



History Department Learning Journey

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"To be ignorant of what occurred before you were born is to remain always a child. For what is the worth of human life, unless it is woven into the life of our ancestors by the records of history." - Cicero



A-Level At A-Level we follow the exam board AQA's specification. We believe it provides good progression from GCSE and continues with the historical concepts they have explored. The areas of study, particularly with the NEA, are well suited to studying History at university. Students will examine deeply complex issues such as monarchy, war, tyranny, political ideology and religious turmoil. The introduction of an internally assessed NEA, which students start in term 3 of Y12, allows for independent research and scholarly interpretation – the culmination of 7 years work.	1H Tsarist and Communist Russia, 1855-1964	Y12: Autocracy, Reform and Revolution. Studying the Tsar and their downfall. Before covering the rise of Communism in Russia.	Y13: The Soviet Union. Studying the social, political and economic factors in during the leadership of Lenin and then Stalin.	Key reading: J Bromley, Russia 1848-1917, S J Lee, Russia and the USSR, R Service, The Russian Revolution 1900-1927.
	2S The Making of Modern Britain, 1951-2007	Year 12: Affluent society 1951-1964. Sixties Britain 1964-1970. End of the post war Consensus 1970-1979	Year 13: Thatcher's Britain 1979-1987. Towards and new consensus 1987-1997. New Labour 1997-2007.	Key reading: A. Marr- making of Modern Britain. N. Lowe, Mastering Modern Britain, Palgrave, 1998
	NEA Coursework (20%)	An independent research project of 3,500 words on Tudor rebellions. This needs to cover near a 100 year time period, covering all Tudor monarchs.	Linking social, political, foreign policy and religious factors to understand why the Tudor's faced rebellions	3,500 word essay, marked internally and externally moderated. (20%) Key historians: Elton, Dodds, Wier, Guy and Loades.

Elizabethan site study	Hitler's foreign policy- Road to war	League of Nations	Treaty of Versailles	Hitler's Germany	Year 11	In Y11 students will continue to learn about the past focusing on the more modern aspects. They will continue to learn new ways of approaching historical evidence and become proficient in using sources. During Y11, students will make interconnections and be able to explain the rationale within each link. By the end of the course, students are fully able to grasp high order and abstract concepts. They have a deeper understanding of the past which helps prepare them for their future both academically and socially. The skills students have acquired and honed will serve them well when they begin their A-Level courses.
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Year 10	Industrial revolution	Modern medicine	Elizabethan government	Elizabethan Golden Age	Elizabethan threats from abroad	Germany Kasie Reich to depression	Germany 1929-1933
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Year 9	<ul style="list-style-type: none"> Medieval Poverty Renaissance Thinking Supernatural Vs. Scientific 	<ul style="list-style-type: none"> The Commonwealth The Second World War 20th Century Nationalism 	<ul style="list-style-type: none"> Monarchy in decline Democracy in Action Extremism 	In Y9 students will spend much of their time exploring how the key concepts are central and critical to historical understanding at all levels, but especially so when starting an examination course or digging deeper on a specific topic or event.
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Year 8	<ul style="list-style-type: none"> Monarchy in Crisis Development in democracy Fascism 	<ul style="list-style-type: none"> British empire The First World War Civil war 	<ul style="list-style-type: none"> 19th century punishments The Reformation Slavery and local study of shipbuilding 	As we approach the threshold between KS3 and 4 the key concepts remain static but the content shifts to content that which is more relevant to students beyond Y9.
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Year 7	<ul style="list-style-type: none"> Medieval crime and punishment Growth of religion Industrial revolution and local study (coal) 	<ul style="list-style-type: none"> Spanish Empire Medieval warfare Emergence of nationalism 	<ul style="list-style-type: none"> Establishment of Monarchy Origins of Democracy Communism 	Y7 will continue their journey as all year groups do by immersing themselves in the idea of democracy and Monarchy, something which has shaped this country for over a thousand years. Pupils will familiarise themselves with sources, interpretations and tier three vocabulary to develop their journey.
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High Quality Apprenticeships <https://www.instituteofapprenticeships.org/>

National Curriculum Content	
1	Development of the medieval church.
2	Medieval state of society.
3	Development of the church, 1509-1745
4	State and society, 1509-1745
5	Industry and Empire, 1745-1901.
6	Political Change, 1745-1901
7	Challenges for Britain in the modern world
8	Challenges for Europe in the modern world.
9	The Holocaust
10	Local Study – Sunderland Industrial Heritage.
11	Prehistoric Britain
12	Global Significance Study – USA in the 20th Century

