

Key Stage 5 History
Programme of Study

Year 12:						
	Term 1		Term 2		Term 3	
<p>Content- WHAT will be learned? What previous learning can be linked? Why this order/sequence?</p> <p>1C The Tudors: England, 1485–1603</p> <p>This option allows students to study in breadth issues of change, continuity, cause and consequence in this period through the following key questions:</p> <ul style="list-style-type: none">How effectively did the Tudors restore and develop the powers of the monarchy?In what ways and how effectively was England governed during this period?How did relations with foreign powers change and how was the succession secured?How did English society and economy change and with what effects?How far did intellectual and religious ideas change and develop and with what effects?How important was the role of key individuals and groups and how	<p>Henry VII, 1485–1509</p> <p>Teacher A</p> <p>Henry Tudor’s consolidation of power: character and aims; establishing the Tudor dynasty</p> <p>Government: councils, parliament, justice, royal finance, domestic policies</p> <p>The Origins of the Cold War, c1945–1949</p> <p>Teacher B</p> <p>US, British and USSR relations in 1945: conflicting ideologies; tensions at Yalta; relations between Stalin, Roosevelt and Churchill; the breakdown of the Grand Alliance at Potsdam; relations between Stalin, Truman and Attlee</p>	<p>Henry VII, 1485–1509</p> <p>Teacher A</p> <p>Relationships with Scotland and other foreign powers; securing the succession; marriage alliances</p> <p>Society: churchmen, nobles and commoners; regional division; social discontent and rebellions</p> <p>The Origins of the Cold War, c1945–1949</p> <p>Teacher B</p> <p>The USA’s involvement in Europe: policy towards Britain and Europe; the launch of the Marshall Plan;</p>	<p>Henry VIII, 1509–1547</p> <p>Teacher A</p> <p>Economic development: trade, exploration, prosperity and depression</p> <p>Religion; humanism; arts and learning</p> <p>Henry VIII: character and aims; addressing Henry VII’s legacy</p> <p>*Government: Crown and Parliament, ministers, domestic policies including the establishment of Royal Supremacy</p> <p>The Widening of the Cold War, 1949–1955</p> <p>Teacher B</p> <p>US containment in action in Asia: the reconstruction of Japan and US-Japanese relations; support for Jiang Jieshi and policy towards China and Taiwan; the</p>	<p>Henry VIII, 1509–1547</p> <p>Teacher A</p> <p>*Relationships with Scotland and other foreign powers; securing the succession</p> <p>Society: elites and commoners; regional issues and the social impact of religious upheaval; rebellion</p> <p>Economic development: trade, exploration, prosperity and depression</p> <p>The Widening of the Cold War, 1949–1955</p> <p>Teacher B</p> <p>Increasing Cold War tensions: McCarthyism in the USA and its influence in Britain and Europe; US dominance in the UN and role as 'world policeman'; the isolation of China</p>	<p>Henry VIII, 1509–1547</p> <p>Teacher A</p> <p>Religion: renaissance ideas; reform of the Church; continuity and change by 1547</p> <p>Confrontation and cooperation</p> <p>Teacher B</p> <p>Confrontation in the Vietnam War: Johnson's policy in Vietnam; the Gulf of Tonkin resolution; escalation; tactics and relative strengths of the two sides; the Tet Offensive</p> <p>Component 3: Historical investigation (non-exam assessment)</p> <p>Independent research supported by both Teacher A and B</p>	

<p>were they affected by developments?</p> <p>Part one: consolidation of the Tudor Dynasty: England, 1485–1547</p> <p>2R The Cold War, c1945–1991</p> <p>This option provides for the study in depth of the evolving course of international relations during an era of tension between communist and capitalist powers which threatened nuclear Armageddon. It explores concepts such as communism and anti-communism, aggression and détente and also encourages students to reflect on the power of modern military technology, what hastens confrontation and what forces promote peace in the modern world.</p> <p>Part one: to the brink of Nuclear War: international relations, c1945–1963</p>	<p>Developing tensions: the Soviet Union occupation/control of eastern and southern Europe; Kennan's Long Telegram; the Iron Curtain speech; Cominform; the Greek Civil War and the Truman Doctrine on containment</p>	<p>US attitudes to Germany and Berlin</p> <p>Conflict over Germany: developments within the sectors, including Bizonia and currency reform; the Berlin blockade; the creation of East and West Germany; formation of NATO</p>	<p>defensive perimeter strategy; support for South Korea; NSC-68</p> <p>The Korean War: causes, position and aims of Kim Il Sung and Syngman Rhee; attitudes and actions of the UN, USA, USSR and China; military involvement and settlement</p>	<p>Alliances and shifts: FRG and NATO; the Warsaw Pact; SEATO; Eisenhower, Dulles and 'brinkmanship'; the domino theory; attitude to French struggle in Indo-China; the Geneva Conference</p>		
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Component 3: Historical investigation (non- exam assessment) (A-level only)						
