

English Martyrs' History Department KS5 Medium-term Plan 2021-22

	<u>Autumn One</u>	<u>Autumn Two</u>	<u>Spring One</u>	<u>Spring Two</u>	<u>Summer One</u>	<u>Summer Two</u>
Year 12 Unit 1 Russia, 1917–91: from Lenin to Yeltsin	Key Focus: Russia/USSR 1917-1929 Key content: Russia during WW1 Establishing Control Lenin' State Creation of a one party state 1921 Crisis and reform Agriculture and Industry Attacks on opponents Stalin in power Growing centralisation of power Stalin succeeds Lenin	Key focus: USSR 1917-1953 Key content: Collectivisation 5 Year plans Nationalisation of Industry Lenin and terror Purges of the 1930s Yagoda, Yezhov and Beria Cult of Personality Status of Women Education and young people	Key focus: USSR 1917-1985 Key content: Housing 1917-1953 Religion Media and arts Employment under Stalin USSR and WW2 Destalinisation and Khrushchev Wider Impact of destalinisation Brezhnev and his cult Andropov and Chernenko	Key focus: USSR 1985-1991 Key content: Economic Weaknesses Failure of Gorbachev's Reforms Resurgence of Nationalism Gorbachev and Yeltsin Revision	Key focus: Revision Key content: Revision	Key focus: US Civil War Key content: US Expansion Differences in North and South Why did Lincoln win 1864 election Secession Creation of Confederacy Situation in 1861 The War Union Victory
HPA Focus challenge	Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to meet most of its demands.	Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.	Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.	The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.		Extended reading
ASSESS	'Was the use of terror the main reason Lenin was able to secure power for the Bolsheviks by 1922?' (20 marks) 'How significant was Stalin's personality in explaining why he became leader of the Soviet Union after Lenin's death in 1924?' (20 marks)	Mocks	<ul style="list-style-type: none"> How far did Soviet policies towards employment and benefits change 1917-53? (20 marks) 	<ul style="list-style-type: none"> To what extent was the Brezhnev era (1964-1982) a period of stability for the Soviet Union? 	AS Levels	N/A

<p>Year 12 Unit 2 The German Democratic Republic, 1949–90</p>	<p>Key focus: Establishing and consolidating Communist rule in the GDR, c1949–61</p> <p>Key content: The post-war division of Germany; the Soviet zone; creation of the Socialist Unity Party (SED) 1946; growing divisions among the victor powers; formation of the GDR 1949.</p> <p>The system of government:</p> <ul style="list-style-type: none"> the head of state the <i>Volkskammer</i> the <i>Länderskammer</i> the dominance of the SED and its General Secretary, Ulbricht. <p>Economic developments, 1949–61:</p> <ul style="list-style-type: none"> the USSR's seizure of reparations from 1945 socialist economics and planning industrial developments agricultural collectivisation opposition to socialist economics the rising of June 1953 the impact of socialist economics on the GDR. <p>Defending the GDR, 1949–61:</p> <ul style="list-style-type: none"> emigration in the 1950s and its impact on the country reasons for the crisis of 1960–61 the building of the Berlin Wall and its importance the influence of Khrushchev. 	<p>Key focus: The development of the East German state, 1961–85</p> <p>Key content: Economic stabilisation after 1961:</p> <ul style="list-style-type: none"> the end of mass emigration the New Economic System, 1963–68 and the Economic System of Socialism, 1968–71 increased economic production, including consumer goods membership of COMECON and its importance. <p>Honecker and the development of a GDR identity:</p> <ul style="list-style-type: none"> mass media the importance of sport, especially Olympic successes and women's sports. <p>Relations with West Germany:</p> <ul style="list-style-type: none"> <i>Ostpolitik</i>; the agreements of 1970–72 the relaxation of travel restrictions and the growth of communications with the Federal Republic the impact of <i>Ostpolitik</i> on the GDR's economy and standard of living. <p>The growing international prestige of the GDR:</p> <ul style="list-style-type: none"> international recognition of the GDR state visits relations with COMECON and the Warsaw Pact countries the attitude of the Soviet government towards the GDR. 	<p>Key focus: Life in East Germany, 1949–85</p> <p>Key content: Social change and welfare programmes:</p> <ul style="list-style-type: none"> housing education the changing status and role of women the development of an extensive social welfare programme. <p>Repression and control:</p> <ul style="list-style-type: none"> the Ministry of State Security (the Stasi), its methods and activities control of young people through the Free German Youth (FDJ) propaganda and censorship extent of popular support for the GDR. <p>The SED and the Protestant church:</p> <ul style="list-style-type: none"> attacks on religious beliefs and practices education and Protestant youth groups the establishment of a dialogue between church and state. <p>Western influences on the GDR:</p> <ul style="list-style-type: none"> the impact of <i>Ostpolitik</i> on travel between the two German states the influence of television, films and popular music. 	<p>Key focus: Growing crises and the collapse of Communist rule in the GDR, 1985–90</p> <p>Key content: Economic stagnation in the 1980s:</p> <ul style="list-style-type: none"> the growing national debt high spending on health and welfare the poor quality of consumer and other goods economic relations with West Germany. <p>Gorbachev's influence:</p> <ul style="list-style-type: none"> the impact of <i>perestroika</i> and <i>glasnost</i> on the GDR's government and people the pressure for reform. <p>The events of 1989:</p> <ul style="list-style-type: none"> the opening of Hungary's border with Austria emigration from the GDR. <p>Gorbachev's influence:</p> <ul style="list-style-type: none"> the role of Protestant opposition groups the declining authority of the SED government. Gorbachev's visit to East Berlin in October the decline of Honecker's influence and his dismissal Krenz and the opening of the Berlin Wall. <p>The end of the GDR, 1989–90:</p> <ul style="list-style-type: none"> the collapse of the SED government 1989 and the elections of March 1990 the reunification of East and West Germany, March–October 1990 the attitudes of Kohl, Britain, the USA and the USSR the accession of the eastern territories to West Germany 	<p>Key focus: Revision</p> <p>Key content: Revision</p>	<p>Key focus: Year 12-13 transition work</p> <p>Key content: Year 13 GDR exam technique</p> <p>Tudors- context and background for Year 13</p> <p>US Civil War- context and background for Year 13</p>
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HPA Focus challenge	Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to meet most of its demands.	Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.	Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.	The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.		Extended reading
ASSESS	8 and 12 mark source questions, 20 mark essays (in class and homework)	November Mock Exams 8 and 12 mark source questions, 20 mark essays (in class and homework)	8 and 12 mark source questions, 20 mark essays (in class and homework)	March Mock Exams 8 and 12 mark source questions, 20 mark essays (in class and homework)	AS Level Exams	N/A