Read like a Historian Fiction and non-fiction	
A History of Britain by Simon Schama	Crusade by Elizabeth Laird
The Rise and Fall of the Third Reich by William L. Shirer	Chains by Laurie R. King
The Time Traveler's Guide to Elizabethan England by Ian Mortimer	Things a Bright Girl Can Do by Sally Nichols
Making of Modern Britain by Andrew Marr	The Book Thief by Markus Zusak

Careers potential	
Archaeologist	Journalism
Lawyer	International relations
Archivist	Politician
Police	Civil servant
Teacher	HR

Threshold concepts	
Power and control	The social production of the effect that determines the capacity, actions or beliefs of the political elite.
Conflict and empire	Forms of socio-economic and political conflict occurring under imperial and nationalistic rule.
Development & inequalities	The economic and religious disparities and discriminations across societies.

Key Historical skills	
Analysis & evaluation historical sources	<ul style="list-style-type: none"> Use of COP (content, own knowledge and provenance) to analyse historical sources.
The development of Historical thinking and attitudes	<ul style="list-style-type: none"> Tracking change and continuity over time Using historical knowledge to challenge accepted interpretations Evaluating implications of evidence
Chronological reasoning	<ul style="list-style-type: none"> Understanding the ordering of historical eras Be able to explain the significance of historical eras
Historical argument	<ul style="list-style-type: none"> How different opinions have formed over time Evaluating reliability of sources and interpretations
Gain and deploy accurate historical terminology	<ul style="list-style-type: none"> Develop use of historical vocabulary Recognise importance of historical ideas and understanding how they are arrived at Use contextual historical terminology correctly

Cross curricular	
ENG	English
Map icon	Geography
Star of David icon	Religious Education
Atom icon	Science
Calculator icon	Maths
Hand holding scales icon	PSHE/ Citizenship
Glasses icon	I.T



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"To be ignorant of what occurred before you were born is to remain always a child. For what is the worth of human life, unless it is woven into the life of our ancestors by the records of history. - Cicero

The modern world which our pupils find themselves in is often a difficult and challenging place to be. As they continue their historical journey begun at the EYFS, a sound understanding of the past is essential if they are to find clarity in their own lives and make decisions as adults which consider historical precedent. This scholarly approach, which leads to life-long learning, is what the all-through history curriculum is trying to engender in all our young people. Human beings are, and always have been, fascinating creatures who have given us wonder and terror in equal measure. Although the context of 21st century Britain is unique, the individuals involved feel the same emotions and are faced with similar decisions as their predecessors were. When Churchill took George Santayana's quote, 'Those who cannot remember the past are doomed to repeat it' and amended it to read, 'Those who fail to learn from the past are doomed to repeat it,' he set a clear challenge to all history educational facilitators – to ensure that pupils of all ages are immersed in a broad historical narrative which allows for future generations to improve societal cohesion.

Working closely with colleagues from all key stages, we have developed a curriculum that uses prior knowledge and skills moulded to fit the demands of deeper thinking. During their journey from EYFS to KS2, pupils have studied a wide range of topic areas that use the key skills of chronology, cause and consequence and similarities and differences, to help them explain change over time. Once our pupils join us in Year 7 we focus this down even further. All of our KS3 curriculum is based thematically around the key concepts, that we as experienced historians know is essential to understand. Therefore, we concentrate first teaching on our nine essential sub concepts. These are drawn underneath four historical umbrella terms, Power and Control; Development and Inequality and Conflict and Empire. Within each of these genres we have selected three key sub concepts that all historians must have an in-depth grasp of if they are to fully master history as an academic discipline. The concepts used at earlier key stages run seamlessly through our curriculum ensuring that pupils continue to develop these skills as they are the essential to being a great historian. Pupils are taught via each threshold concept, however within each sub concepts lessons are delivered with a chronological approach, for example in Year 7 pupils learn about Ancient world democracies before moving on in time order to learn about Magna Carta. This helps pupils to gain an understanding of time and the change/continuity over a period, this chronological approach is repeated throughout the learning journey across years including at GCSE and A-Level.