Skills – what will be developed?	<p>Students will develop their appreciation of the different style styles of questions on both papers.</p> <p>This will focus on developing their appreciation of the differences between interpretation and source analysis and how to structure essay questions in both papers.</p> <p>The emphasis in this term is to do with developing these skills and therefore assessments will be scaffolded to help build their confidence.</p> <p>From half-term, students will develop their confidence with independent research, as the Cornell note system is introduced to support student learning and will provide the basis of their homework.</p>	<p>Students will build on their understanding of the different question types, with an emphasis on gradually removing the support students need to help them write the longer extended responses.</p> <p>Students will continue to develop their confidence in during their own independent research and developing their deeper understanding of the history and also their ability to ascertain what it relevant and key to their critical understanding the of the course.</p>	<p>Students will continue to build, develop and refine on their understanding of the different question types. By this stage, students will be expected to write their responses without scaffolding/support.</p> <p>Students will use their understanding and academic research skills to start their own research on their chosen NEA topic.</p>			
Key ‘How’/’Why’ Questions- What powerful knowledge will be gained? What areas/themes/concepts will be explored?	<p><u>TUDORS:</u></p> <p><u>To what extent was Henry able to secure his dynastic legacy by the end of his reign?</u></p> <p><u>In this context:</u></p> <p>How secure was Henry’s authority at the end of the Battle of Bosworth?</p> <p>How successful was Henry in securing his dynasty and what methods did he use?</p> <p>How secure was the throne on his death?</p>	<p><u>TUDORS:</u></p> <p><u>What kind of relationship did Henry enjoy with his nobility?</u></p> <p><u>In this context:</u></p> <p>To what extent did England’s nobility pose a threat to Henry VII?</p> <p>How did Henry deal with this threat?</p> <p>How successful in addressing the threat posed by the English nobility?</p> <p><u>What were Henry VII’s foreign policy</u></p>	<p><u>TUDORS:</u></p> <p><u>To what extent did Henry improve the prosperity of the crown and country?</u></p> <p><u>How did government function during the reign of Henry VIII?</u></p> <p><u>In this context:</u></p> <p>What was the role served by the various institutions of government during the reign of Henry VIII?</p> <p>To what extent did the machinations of government change under Henry VIII?</p>	<p><u>TUDORS:</u></p> <p><u>What were Henry VIII’s foreign policy objectives and how successful was he at achieving them?</u></p> <p><u>In this context:</u></p> <p>What was the extent of English power at the start of Henry’s reign?</p> <p>Why did Henry prefer war to diplomacy?</p> <p>How successful was Henry’s foreign policy by the time of his death?</p>	<p><u>TUDORS:</u></p> <p><u>To what extent did the church in England change during the reign of Henry VIII?</u></p> <p><u>In this context:</u></p> <p>What was the King’s Great Matter and why did it lead to the Break from Rome?</p> <p>What role did Cromwell and Cranmer play in the English Reformation?</p> <p>What role did Henry himself play in the English reformation?</p> <p>To extent was their a genuine protestant reformation in England during Henry’s reign?</p>	<p><u>NEA:</u></p> <p><u>To what extent does Lincoln deserve his reputation as the Great Emancipator?</u></p> <p><u>In this context:</u></p> <p>What are the strengths and limitations in using primary sources in our research?</p> <p>What constitutes a primary source?</p> <p>What are the strengths and limitations of certain historians when investigating a historical topic?</p> <p>What constitutes a reliable academic source?</p>

	<p><u>How did government function during the reign of Henry VII?</u></p> <p><u>In this context:</u></p> <p>What role was served by the various institutions of government during Henry’s reign?</p> <p>What role did Henry, himself, play in the machinations of government?</p> <p>How effectively was England run during the reign of Henry VII?</p>	<p><u>objectives and how successful was he at achieving them?</u></p> <p><u>In this context:</u></p> <p>What were the limitations of English power in 1485?</p> <p>Why did Henry prefer diplomacy to war?</p> <p>How successful was Henry’s policy at the time of his death?</p>	<p>Note the role played by key ministers.</p> <p>To what extent did Henry exercise authority during his reign?</p>	<p><u>To what extent was England transformed economically and socially during the reign of Henry VIII?</u></p> <p>Note the focus here is on continuity and change.</p>		
	<p><u>COLD WAR:</u></p> <p><u>Why did allied relations breakdown in the immediate post-war period?</u></p> <p><u>In this context:</u></p> <p>To what extent was this shaped by pre-war conceptions?</p> <p>By personality?</p> <p>By the wartime conferences?</p> <p><u>What was the US policy of Containment and how did this further undermine relations between the superpowers?</u></p> <p><u>In this context:</u></p>	<p><u>COLD WAR:</u></p> <p><u>Who was more responsible for the division of Germany into two separate states in 1949?</u></p> <p><u>In this context:</u></p> <p>To what extent were the actions of the United States responsible for division?</p> <p>To what extent were US actions motivated by ideology/economics?</p> <p>To what extent were the actions of the USSR responsible for division?</p> <p>To what extent was Berlin Blockade an act of Soviet aggression?</p>	<p><u>COLD WAR:</u></p> <p><u>Why did the cold War globalize at the start of the 1950s?</u></p> <p><u>In this context:</u></p> <p>To what extent was the loss of China the reason for the globalization of the Cold War?</p> <p>Who was more responsible for the outbreak of the Korean War?</p> <p>What impact did the Korean war have on the development of the Korean War?</p>	<p><u>COLD WAR:</u></p> <p><u>Why did Cold War tensions increase in the 1950s?</u></p> <p><u>In this context:</u></p> <p>To what extent did Eisenhower’s New Look policy mark a genuine departure from Truman’s?</p> <p>To what extent did McCarthyism shape US policy in this period?</p> <p>Why did Vietnam become a focal point for Cold War tensions?</p> <p>How did events in Vietnam escalate the conflict there?</p>	<p><u>COLD WAR:</u></p> <p><u>How did the conflict in Vietnam become a war?</u></p> <p><u>In this context:</u></p> <p>To what extent was North Vietnam responsible for the escalation of the Vietnam conflict?</p> <p>To what extent was the United States responsible for the Vietnam conflict?</p> <p><u>To what extent had the United States ‘lost’ the war by 1968?</u></p> <p><u>In this context:</u></p> <p>To what extent was the Tet Offensive the reason for a US reassessment of policy in 1968?</p>	

