacts	2: The Key features of the	2: Understand the key factors
	changed Saxon England	Christianity post Martin Luther	2: Assess the impact of Empire	of the World Wars on Britain	Vietnam War	driving change in Kenilworth
	3: Understand how and why	3: Assess how England changed	on life in Britain	3: Understand how the World	3: Explain the causes and	Castle from 1000-2000
	feudalism collapsed in the	during Elizabeth's	3: Understand the evolution of	Wars affected the British	impacts of the Troubles in	3: Identify the key physical
	medieval period	4: Explain how England changed	wartime propaganda	Empire.	Northern Ireland	changes Kenilworth Castle from
	4: Explain the social, political,	during as a result of the Civil	4: Explain how the government	4: Explain post war factors	4: Assess how the War on	1000-2000
	and military changes to England	War	subdued political dissent	driving migration to Britain	Terror has impacted life in	4: Evaluate castle source types
	during the 100 Years War	<u>5:</u> Assess the impact of warfare		<u>5:</u> Assess the importance of the	Britain	
		between England and Scotland		NHS on public health from 1900	<u>5</u> : Understand how public	
		from 1500-1745		to present	mistrust in Govt policy has	
					increased since 2003	
Enquiry Questions	1: The nature of warfare	1: Wars were supported by the	1: To what extent was there	1: The wars of empire were	1: Challenges to those in power	How and why did Kenilworth
	changed from 790-1500. To	population from 790-1745. To	support for the Act of Union?	supported from 1850-1902. To	increased from 1500-2010. To	Castle change in the medieval,
	what extent do you agree?	what extent do you agree?		what extent do you agree?	what extent do you agree with	early modern, and modern
	2: The main impact of warfare	2: In the period 790 - 1745 it		2: Non combatants were the	this statement	period?
	was on the population from 790-	was civil war rather than wars		biggest British casualties of the	2: The most significant impact	
	1500. To what extent do you	between states that caused the		World Wars. To what extent do	of warfare from 1500 – 2010	
	agree?	greatest disruption. How far do		you agree?	was economic. To what extent	
'		you agree?			do you agree?	

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 $\label{eq:AO4:engaging} \ \text{MO4:engaging with historical interpretations of the past.}$

Assessment:	End of topic assessment					
	requiring key knowledge and					
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Year 11	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Topics: More specifics on SOW	Road to Civil War:	Republic to Restoration:	Targeted key concepts and	Targeted key concepts and	Final revision before		
	1: Why did Charles dissolve	1: Why did the Rump fail?	<u>skills:</u>	<u>skills:</u>	Assessment:		
	parliament in 1629?	2: How successful was the	Pupils will learn to:	Pupils will learn to:			
	2: Assess the religious and	Protectorate?	<u>1</u> : Develop application of key	1: Develop application of key			
	financial measures of the	3: What attempts were made to	skills from paper 1	skills from paper 2 and 3			
	personal rule	form a constitution?	2: Progress understanding of	2: Progress understanding of			
	3: Explain why the Long	4: Why could a settlement not	key concepts and features from	key concepts and features from			
	Parliament failed and the origins	be reached between 1658 and	paper 1	paper 2 and 3			
	of the civil war.	1660?					
		5: Why was the monarchy					
	settlement 1646-9?	restored?					
	5: The emergence of radical	6: What was the restoration					
	groups	settlement?					
	<u>6:</u> Why was Charles I executed?	7: Compare the powers of					
		Monarchy and Parliament from					
		1660-1702					
Enguine Questions	1: How did the relationship	1: Why did the interregnum fail					
Enquiry Questions		1					
	between king and parliament change from 1629-1642?	and why was the monarchy restored?					
	2: What was the political and	2: To what extent did Britain					
	religious impact of the war	transform religiously and					
	1642-9?	politically from 1649-1660?					
	1042-3:	ροπαταίλη μοτή 1049-1000:					
						1	

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The link to the AQA A level exam spec used by STM can be accessed here: AQA | History | Subject content | 1D Stuart Britain and the Crisis of Monarchy, 1603–1702