Research from the Historical Association has highlighted the key skills which all historians need to have solidified; a sound chronological understanding to allow for accurate contextual awareness; the confident ability to make historical links considering the bigger picture in the era or event studied; pupils should use complex and accurate vocabulary within the historical context studied. Pupils also must become experts in using evidence and historical sources, using critical analysis and understanding the context in which the source was produced. Finally, the research indicates that historical debate and argument is central to a sound understanding of history. Pupils need to become familiar with multiple and challenging theses, experience a wide range of political standpoints and master the art of knowing when an author has an agenda. These five key elements are central to our curriculum and form the basis of first teaching at every stage. We form part of a chain for pupils on their history journey starting in early years and culminating in advanced level study.

Year 7

Pupil's journey in history at KS3 begins exploring the way power and control is wielded over time. They examine the sub concepts of monarchy, democracy and ideology to gauge change and continuity. We remind students of the importance of chronological understanding and sequencing in order, by extending their knowledge of various periods in history. Although the planning of the curriculum is from a concept driven view, pupils are taught lessons within concepts in a chronological order to help pupils grasp key skills needed in History. Conflict and Empire follows next, covering imperialism, militarism and nationalism, allowing students to explore the concept of empire building from different perspectives in depth, as well as the opposition. Students should be familiar with topics related to conflict or wars from KS2, which are utilised as building blocks of foundation knowledge. This provides a formal introduction to localised conflicts and global wars. Students the analysis development and inequalities with a focus on the medieval period through to the industrial age. Students start to understand the role played by crime and punishment, religion and industry in relation to cause and effect. We get students to compare national and local events (KS2) and extend knowledge by examining significance (e.g. the Industrial revolution). This helps students to place events chronologically on a local, national and worldwide level. Throughout students continue to develop their understanding of sources and interpretations, alongside other embedded skills.

Year 8

Year 8 cover exactly the same threshold concepts but different time frames and parts of the world. They begin by examining issues surrounding Charles I's reign, then compare this to Louis XVI's kingship. George III's monarchical reign is also examined in an intermediary lesson, in order to make connections to earlier Y7 lessons on the Magna Carta (democracy), followed by an analysis of the Qing dynasty, which also related to earlier lessons on the Ming dynasty. This helps students to establish links across concepts, between concepts and within. Once again although taught via a concept driven curriculum, pupils are taught chronologically within each sub concept. 20th century European fascism is similarly studied to get a sense of corrupt ideologies. Conflict and empire analyses the establishment of the British empire, under imperialism, militarism puts the focus firmly on World War One and nationalism covers civil war at home and abroad (American Civil War and the English Civil War). As with Y7, the final overarching concept is development and inequalities. This time pupils can compare how crimes have changed from the medieval period to the industrial age, where a case study of Jack the Ripper is undertaken. Pupils then study the religious changes introduced by the Tudor monarchs, from Henry VIII's break with Rome, through to the attempted moderate religious settlement of Elizabeth. Pupils again end with the local site study, this time with a focus on shipbuilding on the River Wear, as well as links to modern industries in Sunderland such as Nissan. Slavery is also a focus of the industry sub concept, and pupils investigate the triangular trade route, life on a plantation as well as how slaves rebelled. This threshold helps pupils make clearer links to British values and the nine protected characteristics, and lessons feature many discussions which help pupils understand the wider world in which they live. Once again pupils are assessed throughout with a focus on sources, interpretations and extended writing skills being developed.

Year 9

It is these transferable skills and processes that mean we believe by the final thirteen week cycle of Y9, pupils are ready to begin their GCSE History course. The wide variety of historical periods and topics which have been covered up to this point are essential groundwork for this transition but the extra time is vital due to the high content demands of the GCSE course. Here, Power and Control looks at modern day monarchies (at home and abroad), democracy focuses on political and class struggles connected specifically with the democratic process with particular focus on 20th century strikes, and the conflict both between miners and the government and between miners and other miners during the 1980's. Ideology focuses on Antisemitism within Nazi Germany and how it was not confined to Germany, links are then made to modern day ideologies and how a major threat in the present day comes from extremism and radicalisation, modern day terrorism is discussed and pupils study Lockerbie, 9/11 and attacks on Britain. Conflict and Empire further develops skills attained in Y7 and Y8 as pupils understand how the British Empire declined and how it was connected to war. Students make comparisons between World War One and World War Two, before ending with the concept of nationalism in Serbia and how throughout the 1930's many countries attempted to rebuild an empire, ultimately leading to war in 1939. For the final cycle of Y9, Health and the People starts the GCSE content, with students studying the role of monasteries and monks (religion), development of new technologies (industry), significance of warfare (conflict and empire). The concept driven curriculum continues throughout Year 9, and again within each sub concept lessons are taught in a chronological order to help build narrative and develop the skills of all pupils in understanding order of events and the ability to link to causation and consequence. Skills assessed during this cycles include comparison of similarities/differences, significance, sources, and extended writing.

