

Year 12 History Curriculum Rationale

In Year 12, students follow the AQA A-level syllabus. The choice of topics: 1D Stuart Britain and the Crisis in Monarchy 1603-1702, 2H France in Revolution, 1774-1815 and NEA focus on Russia 1825-1917. These allow students to explore a range of revolutionary events within Europe. Emerging from the course of study, students will develop skills in using sources and extracts to support judgements, writing essays, as well as developing complex analytical skills. Students will build on their KS3 & 4 studies and prepare for year 13 study by developing their skills as historians. By the end of the course students will be proficient in critical and logical thinking.

Unit:	Core knowledge/skill development:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
<p>1D Stuarts:</p> <p>Part one: absolutism challenged: Britain, 1603–1649</p> <p>Sec 1: Monarchs and Parliaments, 1603–1629</p>	<p>Key Knowledge:</p> <p>The Political Nation and the social basis of power: the importance of land ownership; rival forms of wealth including merchants</p> <p>James I: character and views on monarchy; court and favourites; Charles I: character and views on monarchy; court and favourites</p> <p>The financial weakness of the Crown and attempts to reform and strengthen royal finance</p>	<p>Builds on: students' historical knowledge developed at KS3/4 – understanding of revolutions, monarchy etc</p> <p>Leads to: greater use/understanding of historical context / use of chronological terminology / understanding of second order concepts / understanding of Historical interpretations.</p> <p>Supports progress from yr12 into yr13.</p> <p>Links to:</p>	<p>Task 1 – Essay 1 – guided planning and writing</p> <p>Task 2 – Extract Essay 1 guided planning and writing</p> <p>Task 3 – Knowledge check</p> <p>Task 4 – Essay 2</p> <p>Task 5 – Extract essay 2</p> <p>Task 6 – Knowledge check</p>	<p>SPAG and reading for meaning and making inferences.</p> <p>Numeracy for understanding timelines, historical data etc.</p>	<p>Analysing – critical and logical thinking (deduce, hypothesise, reason, and seek evidence).</p> <p>Linking – Connection finding (use connections from past experiences to seek possible generalisations).</p> <p>Analysing - Precision (Ability to work effectively within the rules of a domain).</p> <p>Meta Thinking Meta Cognition (knowingly use a wide range of thinking approaches to transfer knowledge from one circumstance to another).</p>	<p>Homework is set after each lesson.</p> <p>Extra reading materials is available via Teams.</p> <p>Consolidation / Revision tasks set several times per unit.</p>

Unit:	Core knowledge/skill development:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
	<p>Religion and religious divisions: challenges to the Church of England from Catholics and Puritans and the development of Arminianism</p> <p>Relations and disputes with parliaments: parliamentary privileges; finance; religion; foreign affairs</p> <p>The state of relations between Crown and Parliament by 1629 and the reaction of the Political Nation; the extent of breakdown between Crown and Parliament and the Political Nation</p> <p>Development of skills Analytical skills in using Historical interpretation and</p>	<p>Unit 2 France in Revolution / NEA Russia</p>			<p>Realising – Speed and Accuracy</p>	

Unit:	Core knowledge/skill development:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
	identifying thematic development.					
<p>1D Stuarts:</p> <p>Part one: absolutism challenged: Britain, 1603–1649</p> <p>Sec 2: Revolution, 1629–1649</p>	<p>Key Knowledge:</p> <p>Divisions over religion: Arminianism and Laudianism; Puritanism and the emergence of Millenarianism</p> <p>Political divisions: the Personal Rule and the extent of opposition to it in England, Scotland and Ireland; the Short and Long Parliaments and the leadership of Pym; divisions and the outbreak of Civil War</p> <p>The First and Second Civil Wars: England, Scotland, Ireland and the reasons for royalist defeat</p>	<p>Builds on: students’ historical knowledge developed at KS3/4 – understanding of revolutions, monarchy etc</p> <p>Leads to: greater use/understanding of historical context / use of chronological terminology / understanding of second order concepts / understanding of Historical interpretations. Supports progress from yr12 into yr13.</p> <p>Links to: Unit 2 France in Revolution / NEA Russia</p>	<p>Task 1 – Essay 3 Task 2 – Extract Essay 13 Task 3 –Knowledge check Task 4 – Essay 4 Task 5 – Extract essay 4 Task 6 –Knowledge check Task 7 - PPE</p>	<p>SPAG and reading for meaning and making inferences.</p> <p>Numeracy for understanding timelines, historical data etc.</p>	<p>Analysing – critical and logical thinking (deduce, hypothesise, reason, and seek evidence).</p> <p>Linking – Connection finding (use connections from past experiences to seek possible generalisations).</p> <p>Analysing - Precision (Ability to work effectively within the rules of a domain).</p> <p>Meta Cognition – knowingly use a wide range of thinking approaches to transfer knowledge from one circumstance to another.</p> <p>Realising – Speed and Accuracy</p>	<p>Homework is set after each lesson.</p> <p>Extra reading materials is available via Teams.</p> <p>Consolidation / Revision tasks set several times per unit.</p>

