



Year 12 History



What have students at St Crispin's been taught to understand and be able to do?

Core Knowledge

WAR OF THE ROSES UNIT

Legacy: Students will have an understanding of those that ruled England before 1445 and how they set the path for the conflict.

Usurpation: Students will have an understanding of the claims of both sides of the family and how the usurpation of the throne in the family tree enables challenges to the throne.

Nobility: Students will understand the structure of society at the time and the attitudes of the nobility. They will appreciate how privilege opened the way for turmoil.

Corruption: An understanding of actions that nobles took to further their own cause.

Rivalry: Students can suggest how hostility was created and how this led to conflict breaking out.

Unrest: Students will demonstrate how key events led to the outbreak of battles.

Hostilities: Students can describe key actions and motives that led to fighting and also how resentment continued to fester and cause further conflict.

Opposition: Students can describe forms of opposition and evaluate how successfully each monarch dealt with them.

Restoration: Students can explain how claimants were able to gain power, challenge and regain the throne on multiple occasions.

Betrayal: Students can explain why Edward IV was toppled by a former ally. They can show how this came about.

Core Skills

Source Utility: Students are able to look at primary sources of information and determine how useful they are in an investigation into past events. They are able to evaluate the provenance of these sources and compare them and make substantiated judgments.

Analysis: students are able to use detailed knowledge to answer key questions.

Evaluation: Students can weigh up evidence and arguments and reach substantiated judgments. They can sustain an argument in continuous prose.



Year 12 History continued



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Core Knowledge

Foreign Policy: Students are able to look at the changing climate abroad and see how foreign interference helped and hindered the monarchs.

Pretenders: Students will uncover the theories surrounding the princes in the Tower and possible evidence that they survived.

ITALIAN UNIFICATION UNIT

Risorgimento: Meaning 'Rebirth' or 'Reawakening' this title given to the period covered by this course is a little misleading in that it implies a focus and unity of purpose not there in reality!

The French Revolution: Students learn about the values of 'Liberty, Equality and Fraternity' which inspired the revolution, and learn why these ideas were so controversial (and so threatening) to the countries around France.

Napoleonic Wars: How Napoleonic France conquered Europe - what happened to the Italian states and how they were dealt with at the Congress of Vienna when Napoleon was defeated.

Secret Societies: The growth of Italian Nationalism in the Freemasons and then Carbonari groups.

Republic and Federation: Different concepts for the future of Italy.

Liberal and Reactionary: Students need to understand the conflicting ideologies that will lead to people supporting or opposing the nationalist movement.



Year 12 History continued



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Core Knowledge

The Pope and the Catholic Church: Students need to be aware of the vast power and influence wielded by the Pope at this time – both temporal and secular power.

Personal Rivalries: Students assess the relative contributions of the key players in the Risorgimento – Garibaldi and Cavour despised each other – but both played important roles in unifying the country.

Empire: The Italian government's attempts to raise the status of Italy to a 'Great Power' – includes the beginnings of the alliances (familiar to students from earlier studies of the First World War) and raises issues of imperialism and colonialism as the Italians attempted to seize territory in Africa.

How has learning been assessed?

Students are given chances to practice the skills required for the exam on a regular basis.

War of the Roses: The A-Level will comprise two questions, one using source skills and one essay question. Students are given regular opportunities to practice each question throughout the course. At first students are given example answers then support is gradually decreased until students sit essays in timed conditions in class.

UNIT ONE: Students are introduced to the source question. They are given lots of practice sources to build up their skills. By the end of the unit they will be able to write a full essay in timed conditions. However, before this there will be clear scaffolding to help students gain confidence to write a full source question.

UNITS TWO, THREE, FOUR & FIVE: Students are introduced to the essay question. At the end of the unit they can write a full essay in timed conditions. Before this the essay will be modeled with the use of notes.

Italian Unification: The Italy exam consists of two questions (part a and part b) students practice both exam questions multiple times in each unit.

UNIT ONE: Students are introduced to the question types and given non-subject specific exemplars. They write single paragraphs initially and then build up to full answers but with their notes present by the end of the unit.



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How has learning been assessed?

UNIT TWO: Students write full questions under timed conditions. They do not have their notes with them but are told the question in advance and given time to plan for Personal Study.

UNITS THREE and FOUR: Students write exam questions under timed conditions. They are told the topic of the question but not the specific question. We practice as many questions as possible to familiarize students with planning as well as writing under timed conditions.

MOCKS: Students will complete two mocks in the school year. The first mock will see a full Italy paper and a partial War of the Roses paper. The second mock of the year will see full papers for both Italy and War of the Roses.

What is coming up in the following year?

War of the Roses

A period of tyrannical rulers, complex political machinations, love affairs and leaders' blood spilled both literally and metaphorically. The inspiration for Game of Thrones comes to life in the classroom as you work out how power switched back and forth between two warring families.

England 1445: In the first Unit students are introduced to the warring family. They gain an understanding of who the key figures are, what the country was like and how those who came before Henry VI set the scene for conflict.