	<p>To what extent was containment a genuine reaction to Soviet expansionism?</p> <p>What do we understand by Soviet expansionism?</p> <p>Who was more responsible for the breakdown in relations?</p>					
SEND- how will support be seen? Seating plans? Simplified questions?	<ul style="list-style-type: none"> As at KS 3 and 4, lessons are designed around supporting all students; ensuring the history is accessible and all students are able to make progress. Staff are able to build on their appreciation of the needs of specific students based (in most cases) on our prior knowledge of their needs. Staff are sensitive to the ongoing needs of specific students and continue to review their progress in light of their requirements over the term. Feedback is tailored to support the needs of the students, at a group and individual level. Work is challenging, with the purpose of encouraging all students to achieve their best, but tasks are adapted to make them accessible. Chunking of extended reading pieces, closed questions to encourage and develop confidence; provide a safe and sure foundation upon which to build more complex thinking. Interleaving is also a key component of SEND provision, allowing students to revisit their learning and again build that confidence essential to success at the end of Year 13. The use of imagery remains an important aspect of provision allowing students the ability to access the history. Retrieval quizzes and opportunities are utilised to help develop confidence and understanding, while modelling in a range of guises it used to support and develop student's understanding and confidence. Questions styles are a focus of most lessons and are broken down to allow students to understand what is essential to unlocking the marks in each case. Rewrite tasks are now a key component of every assessment and allow students to immediately address those areas deemed to be a weakness. A more finetuned focus on literacy is now being implemented, which is even more relevant at KS5 is, developing their and nurturing student understanding and promoting quality analytical writing. 					
Assessment: What and Why?	<p><u>Formal Assessment:</u> <u>70 marks</u></p> <p>2 Essays 1 Interpretation 1 Source study</p> <p><u>Tudors</u> Henry Tudor's consolidation of power <u>Cold War</u> The significance of the wartime conferences Containment</p> <p>INFORMAL KNOWLEDGE QUIZ at the start of each lesson</p>	<p>INTERLEAVING KNOWLEDGE QUIZ on 1st half-term's work</p> <p><u>Formal Assessment:</u> <u>70 marks</u></p> <p>2 Essays 1 Interpretation 1 Source</p> <p><u>Tudors</u> Henry VII's foreign policy <u>Cold War</u> The division of Germany into two separate states The Berlin Blockade</p> <p>INFORMAL KNOWLEDGE QUIZ at the start of each lesson</p>	<p>INTERLEAVING KNOWLEDGE QUIZ on 1st term's work</p> <p><u>Formal Assessment:</u> <u>January Mock – 90 marks</u></p> <p>2 Essays 2 Interpretations 2 Sources</p> <p><u>Tudors</u> Henry VII rebellion Henry VIII government/foreign policy <u>Cold War</u> US policy of Containment Korean War</p> <p>INFORMAL KNOWLEDGE QUIZ at the start of each lesson</p>	<p><u>Formal Assessment:</u> <u>70 marks</u></p> <p>2 Essays 1 Interpretation 1 Source</p> <p><u>Tudors</u> Henry VII rebellion Henry VIII government/foreign policy <u>Cold War</u> US policy of Containment Korean War</p> <p>INFORMAL KNOWLEDGE QUIZ at the start of each lesson</p>	<p>INTERLEAVING KNOWLEDGE QUIZ on 2nd term's work</p> <p><u>Formal Assessment:</u> <u>Summer Mock – 90 marks</u></p> <p>2 Essays 2 Interpretations 2 Sources</p> <p><u>Tudors</u> Henry VIII government/foreign policy Henry VIII religion <u>Cold War</u> Eisenhower 'new look' Globalization of the Cold War Vietnam to 1965 INFORMAL KNOWLEDGE QUIZ at the start of each lesson</p>	<p>INTERLEAVING KNOWLEDGE QUIZ on year's work</p> <p><u>Formal Assessment:</u> <u>25 marks</u></p> <p>1 Essay Research project on Abraham Lincoln</p> <p>INFORMAL KNOWLEDGE QUIZ at the start of each lesson</p>

What memory for learning skills will be required- modelling? Concrete answers? Retrieval?	<ul style="list-style-type: none">Each lesson starts with a retrieval quiz, which draws on the history of the previous lessons and also on their wider learning over the year. This provides a useful opportunity to revisit reoccurring themes/key events/individuals allowing students to build a familiarity with the history essential to their understanding and success.Interleaving lessons at the start of each term will allow students to revisit a relevant theme before moving forward, for example, revisiting Henry VII’s foreign policy before looking at Henry VIII’s, allowing students to revisit the history studied previously, reinforcing their understanding of it and providing a clear foundation for moving forward.Homework is further used as a vehicle to reinforce and develop student understanding on a deeper level, using their Cornell note system, while the super-curriculum homework will allow students to further develop their understanding of key areas of the courseStaff also have the capacity and freedom to use their professional judgement to revisit history, as and when they deem necessary for student understanding.Modelling is used regularly to support and enhance students learning, understanding and informing them of how to develop the quality of their written responses.					
