

English Martyrs' History Department KS5 Medium-term plan

	<u>Autumn One</u>	<u>Autumn Two</u>	<u>Spring One</u>	<u>Spring Two</u>	<u>Summer One</u>	<u>Summer Two</u>
<u>Year 12</u> <u>Unit 1</u> Russia, 1917–91: from Lenin to Yeltsin	<u>Key focus:</u> Russia/USSR 1917-1929 <u>Key content:</u> 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	<u>Key focus:</u> USSR 1917-1953 <u>Key content:</u> 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	<u>Key focus:</u> USSR 1917-1985 <u>Key content:</u> 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	<u>Key focus:</u> USSR 1985-1991 <u>Key content:</u> Economic Weaknesses Failure of Gorbachev's Reforms Resurgence of Nationalism Gorbachev and Yeltsin Revision	<u>Key focus:</u> Revision <u>Key content:</u> Revision	<u>Key focus:</u> US Civil War <u>Key content:</u> US Expansion Differences in North and South Why did Lincoln win 1864 election Secession Creation of Confederacy Situation in 1861 The War Union Victory
<u>HPA Focus challenge</u>	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
<u>ASSESS</u>	'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
<u>Year 12</u> <u>Unit 2</u> The German Democratic Republic, 1949–90	<u>Key focus:</u> Establishing Communist Party rule 1949-56 <u>Key content:</u> China in 1949 The new power structure Mao's dominant position within government the growth of democratic centralism Defeating the CCP's opponents: the 'three antis' and 'five antis' movements. The use of terror against opponents of Communist rule	<u>Key focus:</u> Agriculture and industry, 1949–65 <u>Key content:</u> Early changes in agriculture, 1949–57: attacks on landlordism; the redistribution of land; moves towards agricultural cooperation; the change from voluntary to enforced collectivisation.	<u>Key focus:</u> The Cultural Revolution and its aftermath, 1966–76 <u>Key content:</u> Mao's reasons for launching the Cultural Revolution: the divisions within the CCP between ideologues and pragmatists the quest for permanent revolution; Attacks on the bureaucracy. The divisions within the CCP between	<u>Key focus:</u> Social and cultural changes, 1949–76 <u>Key content:</u> The changing status of women: foot binding; the Marriage Law 1950 The impact of collectivisation and the communes on women's lives; women and the family; the nature and extent of change; the problem of changing	<u>Key focus:</u> Revision <u>Key content:</u> Revision	<u>Key focus:</u> Year 12-13 transition work <u>Key content:</u> Year 13 China exam technique Tudors- context and background for Year 13 US Civil War- context and background for Year 13