Year 10

The skills that have been practiced and embedded throughout the early part of the pupils' historical journey now come into sharp focus when the pupils are faced with the demands of the GCSE course whilst at the same time developing a rounded and broad historical knowledge base. Study in depth and study in breadth gives pupils a challenging insight into how the world has been shaped. They will access historical innovation, entrepreneurship, global development and societal upheaval. They will be able to articulate the notion of government, public policy, change over time and significance. Leadership also forms a central part, be that leadership to emulate or leadership to reject. Developing the skills to access the abstract and complex subject matter is what we want our pupils to strive for – rising above the narrative and engaging with the bizarre, the extraordinary and the compelling. Studying Elizabethan England links to prior learning of concepts such as poverty and monarchy from year 7 and 8. This develops knowledge on Elizabethan poverty, the Poor law and types of poor found in England during the renaissance period. Furthermore, studying Nazi Germany links to previous work on European fascism completed in Year 8, however during the GCSE Hitler's Germany is studied specifically and in depth linking to idea of the role of women, children and the Nazi economy. Concepts and sub concepts are embedded into all lessons, with reference to prior learning important throughout the GCSE, lessons are taught in a chronological order at GCSE to help pupils gain the narrative of events, helping them explain, causation and consequences, this can then be linked to other skills such as significance, importance as well as the ability to compare specific events. This work is then contextually discussed around British values, the 9 protected characteristics and world democracy.

Year 11

The shortest topic is studied at Year 11 Conflict and tension: Inter war years 1918-1939. This topic draws upon prior concepts such as militarism, nationalism and imperialism, as well as democracy and ideology, all of which have been studied in Year 7, 8 and 9 and helps us to understand the reasons for conflict as well as the ideas behind world ideologies; whether that be democracies or dictatorships. Hitler's foreign policy draws on prior learning about imperialism, and reasons why leaders want an empire, and methods used to build up an empire. The key terminology has been explored in Year 7, 8 and 9, and allows for an understanding on invasion and empires around the world, with this topic specifically focusing on the 20th century Nazi Empire. This allows pupils to gain an in-depth understanding of why Hitler wanted to create his Third Reich Empire, and use correct terminology when discussing the build up of Empires. This course is also taught chronologically, to help pupils understand the building tension throughout the inter war periods, however referring to prior sub concepts is important, to help pupils build on prior learning.

Year 12+13

Once academic success has been witnessed at Y11, pupils are well prepared to access the A-Level course. The key concepts travel right through with the student so that their understanding of these, such as religion, has grown with them as they progress through the history curriculum. The journey should mean that any student who arrives at Y12 able to start their A-Level course will already be fully prepared to read at a higher level, debate complex and abstract concepts and write in an academic and mature way. The A-Level course is taught chronologically, but with themes intertwined throughout; Political, economic, social and foreign policy themes are embedded throughout the teaching of Paper 2: The Making of Modern Britain (25). Students build on their learning from Years 7, 8, 9, 10 and 11 to develop a deeper understanding of key concepts such as democracy, class and militarism, and apply it to the AQA exam paper questions. Contextually prior learning is a major asset as it provides foundational knowledge for this course. Both the Year 12 and Year 13 courses are taught with the same threshold concepts broken into of political, social and foreign, and within each lessons are taught in a chronological order to help build the narrative and provide contextual knowledge. Year 13 spend time studying the Premiership of Margaret Thatcher, ideas about her can be found from Year 9 democracy, where time was spent studying the Miners' strike, from a purely democratic concept from. However, by Year 13, these ideas are mixed with the concepts of class, ideology and as with Year 9 democracy, this time being more in-depth and applied to A-Level questions. The final part of 25 focusses on modern day terrorism, a link to Year 7,8 and 9 key concepts of Crime and Punishment is made as students can compare how crime has changed over time, and assess the dangers posed in the modern world. Furthermore students link this part of the course to ideologies of the world, and form and understanding of ideas such as radicalisation and the extreme right-wing threat faced by governments in the modern world. Paper 1H also has a continuation of the key concepts and sub concepts previously studied, with a focus on monarchy in year 12, moved onto ideology and the Communist rule by year 13.