Literacy- reading, extended accurate writing and oracy opportunities	<p>Literacy is now a focal point in all lessons</p> <p>Oracy opportunities – all lessons provide a range of opportunities to enhance student’s oracy skills, including lively discussion and debate around the key questions that shape the course.</p> <p>Reading opportunities – a range of strategies are used to embed reading into lessons, developing students understanding of the history and their confidence with the material. This includes critical examination of source material, including historical interpretations, as students develop those skills to look at a given figure or event and assess it both objectively and critically. Homework has been used as a vehicle to develop student’s ability to read in depth, particularly academic works, with an aim to improving the quality and accuracy of their written work. As at KS3 and 4, reading forms a key component of the new super curriculum new super-curriculum, encouraging students to carry out further research around key aspects of the course and develop a deeper understanding.</p> <p>Writing opportunities – intrinsic to the very nature of the course and moulding students into young historians. There are a number of formal assessments (including two formal mocks) with the purpose of developing the skills essential to write effectively, critically analytically and objectively. Following each assessment, a redrafting policy is used to immediately tackle any areas for further development. In ever lesson there is a focus on the <i>LANGUAGE of HISTORY, as well as opportunities to write short, sharp extended responses, in relation to essay style questions, assessing interpretations and through source analysis.</i></p>					
Numeracy	<p>As an evidence-based subject, figures play a crucial role in defining and helping shape a student’s understanding in all aspects of the course. Numeracy, in its historical context, provides a vital tool in helping shape student understanding of all aspects of the A level course. Students are also able to build on their understanding of the Tudor period and the Cold War from the context set at KS3 and 4.</p> <p>In both the Tudor and Cold War elements of the course, student understanding is crucially framed and defined by their understanding of key dates:</p>					
	<p>Tudor: Defining Henry’s strength (and limitations) in 1485 in light of the 30 years of civil war prior to this. Understanding of royal economics and Henry’s obsession with his financial control of his nobility. Understanding the significance of £70,000 fines in their context historical context. Understanding the dynamics of the Feudal system and its implication for how Henry exercised control is aided by mathematical representation of the different groups n society; so too the disparity in wealth and resources between the England and its major European rivals; France and the Holy Roman Empire, in assessing Henry’s motivation for diplomacy rather than war.</p> <p>Cold War: The origins of the Cold War is defined by numbers; the figure 4, relating to the division of Germany and Berlin and the number 2, relating to the atomic bombs dropped on Hiroshima and Nagasaki. Given the destruction already unleashed on Japan, understanding 2 in this context is crucial (atomic diplomacy)</p>	<p>Tudor: Again, numeracy in the form of economics is crucial to defining our understanding of Henry VIII’s reign; the folly of his choice for war, quite in contrast to his father’s savvy in this sense. The economics of war itself and how it shaped Henry’s capacity to wage it. The logistics and dates of the reformation parliament that redefined the church in England and the role of England in Europe. The impact of the dissolution of the monasteries is defined by the number 800 and Diarmaid MacColloch’s claim that you were never more than 30 minutes away from a monastic institution...800 in this context outlined the transformation of England.</p> <p>Cold War: Key figures again define the globalization of the Cold War; the loss of China is explained in population (800 million); the Korean War in the 38th parallel; and the US commitment to Vietnam, is easily mapped out in the number of advisors on the ground, and when numbers dictate when they are no longer advisors. To this end, graphical representation in particularly useful for student appreciation and analysis of how the war develops in Vietnam and what, in turn, defined a US withdrawal from 1968 onwards.</p> <p>Graphical representation in this sense too is a useful tool for understanding Vietnamization and how Nixon defined withdrawal.</p>	<p>NEA: Dates provide an integral framework for the development of student understanding in this period. Indeed, the course is defined by the overlap of key timeframes that allow students to meet the 100 framework set out by the exam board.</p>			
Character development	<p>As in KS 3 and 4, the course provides a range of opportunities for students to develop their character. As students progress through their A Level course, staff will continue to promote high standards in lessons, promoting aspiration at every given opportunity. Work will continue to push the students, reinforcing the need to be both resilient and resourceful. Reviewing key aspects of the course will continue to promote empathy amongst students, for the people, faiths and society’s they study and will continue to encourage students to challenge their preconceived understanding of the history, promoting the need for students to become compassionate thinkers.</p>					
Equality/Diversity opportunities	<p>Building on KS 3 and 4, the A Level course provides a range of opportunities to explore the theme of equality and diversity. This is most evident in the NEA and Elizabethan aspects of the course, where students are able to draw comparisons with issues that are very much evident in today’s society. For example, Elizabeth as a queen in a patriarchal world allows them to consider the role of women at the time and reflect on the issues that still define inequalities in society today. Through their research into American Civil Rights, students have the opportunity to explore in much greater depth the issue of race within a recent historical context, but also to see how the issue of race continues to define not only American but also British society today. The NEA allows students to explore the historians themselves,</p>					

	gaining an understanding of how history regarding the American civil rights has recently been redefined by the 'Black Lives Matter' movement and how views, for example, Lerone Bennett Jr, who is critical of Abraham Lincoln accusing him of being a racist, is no longer a controversial one. The NEA provides students to not just study the history of equality and diversity, but also to explore it through historians from a range of ethnic and gender backgrounds; Aldon Morris, Lerone Bennett Jr, Mary Dudziak, Mary Frances Berry, and through contemporary figures like Ida Wells and Rosa Parks.