	<p>The reunification campaigns in Tibet, Xinjiang and Guangdong the development of the Laogai system</p> <p>The Hundred Flowers campaign 1957 and aftermath to 1965</p> <p>China and the Korean War</p>	<p>The communes and their organisation; communal living; the abolition of private farming; the impact of Lysenkoism;</p> <p>The causes and consequences of the Great Famine of 1958–62</p> <p>The restoration of private farming by Liu Shaoqi and Deng Xiaoping.</p> <p>The First Five-Year Plan, 1952–56: the USSR’s financial and technical support; the plan’s targets, successes and failures</p> <p>The Second Five-Year Plan (the Great Leap Forward), 1958– 62: Mao’s reasons for launching it; state-owned enterprises; the successes and failures of the second Plan.</p> <p>The Lushan Conference 1959.</p> <p>Liu, Deng and economic reform, 1962–65.</p>	<p>supporters and opponents of Mao’s policies.</p> <p>The Red Guards and Red Terror; Mao’s hold on young people; the mass rallies of 1966</p> <p>Red Guard attacks on the ‘four olds’ (culture, customs, habits, ideas).</p> <p>The growth of anarchy and the use of terror, and cultural destruction.</p> <p>Attacks on Mao’s political and class enemies: Liu Shaoqi and Deng Xiaoping</p> <p>Lin Biao; the purging of the CCP membership; ‘capitalist roaders’ and foreigners living in China</p> <p>Winding down the Cultural Revolution, 1968–76: restoration of order by the PLA and the ‘up to the mountains and down to the villages’ campaign</p> <p>the return to power of Deng Xiaoping and Zhou Enlai and the reining in the Gang of Four.</p> <p>The death of Mao</p>	<p>traditional views, especially in the countryside.</p> <p>Education and health provision: the growth of literacy; Pinyin; the collapse of education after 1966</p> <p>The barefoot doctors; successes and failures of healthcare reform.</p> <p>Attacks on traditional culture in towns and countryside</p> <p>The role of Jiang Qing and the imposition of revolutionary art and culture</p> <p>Religion: attacks on Buddhism and Confucianism</p> <p>Christianity, Islam and ancestor worship</p>		
<u>HPA Focus challenge</u>	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
<u>ASSESS</u>	8 and 12 mark source questions, 20 mark essays (in class and homework)	<p>November Mock Exams</p> <p>8 and 12 mark source questions, 20 mark essays (in class and homework)</p>	8 and 12 mark source questions, 20 mark essays (in class and homework)	<p>March Mock Exams</p> <p>8 and 12 mark source questions, 20 mark essays (in class and homework)</p>	AS Level Exams	N/A

Year 13 Unit 3 Rebellion and disorder under the Tudors, 1485–1603	Key focus: How did central government develop under the Tudors 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.	Key focus: How did central government enhance royal control of the localities 1485-1603? 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.	Key focus: Early Tudor rebellions under Henry VII and Henry VIII 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.	Key focus: Rebellions against Edward and Elizabeth I 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.	Key focus: Tyrone's Rebellion in Ireland 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.	Key focus: N/A Key content: N/A
HPA Focus challenge	What was the main turning point in central government under the Tudors?	What was the most significant improvement in the government of the localities in the years 1485-1603? What was the key turning point in increasing royal power in the localities in the years 1485-1603?	To what extent had Henry VII secured his claim to the throne by 1487? How serious was the threat of the challenge from Lambert Simnel and his followers? Which king faced the most serious threat to his throne – Henry VII or Henry VIII? Why?	How far did Kett's rebellion represent a serious threat to the stability of the Tudor government in 1549? How far do you agree that Kett's rebellion was driven by the rebels' desire for better local government? How far was the arrival of Mary, Queen of Scots, the main cause for the revolt of the Northern Earls?	How significant were the grievances of Hugh O'Neill, Earl of Tyrone, in bringing about the rebellion in Ireland from 1594? Why were the English not able to defeat the Irish rebels in the years 1595-1600? How accurate is it to say that it was English weaknesses that account for the long duration of Tyrone's rebellion in Ireland?	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.
ASSESS	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) Essay 2: How far do you agree that the key turning point in the relationship between the Church and state in the 16 th Century was the Act of Supremacy in 1559? (20 marks)	GDR exam paper over October half term 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? 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) Mock exams Nov 2021 Units 1+2	Essay 5: To what extent had Henry VII secured his claim to the throne by 1487? (20 marks) 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. 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) 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.	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) 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) 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) Mock exams March 2022	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) 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) 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?	N/A

Year 13 Unit 4 Coursework - U.S. Civil War - Why the North won.	Key focus: Civil War Key content: Comparison of the economy Diplomacy in the Civil War Military Leadership Why did the North win	Key focus: Civil War Key content: How to write coursework Historical Interpretations Applying Criteria Essay Structure Coursework examples Admin	Key focus: Civil War Key content: Write drafts of coursework	Key focus: Civil War Key content: Finish coursework	Key focus: Revision Key content: Revise USSR and GDR	Key focus: N/A Key content: N/A
HPA Focus challenge	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.	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.	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.	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.		
ASSESS	N/A	N/A	Marking drafts of coursework	Marking finished coursework		