



A Level History – L6 & U6

Curriculum Intent

Our ambition is to instil a love of history in our students, and a desire to understand and challenge explanations of the past. We will encourage them to be curious about 16th Century England and Russia between 1855 and 1964 and to understand the key features, figures, trends and events of these fascinating historical periods. Students will engage with and evaluate a wide range of contemporary sources of evidence from the 16th Century and develop skills of evaluating historical perspectives as part of the Russia course. We will encourage our students to read widely and challenge and question both argument and evidence; students will develop a deeper understanding of the concepts that underpin history teaching at the Anglo European School: kingship, legitimacy, religion, authority and social hierarchy. They will have a deep and rich knowledge of the chosen fields of historical study. They will, by the end of the course, have improved their skills of knowledge retention, comparison, analysis, synthesis and justification.

Those who do not remember the past are condemned to repeat it – G. Santayana

Students will learn:

This AQA course will be taught by two teachers concurrently, one will teach the Tudor course and the other the Russia course. Both these courses will span both the Lower and Upper Sixth, therefore the curriculum map is the same for both years.

Breadth Study: 1C The Tudors: England 1485-1603

Part One: The consolidation of the Tudor Dynasty: England, 1485-1547

Part Two: England: Turmoil and Triumph, 1547-1603

The Triumph of Elizabeth: 1563-1603

Depth Study: 2N Revolution and Dictatorship: Russia 1917-1953:

Part One: Dissent and Revolution: 1917

Bolshevik consolidation, 1918-24

Stalin's rise to power, 1924-9

Part Two: Economy and Society, 1929 – 1941

Stalinism: Politics and control, 1929-41

The Great Patriotic War and Stalin's control, 1941-53

Coursework:

At the end of the LS your teachers will introduce students to the coursework element and get them started on their independent research.

Key Concepts:

The Tudors:

The nature of kingship

Minority rule

Succession

Divine right to rule

Patriarchy

Religious authority

Religious doctrine

Rebellion

Loyalty

Faction

Power

Royal Prerogative

Parliamentary privilege

Persecution

Excommunication

Poverty

Inflation

Subsidies/taxation

Monopolies

Puritan

Revolution and

Dictatorship: Russia

1917-53

Environmental

Constraints · Legitimacy

· Nationality · Minority

rights · Domestic Policy

· Foreign Policy

Revolution · Accession ·

Authority · Orthodoxy ·

Pragmatism ·

Dogmatism

Populism · Autocracy ·

Authoritarianism ·

Paternalism ·

Bourgeoisie · Proletariat

· Reactionary ·

Revolutionary ·

Marxism-Leninism ·

Totalitarianism

How will we assess impact?

Our teaching will encourage the development and refinement of key evaluative and analytical skills; acquiring knowledge, developing an argument, extended writing, evaluating sources and recognition of how, where and why opinions differ.

These skills will provide the foundation for all future learning and continued interest in historical issues.

They will be assessed predominately through timed essay based assessments, linear knowledge tests, classroom discussion and end of year PPEs.



How can you enhance your learning at home?

The Tudors:

There are plenty of opportunities for wider reading associated with this course; the more that you can read the work of professional historians the better.

Our collection of *History Today* articles is a very good place to start.

Tudor England, J.Guy *An accessible volume which will extend your knowledge and thinking far beyond the confines of A-Level textbooks.*

Revolution and Dictatorship: Russia 1917-53

Book: *Revolutionary Russia 1891-1991*, Orlando Figes.

Study guide: *Russia and its Rulers 1855-1964* Andrew Holland.

The 1917 Russian Revolution

<https://www.youtube.com/watch?v=cV9G1QUIm7w>

What does excellence look like?

The Tudors:

To be able to expertly assess differing interpretations from historians and, using detailed contextual knowledge, to outline the strengths and weaknesses of their intellectual positions.

Revolution and Dictatorship: Russia 1917-53

The ability to interpret and explain key events in Russian History.

An awareness of the key features of each communist regime. The ability to identify and explain trends and patterns within and between regimes, and to be able to give accurate explanations of the key features of the period, and the reasons for both change and continuity between 1917-53.

The ability to read and contextualise contemporary sources of evidence; evaluating the origin and purpose of such evidence and explaining how it can be used to construct historical argument as well as the strengths and weaknesses of these sources as pieces of evidence.

Strong, detailed and specific reference to contextual knowledge that can be expertly used to develop and support an argument.

An ability to identify, question and challenge historical perspectives and debate significance, purpose and motives

International Opportunities

Visits Programmes

- International exchange programme including visit to Russia, UN in Geneva
- Community lectures
- Model United Nations conferences

Within the curriculum

- 'Meanwhile elsewhere...' teaching tool
- Analysis of international institutions
- Comparative analysis of communist and democratic political systems

Skills

- Memorisation
- Reading of contemporary 16th Century sources of evidence
- Developing critical analysis skills
- Developing independent thinking and research, including ability and confidence when tackling wider reading of challenging material.
- Developing the skills of creating and sustaining an argument
- Becoming more confident with provisional thinking.
- Developing contextual awareness
- Becoming confident in assessing significance
- Practising evaluation of differing perspective



"History, despite its wrenching pain, cannot be unlived, but if faced with courage, need not be lived again."

Maya Angelou