CIAG coverage/links	The course provides a range of opportunities for students to consider the direct and indirect significance of history as an insight into possible future careers. Building on the experience of KS3 and 4, students will again get an insight into the world of a historian, studying primary material and developing their own evaluative and analytical skills as a result. At KS 5 this is taken to another level as students visit The Hold (the home of the Suffolk archives), gaining a real sense of what a potential career in History might be like. Beyond this, the NEA provides a unique research opportunity and produce a sophisticated analytical response, providing them with a real insight into life in academia, which has implications for a wide range of studies and careers, including journalism, media, law, and the civil service. The NEA sees students research the work of a range of historians with backgrounds in other careers, again demonstration that the skills of a historian are transferable – Aldon Morris (sociologist), Mary Dudziak (law), Lerone Bennett Jr (working in publishing, including executive editor of Ebony magazine).
Homework	<p><u>Homework:</u></p> <p>The main focus will be developing student's independent research skills. Two of the three hours allocated to homework will consist of recording their research and understanding in the Cornell notebooks provided. To this end, students will be given key areas to develop their understanding in both the Tudor and Cold War aspects of the course. Also in the summer term, students will be expected to use this process to help aid their independent research in relation to their NEA.</p> <p>Students will be guided in what is precisely expected of them and will have access to the department library to help them, as well as recommended academic sites, like JSTOR.</p> <p>Satchel quizzes are used to reinforce student's knowledge of the history they are studying and used in relation to their new knowledge organisers.</p> <p><u>Super-curriculum:</u></p> <p>Students will be expected to produce an extended piece of work/research in relation to a given topic to develop their deeper understanding of the history they are studying. These will be set once a term.</p> <p><u>Revision:</u></p> <p>Specified revision tasks will be set in relation to the assessment schedule.</p>

Year 13:						
	TERM 1		TERM 2		TERM 3	
Content- WHAT will be learned? What previous learning can be linked? Why this order/sequence?	Instability and consolidation: 'the Mid-Tudor Crisis', 1547–1563 TEACHER A Edward VI, Somerset and Northumberland; royal authority; problems of succession; relations with foreign powers The social impact of religious and economic changes under Edward VI; rebellion; intellectual developments; humanist and religious thought Mary I and her ministers; royal authority; problems	Instability and consolidation: 'the Mid-Tudor Crisis', 1547–1563 TEACHER A Elizabeth I: character and aims; consolidation of power, including the Act of Settlement and relations with foreign powers The impact of economic, social and religious developments in the early years of Elizabeth's rule Elizabethan government: court, ministers and	The triumph of Elizabeth, 1563–1603 TEACHER A Foreign affairs: issues of succession; Mary, Queen of Scots; relations with Spain Society: continuity and change; problems in the regions; social discontent and rebellions Economic development: trade, exploration and colonisation;	The triumph of Elizabeth, 1563–1603 TEACHER A Religious developments, change and continuity; the English renaissance and 'the Golden Age' of art, literature and music The last years of Elizabeth: the state of England politically, economically, religiously and socially by 1603	REVISION TEACHER A Revision to be shaped by mock performance, with an emphasis on revisiting Year 12 material: <u>The Big Questions:</u> <ul style="list-style-type: none"> Henry VII dynasty Henry VII foreign policy Henry VIII government 	<u>STUDY LEAVE</u>

	<p>of succession; relations with foreign powers</p> <p>The social impact of religious and economic changes under Mary I; rebellion; intellectual developments; humanist and religious thought</p> <p>Confrontation and cooperation, c1963–1972</p> <p>TEACHER B</p> <p>Nixon's policies in Vietnam: Vietnamisation; extension into Cambodia and Laos; relations with China; the beginning of the Paris peace talks</p> <p>Cooperation: attitudes of Khrushchev and Kennedy; Hot-line; Moscow Test Ban Treaty; nuclear non-proliferation treaty; cut back in materials for nuclear weapons</p> <p>Pressures on USSR: the crisis in Czechoslovakia and the Brezhnev doctrine; relations with China</p>	<p>parliament; factional rivalries</p> <p>The Brezhnev era, 1972–1985</p> <p>TEACHER B</p> <p>The USA and SE Asia: Paris peace talks; Northern victory; continuing problems in Cambodia; costs of war</p> <p>The extent of Détente up to 1979: the SALT talks; Ostpolitik and Helsinki accords; arms race; relations with China</p> <p>The Second Cold War: the reasons for renewed hostilities and developments, including the Soviet invasion of Afghanistan; new personalities, including Reagan, Thatcher and Pope John Paul II; the crushing of Solidarity in Poland; the shooting down of KAL 007</p> <p>Developments in Africa and the Americas: the impact of Cuban intervention in Angola and Ethiopia; the impact of US intervention in Latin America and the Caribbean including Chile, Grenada and Nicaragua</p>	<p>prosperity and depression</p> <p>The ending of the Cold War, 1985–1991</p> <p>TEACHER B</p> <p>Gorbachev and the ending of the Cold War: pressures on and significance of Gorbachev as Soviet leader; new thinking and practicalities: the importance of Soviet economic problems;</p> <p>The summits between the USA and the USSR, including Geneva, Reykjavik, Washington and Moscow; Reagan; star wars; Bush and the US response</p>	<p>The ending of the Cold War, 1985–1991</p> <p>TEACHER B</p> <p>The collapse of Communism in the Eastern European soviet satellite states; the end of the Brezhnev Doctrine and significance of events of 1989</p> <p>The ending of Cold War tensions in Asia: Afghanistan; the Americas: Cuba, Nicaragua and El Salvador; Africa: Angola and Ethiopia; the end of the Cold War: the Malta summit and its aftermath, including the reunification of Germany; the collapse of the USSR and resignation of Gorbachev</p>	<ul style="list-style-type: none">• Henry VIII foreign policy• Henry VIII religion <p>TEACHER B</p> <p>Revision to be shaped by mock performance, with an emphasis on revisiting Year 12 material:</p> <ul style="list-style-type: none">• The development of the Cold War, resulting in the division of Germany• The Globalization of the Cold War• Vietnam	