History Assessment Map:

Year /Cycle	Key Concept:	Curriculum assessed:	Assessment Type
Year 7 Cycle 1	Power and Control	MONARCHY: Medieval Monarchy in the UK, in Europe and in Asia.	Formative
	Power and Control	DEMOCRACY: Democracy in the Ancient World, Magna Carta, Birth of Parliament.	Formative
	Power and Control	IDEOLOGY: Communism in Russia, Cuba and North Korea.	Summative
	Power and Control	'Monarchs held ultimate power during the Ancient and medieval eras.' Discuss.	Extended Writing
Year 7 Cycle 2	Conflict and empire	IMPERALISM: Rise of the Spanish Empire, Spanish Inquisition, Phillip II of Spain	Formative
	Conflict and empire	MILITARISM: The Battle of Hastings, Henry V at Agincourt, Battle of Bosworth.	Summative
	Conflict and empire	NATIONALISM: Wars with Scotland, wars with Wales, Claims to the French throne	Formative
	Conflict and empire	'William I was the most successful medieval monarch in battle.' How far do you agree with this statement?	Extended Writing
Year 7 Cycle 3	Dev. and Inequality	CRIME AND PUNISHMENT: Medieval life, Highwaymen, Vagrants and Vagabonds.	Summative
	Dev. and Inequality	RELIGION: Paganism, Medieval monasteries, Thomas Beckett	Formative
	Dev. and Inequality	INDUSTRY: Industrial revolution, key inventions of the age, Coal industry	Formative
	Dev. and Inequality	How revolutionary was the Industrial revolution?	Extended Writing
Year 8 Cycle 1	Power and Control	MONARCHY: Monarchy in crisis in the UK, in Europe but stable in Asia.	Formative
	Power and Control	DEMOCRACY: Birth of the USA, Parliamentary Reform, The Suffragettes.	Formative
	Power and Control	IDEOLOGY: Fascism in Europe.	Summative
	Power and Control	'Women have always had a role in democracy.' How valid is this view?	Extended Writing
Year 8 Cycle 2	Conflict and empire	IMPERALISM: The scramble for Africa, The Indian Raj, The demise of the British Empire.	Formative
	Conflict and empire	MILITARISM: Trench Warfare, The Battle of the Somme, weapons of the First World War.	Summative
	Conflict and empire	NATIONALISM: English Civil War, American Civil War.	Formative
	Conflict and empire	Explain the similarities and differences between medieval warfare and the First World War.	Extended Writing
Year 8 Cycle 3	Dev. and Inequality	CRIME AND PUNISHMENT: Witchcraft, Penal Reform, Jack the Ripper.	Summative
	Dev. and Inequality	RELIGION: Reformation, religious change under: Henry VIII, Edward VI, Mary I and Elizabeth I.	Formative
	Dev. and Inequality	INDUSTRY: Triangular trade, plantations, shipbuilding on the River Wear.	Formative
	Dev. and Inequality	'Punishments often were harsher than the alleged crimes committed'. Discuss.	Extended Writing