<p>Year 13 Unit 3 Rebellion and disorder under the Tudors, 1485–1603</p>	<p>Key focus: How did central government develop under the Tudors</p> <p>Key content: Society and the nature of government in Tudor England. Institutions of government and how they changed. Early church and state relations. The causes and impact of the Act of Supremacy, 1534. Elizabeth’s Act of Supremacy, 1559 and religious policies. Puritan challenges against the religious settlement. Early relationship with parliament. The development of the role of Parliament in Tudor England.</p>	<p>Key focus: How did central government enhance royal control of the localities 1485-1603?</p> <p>Key content: Early Tudor attempts to control the Marcher regions in Wales and the North. The Law in Wales Acts. The Re-establishment of the Council of the North and its impact. The reasons for the growth of borough representation and its impact. The development of the role of Justices of the Peace. The 1513 Subsidy and changes to finance afterwards. Actions against Poverty including the Statute of Artificers and the Act for the Relief of the Poor, 1598 The use of patronage and progresses to enhance royal control.</p>	<p>Key focus: Early Tudor rebellions under Henry VII and Henry VIII</p> <p>Key content: Problems facing Henry VII. Securing the throne. Challenges from Lambert Simnel. Challenge from Perkin Warbeck. The nature and impact of foreign support for the rebellions. Impact of the Act of Supremacy. The Lincolnshire Rising. The cause, events and consequences of the Pilgrimage of Grace. The role of leadership in the Pilgrimage of Grace.</p>	<p>Key focus: Rebellions against Edward and Elizabeth I</p> <p>Key content: Causes of Kett’s rebellion. The impact of Somerset as Lord Protector. Kett’s rebellion. Demands and motives of the rebels. Role of leadership in Kett’s rebellion. The impact of the arrival of Mary, Queen of Scots. Reasons for resentment of the northern earls. The revolt of the northern earls. Reasons for the failure of the revolt. Consequences of the revolt.</p>	<p>Key focus: Tyrone’s Rebellion in Ireland</p> <p>Key content: Long term causes of Tyrone’s rebellion. Events of Tyrone’s rebellion. Reasons for the failure of Elizabeth’s government. Role of individuals in the rebellion. Revision.</p>	<p>Key focus: N/A</p> <p>Key content: N/A</p>
<p>HPA Focus challenge</p>	<p>What was the main turning point in central government under the Tudors?</p>	<p>What was the most significant improvement in the government of the localities in the years 1485-1603?</p> <p>What was the key turning point in increasing royal power in the localities in the years 1485-1603?</p>	<p>To what extent had Henry VII secured his claim to the throne by 1487?</p> <p>How serious was the threat of the challenge from Lambert Simnel and his followers?</p> <p>Which king faced the most serious threat to his throne – Henry VII or Henry VIII? Why?</p>	<p>How far did Kett’s rebellion represent a serious threat to the stability of the Tudor government in 1549?</p> <p>How far do you agree that Kett’s rebellion was driven by the rebels’ desire for better local government?</p> <p>How far was the arrival of Mary, Queen of Scots, the main cause for the revolt of the Northern Earls?</p>	<p>How significant were the grievances of Hugh O’Neill, Earl of Tyrone, in bringing about the rebellion in Ireland from 1594?</p> <p>Why were the English not able to defeat the Irish rebels in the years 1595-1600?</p> <p>How accurate is it to say that it was English weaknesses that account for the long duration of Tyrone’s rebellion in Ireland?</p>	<p>A range of material relevant to the enquiry has been identified from reading, appropriately cited and selected and deployed with precision to demonstrate understanding of the issues under debate. Most of the relevant aspects of the debate will be discussed in a sustained evaluative argument.</p>
<p>ASSESS</p>	<p>Essay 1: How far do you agree that the development of the Privy Council was the most important factor in the development of central government in the years 1485-1603? (20 marks)</p> <p>Essay 2: How far do you agree that the key turning point in the relationship between the Church and state in the 16th Century was the Act of Supremacy in 1559? (20 marks)</p>	<p>GDR exam paper over October half term</p> <p>Essay 3: To what extent do you agree that the re-establishment of the Council of the North in 1537 was the key turning point in increasing royal power in the localities in the years 1485-1603?</p> <p>Essay 4: How far do you agree that the introduction of the Statute of Artificers (1563) was the most significant improvement in the government of the localities in the years 1485-1603? (20 marks)</p> <p>Mock exams Nov 2021 Units 1+2</p>	<p>Essay 5: To what extent had Henry VII secured his claim to the throne by 1487? (20 marks)</p> <p>Essay 6: Exam Question: Assess the value of Source 2 for revealing the extent of the challenge posed by Perkin Warbeck and the reasons for his challenge.</p> <p>Essay 7: ‘The challenges from both Scotland and Burgundy in the years 1485-99 show the weaknesses of Henry’s position on the throne’. How far do you agree with this statement? (20 marks)</p> <p>Essay 8: Assess the value of source 2 for revealing the reasons for mass support of the Pilgrimage of Grace and the impact of the dissolution of the monasteries in 1536.</p>	<p>Essay 9: Assess the value of Source 1 for revealing the problems caused by the practice of enclosure and the attitudes of those advising the Tudor government. (20 marks)</p> <p>Essay 10: How far were the growing social and economic problems of the 1540s responsible for the outbreak of Kett’s rebellion in 1549?(20 marks)</p> <p>Essay 11: How far do you agree that the arrival of Mary, Queen of Scots in England in 1568 was the primary cause of the Northern Rising in 1569? (20 marks)</p> <p>Mock exams March 2022</p>	<p>Essay 12: Assess the value of Source 9 for revealing the extent of the threat of the Northern Rising to Elizabeth’s position on the throne and the approaches of her government to dealing with this threat (20 marks)</p> <p>Essay 13: Assess the value of this source for revealing the causes of rebellion in Ireland and the part played by Hugh O’Neill, in leading this rebellion. (20 marks)</p> <p>Essay 14: How far do you agree that the Nine Years’ War posed a serious challenge to the English government in the years 1594-1603?</p>	<p>N/A</p>