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<u>Skills – what will be developed</u>	Students will continue to reinforce, refine and develop their skills in relation to the three question stems. Crucial in this development (refinement) will be the feedback provided by the two formal mock sessions. Students will continue to exploit the research skills developed in Year 12 to reinforce their understanding of both examination modules and also their NEA, which will be due by February half-term.					<u>STUDY LEAVE</u>
Key ‘How’/’Why’ Questions- What powerful knowledge will be gained? What areas/themes/concepts will be explored?	<u>TUDORS:</u> <u>To what extent was there a mid-Tudor crisis?</u> <u>Within this context:</u> What do you understand by the term crisis? Why was there a perception of a mid-Tudor crisis? Note focus here is on the reigns of Edward and Mary To what extent was Henry VIII responsible for a mid-Tudor crisis? <u>COLD WAR:</u> <u>To what extent were Nixon’s policy’s concerning Vietnam a failure?</u> <u>Within this context:</u> Why did Nixon’s presidency mark a turning point in East – West relations? What was Vietnamization and how successful was it? Why did Nixon escalate the war to end it? Did the fall of Saigon in 1975 represent a failure on Nixon’s policies on Vietnam?	<u>TUDORS:</u> <u>What problems did Elizabeth immediately face as queen and how effective was she at consolidating her power?</u> <u>Within this context:</u> What was the significance of the Elizabethan religious settlement? How did Elizabeth address the issue of security at the start of her reign? To what extent was succession an immediate problem for Elizabeth and how did she address this? <u>How did government function during the reign of Elizabeth?</u> <u>In this context:</u> What was the role served by the various institutions of government during the reign of Elizabeth? To what extent did the machinations of government change under Elizabeth? Note the role played by Elizabeth herself.	<u>TUDORS:</u> <u>To what extent did Mary, Queen of Scots, pose a genuine threat to Elizabeth?</u> <u>Within this context:</u> Why was Mary a threat? How was this threat exploited? <u>To what extent did Elizabeth’s reign transform England economically and socially?</u> Emphasis here on trade and exploration and its impact. <u>COLD WAR:</u> <u>The End</u> <u>To what extent was Gorbachev responsible for the end of the Cold War in relation to other factors?</u> <u>In this context:</u> <ul style="list-style-type: none">Reagan’s presidencyPopulist movements in Eastern Europe	<u>TUDORS:</u> <u>To what extent was there a Golden Age during the reign of Elizabeth?</u> What constituted the view that a Golden Age emerged? Students will study the developments in: <ul style="list-style-type: none">ArtLiteratureMusic To what extent was this a Golden Age accessible to all? <u>THE END:</u> <u>To what extent was Elizabeth able to exercise royal authority at the end of her reign and how did she leave the country, religiously, economically and socially in 1603?</u> <u>In this context:</u> <u>Students will focus on continuity and change</u> <u>COLD WAR:</u> <u>The End Part II</u> <u>To what extent was Gorbachev responsible</u>	<u>REVISION:</u>	<u>STUDY LEAVE</u>

	<p><u>Why did relations improve between East and West between 1963 and 1972?</u></p> <p><u>In this context:</u></p> <p>Why was the CMC significant in improving relations in this period?</p> <p>How did improved relations look?</p> <p>Did the USSR have a genuine desire to improve relations?</p> <p>Why did relations between the USSR and China deteriorate and what were the implications of this for détente?</p>	<p>To what extent did Elizabeth exercise authority during his reign?</p> <p><u>COLD WAR:</u></p> <p><u>How did Détente develop after 1972?</u></p> <p><u>Within this context:</u></p> <p>To what extent did détente mark a genuine effort to move relations forward?</p> <p>What were the strengths and limitations of:</p> <ul style="list-style-type: none">• SALT• OSTPOLITIK• The HELSINKI ACCORDS <p><u>Why did a 2nd Cold War emerge after 1979?</u></p> <p><u>Within this context:</u></p> <p>To what extent was the USSR’s invasion of Afghanistan the main reason for the 2nd Cold War?</p> <p>To what extent was Ronald Reagan the main reason for the 2nd Cold War?</p> <p><u>How and why did the Cold War develop in the 3rd World?</u></p> <p>Within this context: Students will look at the development of the Cold War in South and central America and Africa</p>	<ul style="list-style-type: none">• Economic Problems at home• Summit diplomacy• Star Wars	<p><u>for the end of the Cold War in relation to other factors?</u></p> <p><u>In this context:</u></p> <ul style="list-style-type: none">• Reagan’s presidency• Populist movements in Eastern Europe• Economic Problems at home• Summit diplomacy• Star Wars <p><u>How did communism end around the world?</u></p> <p>Within this context:</p> <p>Students will look the ending of global Cold War tension in:</p> <p>Central and south America Cuba Afghanistan Africa</p>	
<p>SEND- how will support be seen?</p> <p>Seating plans?</p> <p>Simplified questions?</p>	<ul style="list-style-type: none">• As at KS 3 and 4, lessons are designed around supporting all students; ensuring the history is accessible and all students are able to make progress.• Staff are able to build on their appreciation of the needs of specific students based (in most cases) on our prior knowledge of their needs.• Staff are sensitive to the ongoing needs of specific students and continue to review their progress in light of their requirements over the term.• Feedback is tailored to support the needs of the students, at a group and individual level.• Work is challenging, with the purpose of encouraging all students to achieve their best, but tasks are adapted to make them accessible. Chunking of extended reading pieces, closed questions to encourage and develop confidence; provide a safe and sure foundation upon which to build more complex thinking. Interleaving is also a key component of SEND provision, allowing students to revisit their learning and again build that confidence essential to success at the end of Year 13.• The use of imagery remains an important aspect of provision allowing students the ability to access the history.				