Henry VI: Students look at how a man who became king at 9 months old struggle to live up to the legacy of his father. They look at how the conflict of the War of the Roses began and determine the role and responsibility of key characters in the outbreak. They will evaluate why after a battle hostilities continued and how an 18 year old was able to overthrow King Henry.

Edward IV: A man who was crowned twice. Students investigate how successful Edward was over his two reigns, making comparisons between the two and considering why he lost the throne in his first reign but made a success of his second.

Richard III: A notorious figure in history forever immortalized by Shakespeare. Students discover how this man unexpectedly took the throne and if the portrayal of Richard is fair.

Henry VII: The start of the most famous royal dynasty; the Tudors. Students will explain how Henry went from being crowned on the battlefield and then saw off numerous threats to end the War of the Roses.



Year 12 History continued



What is coming up in the following year?

Italian Unification

RISORGIMENTO and REVOLUTION: We introduce the students to a Europe very different to the continent they know today – dominated by vast empires and rocked by the French Revolution. We look at how Italy is divided into rival kingdoms and easy prey to Napoleon's France and Metternich's Austria. In the aftermath of the Napoleonic Wars we look at the rising tide of revolution in Italy and how those revolutions all meet with failure, introducing important characters like Mazzini, Garibaldi and Pope Pius IX, and analyzing the key causes and consequences of the main events.

PIEDMONT, CAVOUR and ITALY: Following the heroic failures of 1849, the focus of Italian Nationalism becomes Piedmont, the largest state in the divided Italy. We look at the political machinations of Piedmont's Prime Minister Count Cavour, and challenge the traditionalist view of his role in the Unification of Italy, investigating the Crimean War, War of 1859 and his role in drawing the French into 'doing something for Italy'.

GARIBALDI and ITALY: Historian AJP Taylor called Garibaldi 'The only wholly admirable figure in modern History' – River Pirate, adventurer, biscuit-inspiring revolutionary – Garibaldi led 'The Thousand' to conquer Southern Italy and then handed his conquests to the King of Piedmont, unifying Italy for the first time since the Roman Empire. How was he able to achieve this goal? Was he manipulated by the Piedmontese government or did he force them into bold action they would never have taken without him? Students weigh up the issues and make up their own minds.

The KINGDOM OF ITALY, 1861 – 1896: 'Italy is made' wrote the poet Giosue Carducci, 'now we must make Italians!' The country was unified but how successfully did the government manage to bring the people together? Students investigate the Franco-Prussian War, the Pope becoming the Prisoner of the Vatican, and Italy's attempts to attain 'Great Power' status in joining the Triple Alliance and attempting to gain an African colony (It doesn't go well at the Battle of Adwa!)



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Core Knowledge

RUSSIA UNIT

Dictatorship: All of the leaders of Russia during our course are dictators – but many rule in different ways – the concept needs to be explained so that students are aware that different dictators choose to use their power in different ways.

Tsarism: Students need to learn the key concepts surrounding the Tsarist system – how the Russian monarchy operated under the Romanov family.

Orthodoxy, Autocracy and Nationality: The ideology that underpinned Tsarism and influenced their policies and decisions.

Communism: The ideology that underpinned the Communist leaders of Russia – how Russian communism evolved from the ideas of Karl Marx through Plekhanov and the Social Democrats and the split between Lenin's Bolsheviks and Martov's Mensheviks.

Feudalism/Serfdom: The concept of a peasant slave class tied to the land – students need to understand this so that they can make judgements about how far the rural class of Russia ever really progress beyond it.

Revolutionaries: Students need to learn about an array of different opposition groups – Bolsheviks, Mensheviks, SRs, SDs, Narodniks, Anarchists... they need to know how these groups differ, their methods and how successful (or not) they are.

Propaganda and the Cult of

Personality: From the adoration of the Tsar as a divine being to the elevation of Lenin's tomb as a site of pilgrimage – the cult of personality is a feature of the period students need to understand.

Core Skills

Knowledge & Understanding: Students can select detailed knowledge and explain how it contributes to an argument. They are able to be analytical and evaluate the strength of evidence.

Evaluation of primary Sources: Students can present sources as part of an argument. They can then critically evaluate them using provenance and accurate and relevant contextual knowledge.

Interpretations: Students are able to identify and present historical opinions. They are able to evaluate them using contextual knowledge.

Synopsis: Students are able to look at a topic thematically rather than chronologically.

Synthesis: Students are able to draw from a variety of sources and a wide range of evidence and construct their own theories and arguments.

Continuity and Change: Students assess a topic thematically and identify areas of continuity and change – what has changed and what has stayed the same. They examine these changes critically and look at how external factors can influence these developments.



Year 13 History continued



What have students at St. Crispin's been taught to understand and be able to do?

Core Knowledge continued

Secret Police: All rulers of Russia have some form of political police force – students need to know the difference between the Okhrana, Cheka, NKVD and KGB.

Centralized and De-centralized Power: Tsarist institutions of local government like the Zemstva and the local Soviets of the Communist era – students assess how much power do the Russian dictatorships really give to their people?