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Year 12	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics: The Crisis of the	Introduction to the Stuarts	Absolutism challenged 1603-29:	Absolutism challenged The Personal Rule	Absolutism challenged Division	Absolutism challenged	Monarchy restored and
Topics: The Crisis of the Monarchy 1603-1702 James I Charles I Cromwell and the Interregnum More specifics on SOW	Introduction to the Stuarts Pupils will learn to: 1: Identify the key structures government in 17th century England. 2: Identify the role of the monarchy and concepts of kingship. 3: Evaluate the importance of religion and the impact of the Reformation. 4: Assess the impact that events in Europe have on England. 5: Identify the socio-economic situation in England 6: Evaluate the Tudor Legacy.	Absolutism challenged 1603-29: Pupils will learn to: 1: Assess the impact of personality/finance/foreign policy on the reigns of Charles I and James I 2: Assess the importance of religion in the breakdown of relations between king and parliament 3: Assess the impact of the Duke of Buckingham on the relationship between the monarch and the political nation. 4: Identify and evaluate the causes and the impact of the rise of Puritan radicalism 5: Assess the short and long term reasons for the breakdown in 1629.	Absolutism challenged The Personal Rule 1629-1640: Pupils will learn to: 1: Evaluate the successes/failures of financial measures in the personal rule. 2: Evaluate the impact of the Laudian reforms on the Political Nation 3: Evaluate the impact of Strafford in Ireland 4: Understand the impact on local gov and the use of prerogative courts. 5: Understand the challenges and resistance to the personal rule 6: Assess the reasons for the hostility of the short and long parliaments. 7: Evaluate the impact of the 3 kingdoms on the breakdown of the personal rule. 8: Evaluate the historiography of the personal rule.	Absolutism challenged Division and conflict 1640-6 Pupils will learn to: 1: Assess the reasons for division in the Long Parliament and to explain the development of constitutional royalism. 2: Evaluate the reasons why the civil war broke out 3: Assess whether royalists or parliamentarians had the advantage 4: Understand the military struggle 1640-46 and the reasons for parliamentary victory. 5: Assess the reasons for the development of and the impact of the New Model Army. 6: Explain the rise of religious radicalism and its impact.	Absolutism challenged Radicalism and regicide 1646- 49: Pupils will learn to: 1: Assess the impact of radicalism/the army/the king on the failure to reach a settlement 1646-8 2: Assess the reasons for and impact of the politicisation of the army. 3: Assess the impact of the Windsor Prayer Meeting and Prides Purge. 4. Explain the reasons for and impact of the execution of the king.	Monarchy restored and restrained 1649-1660: Pupils will learn to: 1: Understand the events of the Commonwealth and Protectorate. 2: Evaluate the reason for the failure of the Rump and Barebones 3: Evaluate the successes and failures of the Protectorate government 4: Evaluate the success/failure of the Cromwellian church. 5: Assess the impact of radicalism on government 1649-1660 6: Evaluate the reasons for the failure of the Protectorate 8: Evaluate the reasons for the restoration 7: Evaluate Cromwell's leadership
Enquiry Questions	How did the relationship between the monarch and the Political Nation operate in the 17 th century?	To what extent was absolutism challenged between 1603 and 1629?	What was the impact of the Personal Rule?	How and why did the political nation divide 1640-1646?	To what extent did radicalism cause the regicide?	Was the interregnum a success of failure?

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Assessment:	End of topic assessment	End of topic assessment requiring key	End of topic assessment	End of topic assessment	Mock examination.	End of topic assessment
	requiring key knowledge and	knowledge and examination skills.	requiring key knowledge and	requiring key knowledge and		requiring key knowledge and
	examination skills.		examination skills.	examination skills.		examination skills.