	<ul style="list-style-type: none">Retrieval quizzes and opportunities are utilised to help develop confidence and understanding, while modelling in a range of guises it used to support and develop student’s understanding and confidence. Questions styles are a focus of most lessons and are broken down to allow students to understand what is essential to unlocking the marks in each case. Rewrite tasks are now a key component of every assessment and allow students to immediately address those areas deemed to be a weakness.A more finetuned focus on literacy is now being implemented, which is even more relevant at KS5 is, developing their and nurturing student understanding and promoting quality analytical writing.					
Assessment: What and Why?	<p><u>Formal Assessment:</u> <u>70 marks</u></p> <p>2 Essays 1 Interpretation 1 Source study</p> <p><u>Tudors</u> Mid-Tudor Crisis; the reigns of Edward and Mary <u>Cold War</u> Nixon and the end of the Vietnam War</p> <p>INFORMAL KNOWLEDGE QUIZ at the start of each lesson</p>	<p><u>Formal Assessment:</u> <u>Mock – 160 marks</u></p> <p>4 Essays 3 Interpretations 3 Sources</p> <p><u>Tudors</u> Henry VII Henry VIII Mid-Tudor Crisis</p> <p><u>Cold War</u> 1940s Cold War 1950s Cold War Détente Cuban Missile Crisis</p> <p>INFORMAL KNOWLEDGE QUIZ at the start of each lesson</p>	<p><u>Formal Assessment:</u> <u>70 marks</u></p> <p>2 Essays 1 Interpretation 1 Source study</p> <p><u>Tudors</u> Henry Tudor’s consolidation of power <u>Cold War</u> The significance of the wartime conferences Containment</p> <p>INFORMAL KNOWLEDGE QUIZ at the start of each lesson</p>	<p><u>Formal Assessment:</u> <u>Mock – 160 marks</u></p> <p>4 Essays 3 Interpretations 3 Sources</p> <p><u>Tudors</u> Henry VII Henry VIII Mid-Tudor Crisis Elizabeth <u>Cold War</u> 1950s 2nd Cold War The End</p> <p>INFORMAL KNOWLEDGE QUIZ at the start of each lesson</p>	<p><u>Informal assessment for revision purposes:</u></p> <p><u>3 essays Tudor</u> <u>3 essays Cold War</u></p> <p><u>2 interpretation studies</u> <u>2 source studies</u></p>	<u>STUDY LEAVE</u>
What memory for learning skills will be required- modelling? Concrete answers? Retrieval?	<ul style="list-style-type: none">Each lesson starts with a retrieval quiz, which draws on the history of the previous lessons and also on their wider learning over the year. This provides a useful opportunity to revisit reoccurring themes/key events/individuals allowing students to build a familiarity with the history essential to their understanding and success.Interleaving lessons at the start of each term will allow students to revisit a relevant theme before moving forward, for example, revisiting Henry VII’s foreign policy before looking at Henry VIII’s, allowing students to revisit the history studied previously, reinforcing their understanding of it and providing a clear foundation for moving forward.Homework is further used as a vehicle to reinforce and develop student understanding on a deeper level, using their Cornell note system, while the super-curriculum homework will allow students to further develop their understanding of key areas of the courseStaff also have the capacity and freedom to use their professional judgement to revisit history, as and when they deem necessary for student understanding.Modelling is used regularly to support and enhance students learning, understanding and informing them of how to develop the quality of their written responses.					<u>STUDY LEAVE</u>
Literacy- reading, extended accurate writing and oracy opportunities	<p><u>Literacy is now a focal point in all lessons</u></p> <p>Oracy opportunities – all lessons provide a range of opportunities to enhance student’s oracy skills, including lively discussion and debate around the key questions that shape the course.</p> <p>Reading opportunities – a range of strategies are used to embed reading into lessons, developing students understanding of the history and their confidence with the material. This includes critical examination of source material, including historical interpretations, as students develop those skills to look at a given figure or event and assess it both objectively and critically. Homework has been used as a vehicle to develop student’s ability to read in depth, particularly academic works, with an aim to improving the quality and accuracy of their written work. As at KS3 and 4, reading forms a key component of the new super curriculum new super-curriculum, encouraging students to carry out further research around key aspects of the course and develop a deeper understanding.</p> <p>Writing opportunities –intrinsic to the very nature of the course and moulding students into young historians. There are a number of formal assessments (including two formal mocks) with the purpose of developing the skills essential to write effectively, critically analytically and objectively. Following each assessment, a redrafting policy is used to immediately tackle any areas for further development. In ever lesson there is a focus on the <i>LANGUAGE of HISTORY, as well as opportunities to write short, sharp extended responses, in relation to essay style questions, assessing interpretations and through source analysis.</i></p>					<u>STUDY LEAVE</u>