Industrialisation: All Russian leaders wanted to 'catch up with the West' but Russia only became a mainly urban society by the time of Khrushchev. Students investigate Tsarist attempts to stimulate capitalism and the massive state-run industrial experiments of the Communists, such as Magnitogorsk and the Five Year Plans.

Russification: The conflict between the dominant 'Russian' culture and the ideas and values of the diverse ethnic and national groups that made up the Russian Empire. Divisions exacerbated by the Civil War and Cold War.

Interpretations: Students examine key debates on issues from the reigns of Alexander II, the Provisional Government and Khrushchev. They compare different historian's viewpoints and use their own knowledge to evaluate them, reaching their own conclusions as to which interpretation they agree with the most.

COURSEWORK UNIT

Primary Sources: Students can identify those that are useful for their investigation. They can explain what they contribute to their argument and evaluate the provenance.

Interpretations: Students are able to identify historical viewpoints and what evidence issued to support them.



Year 13 History continued



How has learning been assessed?

Russia: Students will finish the year with a 2 ½ hour exam in which they will write two 1 hour long essays and answer one interpretation question. In preparation for this exam we practice both essay writing and essay planning – which is a vital component of being able to construct a good essay under exam conditions.

PREPARATION: For the first term we teach the component skills required to write a high-scoring answer, including writing a thematic paragraph and demonstrating synthesis by including synoptic links in a way that the examiner will recognize. Students are shown exemplar materials and write individual practice paragraphs before attempting their first essay.

ESSAY ONE: Class are shown the essay question and we plan it together as a class. Essay is written in class with access to textbooks and notes. Essay can be completed at home and is not under timed conditions.

ESSAY TWO: Students are again shown the essay question in advance and are given time to plan the essay in class and complete plan for homework. Plans are checked by teacher before students write the essay. Again, the essay can be completed at home – not under timed conditions.

ESSAY THREE: Students are shown the essay question in advance and plan in class with access to teacher, textbooks and notes. Plans can be completed as Personal Study. Essay is then written in class the following lesson under timed conditions.

ESSAY FOUR to SIX: Students are told the topic in advance but have to plan and write the essay under timed conditions.

ESSAY SEVEN: Timed essay which could be on any topic.

INTERPRETATION QUESTIONS: Students practice elements of the exam technique in all lessons and complete a full Interpretation question at the end of each topic (Alexander II, Provisional Government, Nicholas).

Coursework: Students complete a 4,000 word essay that is marked and moderated within the department. Students are able to challenge their marks before they are submitted to the exam board.

MOCKS: Students will complete a mock in the school year. They will be given a partial Italy and War of the Roses paper and a partial Russia paper.



Year 13 History continued



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Russia

In 1865 the Russian Empire was vast, technologically backward and bound to a feudal structure that held 80% of its population as serfs – slaves tied to the land they farmed. Small wonder Nicholas I did all he could to avoid becoming Tsar in the years immediately preceding our course! But how did the different leaders of the most turbulent 100 years in Russian history respond to the problems of ruling Russia? All were dictators, but did they all rule in the same way? Were the Communists able to find new solutions to old problems or did they effectively become 'Red Tsars'?



Year 13 History continued



What is coming up in the following year?

- **OVERVIEW:** We start the course with a chronological overview of the period, giving the students a solid grasp of the key events, concepts and characters of over 100 years of Russian history before we revisit the thematic topics which they will be assessed on in more detail.
- **NATURE OF GOVERNMENT:** We look at the political structures of Tsarist and Communist government and examine the ideologies that underpinned them. We look at the methods of control used by each regime, from propaganda and censorship to secret police and reform.
- **ECONOMY AND SOCIETY:** We look at the attitudes and policies of Russian governments towards the peasants and workers, and see how their fortunes changed across the course. We investigate the impact and limitations of the Emancipation of the Serfs, the system of soviet Collective Farms, and the massive factory complex at Magnitogorsk.
- **WAR AND REVOLUTION:** War was a constant for all Russian leaders – but did different regimes go to war for the same reasons? And which regime was most successful? From the Crimea to the Cold War, from Empire building expansion to the desperate defence against the Nazis, this unit examines some of the most important conflicts of the 19th and 20th centuries, looking at causes and consequences and leading the students to make synoptic judgements.
- **EMPIRE AND NATIONALITY:** The Russian Empire contained many different ethnic and national groups, including Jews, Ukrainians, Hungarians and Poles. This unit assesses whether they were ever brought into the Russian state as equals or whether they were seen as potential trouble makers, suppressed by a culture of ‘Russification’.
- **INTERPRETATION CASE STUDIES:** This unit challenges students to identify the main controversies of the reigns of Alexander II, Khrushchev and the Provisional Government. Students read passages in which noted historians assert their own opinions, and then analyse and make their own judgements on who they most agree with.

Coursework

A chance for students to investigate a period of study of their choice.
We encourage students to follow their passion and discover the past independently.

Topic Selection: Students are advised on what topics they may wish to study and given clear guidance on how the coursework is set out.

Research: Students are supported in their research with access to online resources and books given. They are taught the skills needed to take notes and pose a strong questions.

Writing: Students are shown example of strong writing and given support and guidance on how to plan and write a strong essay.