The link to the A Level AQA Exam Spec used by STM can be accessed via: AQA | History | Subject content | 2R The Cold War, c1945–1991

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Topics: More specifics on SOW	Cold War Origins (1945-1949) :	The Cold War in Asia (1949-	The Zenith of tensions (1955-	War and Peace (1963-1972):	Détente (1972-1985) :	Introduction to NEA:
	Pupils will learn to:	1955) :	1963) :	Pupils will learn to:	Pupils will learn to:	Pupils will learn to:
	1: Explain the breakdown of the	Pupils will learn to:	Pupils will learn to:	1: Assess how the Vietnam War	1: Understand the impact of the	1: Understand the key
	Grand Alliance	1: Understand how Japan was	1: Evaluate to what extent did	escalated under President	US war in Indochina	requirements of the AQA NEA
	2: Understand the significance	rebuilt as a US ally post WW2	tensions decrease from 1955-60	Johnson	2: Explain the successes and	2: Complete independent
	of Churchill and British Soviet	2: Explain the key features of	2: Explain how the arms and	2: Understand the significance	limitations of super agreements	research regarding their NEA
	relations in growing tensions.	the Korean War.	space race developed tension	of the anti war movement in the	from 1972-79	3: Evaluate the successes and
	3: Evaluate to what extent were	3: Understand the role of	from 1955-63	USA and Britain	3: Understand the key features	limitations of Civil Rights leade
	the Soviet responsible for	Britain in the Korea	3: Understand the key features	3: Evaluate Nixon's policy of	of proxy wars in Africa and	from 1865-1965
	tension with the US up to 1949	4: Understand the significance	of the Berlin Crisis	Vietnamization	South America from 1972-85	4: Complete presentations of
	4: Evaluate to what extent were the US responsible for tension	of domestic pressures on US foreign policy	4: Assess how tensions increased in Vietnam from	4: Evaluate to what extent did tension decrease from 1963-72	4: Understand the change and continuity in US- Anglo relations	significant Civil Rights leaders 5: History careers in practice
	with the USSR up to 1949	5: Understand how US foreign	5: Understand the key features	5: Explain the key features of	under Reagan and Thatcher	3. History careers in practice
	5: Understand how issues	policy evolved under President	of the Cuban Missile Crisis	the Prague Spring	5: Assess the impact of the	
	surrounding Germany were a	Eisenhower	of the cuban wissine crisis	6: Assess the factors driving the	Soviet Invasion of Afghanistan	
	driving feature of post war	Liseimowei		Sino – Soviet split	Sovice invasion of Augmanistan	
	tensions.					
Farania Occasione	Amariana Invalue vesti 5	China haaanina Canan sist	Harrista than the About	Have faire in the control of the total	To substantial to the second	AALK
Enquiry Questions	American Involvement in Europe	China becoming Communist was	How fair is the view that the	How fair is the view that the	To what extend in the years	MLK was the most significant
	in the years 1945-1949 was	the most significant cause of a	policy of Appeasement was a	USSR caused the Cold War?	1972 to 1979 was there a	Black Civil Rights leader in the
	primarily driven by the desire to	shift in US policy towards Asia in	failure?		significant reduction in tensions	USA from 1865-1965. To what
	advance US economic interests. To what extent do you agree?	the years 1949-55. Assess the validity of this statement.			between the superpowers?	extent do you agree?
	To what extent do you agree?	varially of this statement.				