Numeracy/computing skills	<p>Tudors: The mid-Tudor crisis in many respects is an economic crisis, so, again a grounding in the figures of that crisis is crucial to a their understanding to what extent it existed.</p> <p>Perceptions of our understanding are also shaped by key figures, for example, Bloody Mary’s reputation hinges on 300, while Elizabeth’s reign is heralded as a golden age, despite the execution of thousands. Understanding numeracy in its historical context is therefore crucial to our understanding of the course.</p> <p>Cold War: Détente is very much defined by an understanding of numeracy; notably the various permutation of SALT in relation to arms control.</p>	<p>Tudors: The focus in this term is the Golden Age and again this is defined by numeracy in its historical context. Key to understanding the concept of a Golden Age is the fact that Elizabeth ruled for 44 years providing the stability that her failure to produce an heir did not. Understanding what is meant by 44 years in this context is crucial given that the previous two monarchs ruled for only 10 years between them.</p> <p>The Catholic threat too is defined by understanding the significance of 5, which was the distance Catholics were restricted to travelling in Elizabeth’s reign in miles. Understanding the concept of 5 in this context provides students with an insight into the world Elizabethans lived in.</p> <p>Cold War: The end of the Cold is defined by numbers; in the economics of Gorbachev’s ‘new thinking’ and its failure; in the economics of Star Wars and the economics of populist movements as defined by the growth in Solidarity during the 1980s in Poland and not least Pope John Paul’s visit to the country in 1979 (12 million!)</p>	STUDY LEAVE
Character Development	As in KS 3 and 4, the course provides a range of opportunities for students to develop their character. As students progress through their A Level course, staff will continue to promote high standards in lessons, promoting <u>aspiration</u> at every given opportunity. Work will continue to push the students, reinforcing the need to be both <u>resilient and resourceful</u> . Reviewing key aspects of the course will continue to promote <u>empathy</u> amongst students, for the people, faiths and society’s they study and will continue to encourage students to challenge their preconceived understanding of the history, promoting the need for students to become <u>compassionate thinkers</u> .		STUDY LEAVE
Equality/Diversity opportunities	Building on KS 3 and 4, the A Level course provides a range of opportunities to explore the theme of equality and diversity. This is most evident in the NEA and Elizabethan aspects of the course, where students are able to draw comparisons with issues that are very much evident in today’s society. For example, Elizabeth as a queen in a patriarchal world allows them to consider the role of women at the time and reflect on the issues that still define inequalities in society today. Through their research into American Civil Rights, students have the opportunity to explore in much greater depth the issue of race within a recent historical context, but also to see how the issue of race continues to define not only American but also British society today. The NEA allows students to explore the historians themselves, gaining an understanding of how history regarding the American civil rights has recently been redefined by the ‘Black Lives Matter’ movement and how views, for example, Lerone Bennett Jr, who is critical of Abraham Lincoln accusing him of being a racist, is no longer a controversial one. The NEA provides students to not just study the history of equality and diversity, but also to explore it through historians from a range of ethnic and gender backgrounds; Aldon Morris, Lerone Bennett Jr, Mary Dudziak, Mary Frances Berry, and through contemporary figures like Ida Wells and Rosa Parks.		STUDY LEAVE
CIAG coverage/links	The course provides a range of opportunities for students to consider the direct and indirect significance of history as an insight into possible future careers. Building on the experience of KS3 and 4, students will again get an insight into the world of a historian, studying primary material and developing their own evaluative and analytical skills as a result. At KS 5 this is taken to another level as students visit The Hold (the home of the Suffolk archives), gaining a real sense of what a potential career in History might be like. Beyond this, the NEA provides a unique research opportunity and produce a sophisticated analytical response, providing them with a real insight into life in academia, which has implications for a wide range of studies and careers, including journalism, media, law, and the civil service. The NEA sees students research the work of a range of historians with backgrounds in other careers, again demonstration that the skills of a historian are transferable – Aldon Morris (sociologist), Mary Dudziak (law), Lerone Bennett Jr (working in publishing, including executive editor of Ebony magazine).		STUDY LEAVE
Homework	<p>Homework: The main focus will be developing student’s independent research skills. Two of the three hours allocated to homework will consist of recording their research and understanding in the Cornell notebooks provided. To this end, students will be given key areas to develop their understanding in both the Tudor and Cold War aspects of the course. Also in the summer term, students will be expected to use this process to help aid their independent research in relation to their NEA. Students will be guided in what is precisely expected of them and will have access to the department library to help them, as well as recommended academic sites, like JSTOR.</p> <p>Satchel quizzes are used to reinforce student’s knowledge of the history they are studying and used in relation to their new knowledge organisers.</p> <p>Super-curriculum:</p>		STUDY LEAVE

	<p>Students will be expected to produce an extended piece of work/research in relation to a given topic to develop their deeper understanding of the history they are studying. These will be set once a term.</p> <p><u>Revision:</u></p> <p>Specified revision tasks will be set in relation to the assessment schedule.</p>	
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