Unit:	Core knowledge/skill development:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
	<p>Social divisions: the emergence of political and religious radicalism in the 1640s; the Levellers and Millenarian groups</p> <p>Post-war divisions between Army and Parliament and the failure to secure a post-war settlement</p> <p>Regicide: the basis for regicide and the King's response</p> <p>Development of skills Analytical skills in using Historical interpretation and identifying thematic development.</p>					
<p>2H France in Revolution</p>	<p>Key Knowledge: Absolutism and the structure of the</p>	<p>Builds on: students' historical knowledge developed at KS3/4 – understanding of</p>	<p>Task 1 – Essay 1 – guided planning and writing</p>	<p>SPAG and reading for meaning and</p>	<p>Analysing – critical and logical thinking (deduce, hypothesise, reason, and seek evidence).</p>	<p>Homework is set after each lesson.</p>

Unit:	Core knowledge/skill development:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
<p>Part one: the end of Absolutism and the French Revolution, 1774–1795</p> <p>Sec 1: The origins of the French Revolution, 1774–1789</p>	<p>Ancien Régime: Louis XVI as King; government; social divisions; privileges and burdens; strengths and weaknesses</p> <p>The ideas of the Enlightened philosophes: extent of influence in France; the salons; impact of the American revolution and War of Independence</p> <p>Economic problems and royal finance: attempts to improve royal finances under Turgot, Necker and Calonne</p> <p>The Assembly of Notables and political developments, February 1787 to May 1789; the state of France, politically,</p>	<p>revolutions, monarchy etc</p> <p>Leads to: greater use/understanding of historical context / use of chronological terminology / understanding of second order concepts / understanding of interpreting primary source material. Supports progress from yr12 into yr13.</p> <p>Links to: Unit 1 Stuarts and Crisis of Monarchy / NEA Russia</p>	<p>Task 2 – Source Essay 1 guided planning and writing</p> <p>Task 3 – Essay 2</p> <p>Task 4 –Knowledge check</p>	<p>making inferences.</p> <p>Numeracy for understanding timelines, historical data etc.</p>	<p>Linking – Connection finding (use connections from past experiences to seek possible generalisations).</p> <p>Analysing - Precision (Ability to work effectively within the rules of a domain).</p> <p>Meta Cognition – knowingly use a wide range of thinking approaches to transfer knowledge from one circumstance to another.</p> <p>Realising – Speed and Accuracy</p>	<p>Extra reading materials is available via Teams.</p> <p>Consolidation / Revision tasks set several times per unit.</p>

Unit:	Core knowledge/skill development:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
	economically and socially by the meeting of the Estates-General Development of skills: Analytical skills in using primary source materials and identifying extent of change development.					
2H France in Revolution Part one: the end of Absolutism and the French Revolution, 1774–1795 Sec 2: The experiment in constitutional monarchy, 1789–1792	Key Knowledge: The revolution May-October 1789: developments in Versailles and Paris; developments in the country, including the Great Fear; the October Days The attempts to establish a constitutional monarchy: church reforms; political, judicial and administrative	Builds on: students’ historical knowledge developed at KS3/4 – understanding of revolutions, monarchy etc Leads to: greater use/understanding of historical context / use of chronological terminology / understanding of second order concepts / understanding of	Task 1 – Source Essay 2 Task 2 – Essay 3 Task 3 – Source Essay 3 Task 4 –Knowledge check	SPAG and reading for meaning and making inferences. Numeracy for understanding timelines, historical data etc.	Analysing – critical and logical thinking (deduce, hypothesise, reason, and seek evidence). Linking – Connection finding (use connections from past experiences to seek possible generalisations). Analysing - Precision (Ability to work effectively within the rules of a domain).	Homework is set after each lesson. Extra reading materials is available via Teams. Consolidation / Revision tasks set several times per unit.