<p>Year 13 Unit 4 Coursework - U.S. Civil War - Why the North won.</p>	<p>Key focus: Civil War Key content: Comparison of the economy Diplomacy in the Civil War Military Leadership Why did the North win</p>	<p>Key focus: Civil War Key content: How to write coursework Historical Interpretations Applying Criteria Essay Structure Coursework examples Admin</p>	<p>Key focus: Civil War Key content: Write drafts of coursework</p>	<p>Key focus: Civil War Key content: Finish coursework</p>	<p>Key focus: Revision Key content: Revise USSR and GDR</p>	<p>Key focus: N/A Key content: N/A</p>
<p>HPA Focus challenge</p>	<p>Analyses the views in the chosen works and the differences between them, explaining the issues of interpretation raised. Explanation of points of view and differences between them demonstrates understanding of the basis of the arguments of the authors and the nature of historical debate.</p>	<p>Valid criteria are established by which the arguments in the three chosen works can be judged and they are applied and fully justified in the process of making judgements.</p>	<p>Material from reading is used with discrimination to sustain a considered overall judgement on the question. Contextual knowledge of the issues is fully integrated into the discussion of the debate.</p>	<p>Knowledge is deployed to demonstrate understanding of the conceptual focus of the enquiry, and to respond fully to its demands. The answer is concise and well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.</p>		
<p>ASSESS</p>	<p>N/A</p>	<p>N/A</p>	<p>Marking drafts of coursework</p>	<p>Marking finished coursework</p>		