Year /Cycle	Key Concept:	Curriculum assessed:	Assessment Type
Year 9 Cycle 1	Power and Control	MONARCHY: Constitutional monarchy, destruction of monarchy in Europe and modern day monarchy.	Formative
	Power and Control	DEMOCRACY: Trade Unionism, abolition of the death penalty, Miner's strike 1984-85.	Formative
	Power and Control	IDEOLOGY: Jewish persecution throughout the 20 th century, terrorism, modern day extremism.	Summative
	Power and Control	'Democracy has rarely been threatened in the UK'. Discuss.	Extended Writing
Year 9 Cycle 2	Conflict and Empire	IMPERIALISM: Empire and the World Wars, Decolonisation, The Commonwealth	Formative
	Conflict and Empire	MILITARISM: Dunkirk, The Battle of Britain, The Blitz, D-Day, The Atomic Bomb	Formative
	Conflict and Empire	NATIONALISM: Serbian nationalism, nationalism during the 1930's in Europe.	Summative
	Conflict and Empire	'The Second World War was an Inevitable failure for Nazi Germany.' How valid is this view?	Extended Writing
Year 9 Cycle 3	Dev. And Inequality	Medieval Medicine: Ancient Medicine, Religion, Early surgery	Formative
	Dev. And Inequality	Medieval Medicine: Medieval disease, Black Death, Early Public Health	Summative
	Dev. And Inequality	Renaissance Medicine: Pare, Vesalius, Harvey, Great Plague, Smallpox	Formative
	Dev. And Inequality	Which individuals have helped the progression of medicine between the years 1000 and 1800?	Extended Writing
Year 10 Cycle 1	Health and People	19th Century Medicine: Antiseptics, Anaesthetics, Public Health.	Summative
	Health and People	19th Century medicine: Anaesthetics, Public Health, Government reform, Women in Medicine, Germ theory	Formative
	Health and People	20th Century medicine: Liberal reforms, Welfare state, modern medicine, surgery in warfare	Formative
	Health and People	20th Century medicine: penicillin, Medical warfare, government intervention	Summative
	Health and People	Has the role of the individual been the main factor in developing the treatment of disease in Britain since the year 1000?	Extended Writing
Year 10 Cycle 2	Elizabeth	Elizabethan court: Early life, Privy Council, Parliament	Formative
	Elizabeth	Elizabethan Life: Theatre, exploration, Golden Age, Poverty	Summative
	Elizabeth	Trouble at home and abroad for Elizabeth: marriage, religion, plots, puritan threat	Formative
	Elizabeth	Trouble at home and abroad for Elizabeth: Spanish armada, later foreign policy, religion	Summative
	Medicine	Has science and technology been the main factor in improving the treatment of disease? Explain your answer with reference to science and technology and other factors.	Extended writing
Year 10 Cycle 3	Germany	Germany 1890-1929: Kaiser Reich, World War One, Threats to Weimar Germany, Golden Age, Stresemann's foreign policy	Formative
	Germany	Germany 1890-1929: Threats to Weimar Germany 1918-1923	Summative
	Germany	Germany during the depression: Wall Street Crash, rise of extremism, tussle for chancellorship, Reichstag fire, Night of the Long Knives	Formative
	Germany	Germany from Autocracy to dictatorship: Kaiser Reich, Threats to Weimar Germany, Golden Age, depression, rise of extremism, Hitler's Germany.	Summative (past paper)
	Germany	'Hitler was the greatest of all the German leaders 1890-1945' How far do you agree with this statement?	Extended writing

Year /Cycle	Key Concept:	Curriculum assessed:	Assessment Type
Year 11 Cycle 1	Conflict and Tension	Treaty of Versailles: Big 3, aims of the big 3, disagreement of the big 3	Formative
	Conflict and Tension	Treaty of Versailles: aims of the big three, blame, reparations, arms, territory, 14 points	Summative
	Conflict and Tension	League of Nation: Structure of the League of nations, membership of the League, early successes of the League, Treaties outside the League, the depression, Manchurian crisis	Formative
	Conflict and Tension	League of nations: Why the League failed- structure, membership, Manchurian Crisis, Abyssinian Crisis	Summative
	Conflict and Tension	' The Territorial terms of the Treaty were the most hated part of the Treaty by the German people'. How far do you agree with this statement?	Extended writing
Year 11 Cycle 2	Conflict and Tension	Hitler's foreign policy: Foreign policy aims, Saar coalfields, Rhineland, Anschluss, Spanish Civil War, Appeasement, Munich Agreement, Sudetenland	Formative
	Conflict and Tension	Hitler's Foreign Policy: Nazi-Soviet pact, Road to war, Treaty of Versailles	Summative
	Conflict and Tension and Germany	Paper 1 Mock: Germany 1890-1945 and Conflict and tension: Inter war Years	Summative
	Health and the People	Health and the People: Medieval and renaissance medicine	Formative
	Health and the People	Has science and technology been the main factor in improving the treatment of disease? Explain your answer with reference to science and technology and other factors.	Extended writing
Year 11 Cycle 3	Elizabeth	Site study.	Summative

AQA History: A Level Summary of Assessment:

1H Tsarist and Communist Russia, 1855–1964

A combination of a 30 mark Interpretation questions and two 25 mark essay questions. The topics for these questions will be taken from the following key headings:

Trying to preserve autocracy, 1855–1894

The collapse of autocracy, 1894–1917

The emergence of Communist dictatorship, 1917–1941

The Stalinist dictatorship and reaction, 1941–1964

2S The Making of Modern Britain, 1951-2007

A combination of a 30 mark source question and two 25 mark essay questions. The topics for these questions will be taken from the following key headings:

Affluent society 1951-1964

Sixties Britain 1964-1970

End of the post war Consensus 1970-1979

Thatcher's Britain 1979-1987

Towards and new consensus 1987-1997

New Labour 1997-2007

Non-Exam Assessment

A research piece of work begun in Y12 and submitted in Y13 on the topic of Tudor rebellions. Using a range of sources, materials and theories to examine the impact and importance of Tudor rebellions across a 100 year period.