Unit:	Core knowledge/skill development:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
	<p>reforms; economic and social change</p> <p>Reaction to change internally and externally: the political clubs; the King and the flight to Varennes; the demonstration at the Champs de Mars; the origins and impact of war</p> <p>Sans-culottes and the collapse of the constitutional experiment; the September massacres and elections to the national Convention</p> <p>Development of skills Analytical skills in using primary source materials and identifying extent of change development.</p>	<p>interpreting primary source material. Supports progress from yr12 into yr13.</p> <p>Links to: Unit 1 Stuarts and Crisis of Monarchy / NEA Russia</p>			<p>Meta Cognition – knowingly use a wide range of thinking approaches to transfer knowledge from one circumstance to another.</p> <p>Realising – Speed and Accuracy</p>	

Unit:	Core knowledge/skill development:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
<p>2H France in Revolution</p> <p>Part one: the end of Absolutism and the French Revolution, 1774–1795</p> <p>SEC 3: The emergence and spread of the Terror, September 1792–1795</p>	<p>Key Knowledge:</p> <p>The establishment of a Republic: problems and policies; debate leading to the execution of the King</p> <p>Internal and external war: the spread of war; the rising in the Vendée; attempts to establish wartime control; Robespierre; the fall of the Girondins and the Federalist revolt</p> <p>The progress of the war: the levée en masse and the coming of the Terror</p> <p>The spread of the Terror: executions; the influence of Robespierre and the sans culottes; the role of the CPS; Robespierre's fall and</p>	<p>Builds on: students' historical knowledge developed at KS3/4 – understanding of revolutions, monarchy etc</p> <p>Leads to: greater use/understanding of historical context / use of chronological terminology / understanding of second order concepts / understanding of interpreting primary source material. Supports progress from yr12 into yr13.</p> <p>Links to: Unit 1 Stuarts and Crisis of Monarchy / NEA Russia</p>	<p>Task 1 – Essay 4 Task 2 – Source Essay 4 Task 3 – Knowledge check Task 4 – PPE</p>	<p>SPAG and reading for meaning and making inferences.</p> <p>Numeracy for understanding timelines, historical data etc.</p> <p>PSHE – considering feelings of others.</p>	<p>Analysing – critical and logical thinking (deduce, hypothesise, reason, and seek evidence).</p> <p>Linking – Connection finding (use connections from past experiences to seek possible generalisations).</p> <p>Analysing - Precision (Ability to work effectively within the rules of a domain).</p> <p>Meta Cognition – knowingly use a wide range of thinking approaches to transfer knowledge from one circumstance to another.</p> <p>Realising – Speed and Accuracy</p>	<p>Homework is set after each lesson.</p> <p>Extra reading materials is available via Teams.</p> <p>Consolidation / Revision tasks set several times per unit.</p>

Unit:	Core knowledge/skill development:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
	the collapse of the Terror Development of skills Analytical skills in using primary source materials and identifying extent of change development.					
NEA: Russia 1825-1917 Taught Course unit (10 lessons)	Key Knowledge: Tsarist regime under Nicholas I, Alexander II, Alexander III and Nicholas II Economic, social and political developments in Russia from 1825-1917. Impact of foreign policy and war on Russia. Growth of news ideas, ideologies and opposition.	Builds on: students' historical knowledge developed at KS3/4 – understanding of revolutions, monarchy etc Leads to: greater use/understanding of historical context / use of chronological terminology / understanding of second order concepts / understanding of interpreting primary source material.	Task 1 – Knowledge check Task 2 – Source evaluation Task 3 – Interpretation evaluation Task 4 – Knowledge check	SPAG and reading for meaning and making inferences. Numeracy for understanding timelines, historical data etc. PSHE – considering feelings of others.	Analysing – critical and logical thinking (deduce, hypothesise, reason, and seek evidence). Linking – Connection finding (use connections from past experiences to seek possible generalisations). Analysing - Precision (Ability to work effectively within the rules of a domain). Meta Cognition – knowingly use a wide range of thinking approaches to transfer	Homework is set after each lesson. Extra reading materials is available via Teams.

Unit:	Core knowledge/skill development:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
	<p>Why revolution in 1917 was successful in overthrowing the Tsarist regime.</p> <p>Development of skills Analytical skills in using primary source materials and identifying extent of change development.</p>	<p>Supports progress from yr12 into yr13.</p> <p>Links to: Unit 1 Stuarts and Crisis of Monarchy / 2H France in Revolution</p>			<p>knowledge from one circumstance to another.</p> <p>Realising – Speed and Accuracy</p>	