

## Year 12 History

The Year 12 History curriculum follows the Edexcel A-level course and focuses mostly on route E Communism, in both Russia 1917-1991 and Mao's China. Students are taught for five lessons a fortnight the Russia element of the course and for three lessons the China part, which reflects their weighting of 30% and 20% of the final A Level exam. Students are taught the content of the course, following the syllabus as well as given tasks to do to consolidate their knowledge and practice examination skills such as using sources and writing essays.

The Russia part of the curriculum looks at the period 1917 to 1985 in a chronological manner and within the time frame of each leader considers the key themes of political, economic, control and social changes. The key events and developments of each of the Communist leaders are considered and whether their policies were successful is debated. The final topic of the Gorbachev era 1985 to 1991 is taught in detail separately as the exam always focuses on why the Soviet Union collapsed in 1991 and historians' points of view have to be considered and evaluated with students' own knowledge. Again the key themes of political and economic policies and the role of nationalism and the leaders such as Gorbachev and Yeltsin are considered. The course covers a broad period of Russian history but with many reoccurring themes, the students find it manageable and enjoyable.

The China part of the course covers the period from 1949 when the Communist Party came to power to 1979 when Chairman Mao died. Within this time period, we look thematically at how successful Mao was in establishing Communist rule, China's agricultural and industrial programmes, the events of the Cultural Revolution, the race to succeed Mao and social and cultural changes.

Methods of deepening and securing knowledge:	
Retrieval practice	Retrieval practice is evident through starter activities where students use prior learning to complete a low stakes quiz, give definitions for key words or put events in chronological order. An image or cartoon is often used to aid students' retrieval of information. Reflective plenaries often link to prior learning as well as to current learning therefore checking students' knowledge and understanding and students are asked to offer their opinion on a topic.
Elaboration	Students are regularly encouraged to elaborate on a written source using their own knowledge to help them assess how useful the source is to an historian. This is a skill that they are examined on. They verbally and in written form expand on their ideas and justify their opinions and these are often shared with the whole class. This is again part of the exam as students are expected to make an evaluative judgement as part of the essay writing.
Concrete examples	Concrete examples are used with assessment work or longer pieces of written work as students can see how to structure their ideas and include precise examples and explanation to improve their marks. Past papers are used in marking exercises with students able to see a variety of answers and how to access the highest levels of the mark scheme.
Dual coding	Dual coding is a strategy that students use to aid revision with use of highlighting and symbols etc.

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Topic(s)	<p><b>Russia</b> - Background to Russia and situation in 1917</p> <p><b>Lenin 1917-24</b> - Political: democracy to dictatorship of Party - Economic policies, State capitalism, War Communism, NEP - Control: Red Terror and role of culture - Society</p> <p><b>China Establishing Communist Rule, 1949-1976</b> - Aftermath of the Civil War - Challenges facing the Communists - The New Power Structure - The Korean War</p>	<p><b>Stalin 1924-53</b> - How Stalin got into power - Economic policies, failure of NEP, collectivisation, 5 year plans - Control, Great Terror, propaganda, cult of personality Society – women and family, Great Retreat, education and literacy</p> <p><b>Agricultural and Industrial Changes, 1949-1965</b> - Attacks on landlordism and the redistribution of land - Moves towards collectivisation - The Communes</p>	<p><b>Khrushchev 1953-64</b> - How Khrushchev got into power - Extent of de-Stalinisation - Economic policies, Virgin Lands Scheme, Corn Campaign - Control: terror and propaganda (arts) - Society: housing, women, education</p> <p><b>Brezhnev 1964-85</b> - Political: stagnation, gerontocracy - Economic: problems in agriculture and industry - Control: KGB, dissidents, arts - Society</p>	<p><b>Gorbachev 1985-91</b> - Economic policies, perestroika, transformation - Political: glasnost democratisation - Nationalism: collapse of Communism in Eastern Europe, rise of nationalism in USSR, August coup - Role of Gorbachev and Yeltsin</p> <p><b>Revision of Russia course</b></p> <p><b>Social and Cultural Changes, 1949-1976</b> - New marriage laws - Impact of commune system on women</p>	<p><b>Year 12 PPE</b></p> <p><b>American Civil Rights coursework – background lessons</b> - Situation of blacks before emancipation - Emancipation of slaves and reconstruction - Jim Crow laws - Impact of First World War - Civil Rights during Second World War</p> <p><b>Revision of China</b></p>	<p><b>Civil rights in 1950s – education and transport</b> - Civil rights in 1960s - Martin Luther King - Malcolm X</p> <p>- Beginning of Tudor Rebellion course</p>

			<b>The Cultural Revolution Aftermath, 1966-1976</b> - Reasons for launching the cultural revolution			
Assessment	<b>Assessment:</b> - Did Lenin create a totalitarian state 1917-24?  <b>Assessment:</b> Section B question - How far do you agree that the Korean War helped Mao establish Communist control over China? - The use of terror to crush CCP opponents - Bringing the provinces under control - The Laogai System - The Hundred Flowers Campaign	<b>Assessment:</b> Section A question - The First Five Year Plan - Reasons for launching the Great Leap Forward and failure  <b>Assessment:</b> Section A question - How far could the historian make use of sources 7 and 8 together to investigate the failure of the drive to produce more steel than Britain in the period 1958-62? - The Great Famine - Consequences of the Lushan Conference - The Third Five Year Plan	<b>Assessment:</b> Section A question - Mao's use of young people - Mass rallies of 1966 - Growth of anarchy and use of terror - Mao's attacks on CCP and China - Restoration of order by the PLA - Struggle to succeed Mao  <b>Assessment:</b> Section B question: - How accurate is it to say that the Cultural Revolution was a success for Mao?	<b>Assessment:</b> - Section A question - Education reform - Health reforms - Cultural change - Role of Jiang Qing - Attacks on religion  <b>Assessment:</b> Section B question - To what extent were Mao's social policies successful between 1950 and 1976?	Year 12 PPE	

	<b>Assessment:</b> Section B question - How accurate is it to say that Mao launched the Hundred Flowers Campaign as a devious plan to trap opposition?					
CEIAG ( <i>Careers that are linked to that topic</i> )	<p>A Level History is highly regarded by employers and universities. As a facilitating subject, it allows students to study a subject they love and keep their options open as regards to their future career choices. The skills learnt as part of the A Level course are highly valued and are transferable across a wide range of careers such as source interpretation, being able to write a balanced argument and reaching substantiated conclusions.</p> <p>Specific careers that students have pursued in recent years after studying A Level History include: law (solicitor and barrister), medicine, museum work, archaeology, work in the heritage sector, teaching, journalism and politics.</p>					

<b>Independent learning:</b>
<p>Independent learning is a vital aspect of the Year 12 course and students are expected to regularly complete tasks set by their teachers as well as undertaking their own wider reading. All students are given a reading list of suggested materials and are encouraged to work independently. Specific independent learning set by staff include:</p> <ul style="list-style-type: none"> <li>- Regular essays set on the topic that students have been studying</li> <li>- Source tasks similar to those set in the final examination</li> <li>- Revision for short knowledge tests</li> <li>- Completing work started in lesson time</li> <li>- Preparing presentations either as a group or individually</li> <li>- Thorough revision for the Year 12 PPE exam</li> </ul>