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Topics:	Republic to restored and limited	The establishment of constitutional	Knowledge Consolidation and revision	Knowledge consolidation and revision	<u>Final revision</u>	
Monarchy	<i>monarchy 1660-78</i> :	monarchy 1678- 1702	<u>1603-1660</u>	<u>1660-1702</u>		
restored and			Pupils will learn to:	Pupils will learn to:		
restrained	Pupils will learn to:	Pupils will learn to:	1: Master key content on James I,	1: Master key content on Charles II,		
1660-1702	1: Understand the restoration	1: Evaluate the impact of the Exclusion	Charles I and Cromwell	James II, William and Mary		
	settlement and the extent to which	Crisis on the monarchy and the Political	2: Answer examination essay	2: Answer examination essay questions.		
The	monarchy was restored.	Nation including emergence of Whig and	questions.	3: Answer the source question.		
Restoration	2: Assess the impact and fall of the	Tory parties	3: Answer the source question.	4: Create and follow a revision timetable.		
and Charles	Earl of Clarendon, the CABAL and	2: Assess the impact of James II reign	4: Create and follow a revision	5: Apply a series of revision techniques		
II	Danby	(absolutism and Catholicism) on the three	timetable.			
James II	3: Understand the nature of the	kingdoms	5 : Apply a series of revision techniques			
William and	restoration court and evaluate it's	3: Explain the causes of the Glorious				
Mary	impact on the pollical nation	Revolution				
The	4: Explain the emergence of court	4: Explain the consolidation of the				
development	and country parties	Glorious Revolution				
of limited	<u>5:</u> Evaluate the restoration church	5: Evaluate religious change under				
monarchy	6: Explain the reasons for the defeat	William and Mary				
	of millenarianism and the impact of	6: Evaluate the emergence of the Whig				
	Protestant dissent	and Tory parties				
		7: Assess the impact of the Nine Years				
		War on the Political Nation				
		8: Assess the role of government under				
		William and Mary. Consider to what				
		extent there is constitutional monarchy.				
Enquiry	To what extent can the Restoration	To what extent had the political nation				
Questions	settlement be seen as a failure?	triumphed over the monarchy by 1702?				

Year 13 Extended Learning: Extended Learning and Digging Deeper Challenges can be found on the History Teams App by following the pathway files, classroom resources, history extended learning. They should be completed and returned to his class teacher. These challenges are designed to engage the boys in activities that will stimulate and extend. He will be recognised for his efforts with a school certificate. There are other links via this Teams extended learning pathway to reputable websites that have key content regarding topics covered in class that should be accessed to further stretch and challenge your son's history skills and knowledge.

Curriculum Skills: Each topic will cover a range of key historical skills such as:

AO1: Knowledge and key information.

AO2: Explanation using second order concepts.

AO3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied

AO4: Engaging with historical interpretations of the past.

Year 13 Reports: The working at grade and attitude to learning will be reported home four times during the year. The working at grade will be based on assessments, which take place every term, and on classwork.

Year 13	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics: More specifics on SOW	The collapse of European	NEA:	NEA submission and embedding	NEA submission and Assessment	Final revision before	
	Communism (1985-1991):	Pupils will learn to:	key concepts/skills:	Opportunity on Section 3:	Assessment:	
	Pupils will learn to:	1: Research and evaluate	1: Complete a full NEA draft	Pupils will learn to:		
	1: Assess the significance of	historical interpretations of Civil	<u>2</u> : Target key concepts and skills	1: Submit NEA		
	Gorbachev's reforms on the	Rights leaders	<u>3</u> : Develop application of key	2: Target key concepts and skills		
	USSR and the Satellite States	2: Research and evaluate	skills from paper 1 section 1-3	3: Develop application of key		
	2: Explain the key features of	primary sources from Civil Rights		skills from paper 1 section 3-6		
	summit diplomacy from 1985-91	leaders				

	3: Understand how communism collapsed in Europe from 1989-1991 4: Understand how Cold War tensions extinguished globally from 1988-91. 5: Assess the significance of British foreign policy in the ending of the Cold War	3: Plan a full NEA draft 4: Create and follow a revision timetable. 5: Apply a series of revision techniques 6: Self assess a Cold War Section 1 and 2 paper	4: Progress understanding of key concepts and features from paper 1	4: Progress understanding of key concepts and features from paper 1 section	
Enquiry Questions	How significant were economic issues in the collapsed of communism in Europe from 1985-1991?	MLK was the most significant Black Civil Rights leader in the USA from 1865-1965. To what extent do you agree?	MLK was the most significant Black Civil Rights leader in the USA from 1865-1965. To what extent do you agree?	MLK was the most significant Black Civil Rights leader in the USA from 1865-1965. To what extent do you agree?	

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Assessment:	End of topic assessment requiring key knowledge and	End of topic assessment requiring key knowledge and	End of topic assessment requiring key knowledge and	End of topic assessment requiring key knowledge and	End of topic assessment requiring key knowledge and	End of topic assessment requiring key knowledge and
	examination skills.					

