

Saffron Walden County High School Curriculum



SAFFRON WALDEN
COUNTY HIGH SCHOOL

Year 12		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
Humanities - History	<p>KNOWLEDGE DOMAIN</p> <p>RUSSIA Part one: Autocracy, Reform and Revolution: Russia, 1855–1917</p> <p>1H Russia 1855-1964 Key Questions</p> <ol style="list-style-type: none"> How was Russia governed and how did political authority change and develop? Why did opposition develop and how effective was it? How and with what results did the economy develop and change? What was the extent of social and cultural change? How important were ideas and ideology? How important was 	<p>Trying to preserve autocracy, 1855–1894</p> <p>Alexander II 1855-1881</p> <p>Political authority and the state of Russia: autocracy; the political, social and economic condition of Russia in 1855 and the impact of the Crimean War</p> <p>Political authority under All and attempts at reform: emancipation of the serfs and attempts at domestic and military reform</p> <p>Opposition: ideas and ideologies; individuals; liberals and radical groups and the Tsarist reaction</p>	<p>Trying to preserve autocracy, 1855–1894</p> <p>Alexander III 1881-1894</p> <p>Government and Tsars: Alexander III as ruler; attitudes to and imposition of autocracy; key developments during the post-1881 reaction</p> <p>Political authority in action: Russification; treatment of ethnic minorities and Jews - Overview of developments under All and AllI</p> <p>Overview: Economic and social developments: industrial developments and the land issue; social divisions; nobles, landowners and position of the peasantry; the cultural influence of the Church</p>	<p>The collapse of autocracy, 1894–1917</p> <p>Nicholas II 1894-1917</p> <p>Nicholas II's attitude towards autocracy and early reign 1894-1904</p> <p>Opposition: ideas and ideologies, liberalism, socialism; Marxism; individuals and radical groups 1894-1905</p> <p>The 1905 Revolution; October Manifesto Duma government</p> <p>Overview - Political authority, government and Tsar; Nicholas II as ruler: political developments 1905 - 1914;</p> <p>Opposition: ideas and ideologies, liberalism, socialism; Marxism; individuals and radical groups 1905-1914</p>	<p>The collapse of autocracy, 1894–1917</p> <p>Economic developments to 1914: industrial and agricultural growth and change</p> <p>Social developments to 1914: change and conditions of working and living in towns and countryside; social divisions; cultural changes</p>	<p>The collapse of autocracy, 1894–1917</p> <p>Political authority, opposition and the state of Russia in wartime: the political, economic and social problems of wartime;</p> <p>opposition and the collapse of autocracy; the political developments of 1917</p>	<p>The collapse of autocracy, 1894–1917</p> <p>The political developments of 1917 – the Provisional Government in power</p> <p>Political authority, opposition and government: the Bolshevik takeover and the establishment of Bolshevik government by December 1917; early opposition to the Bolsheviks</p>

	<p>the role of individuals and groups and how were they affected by developments?</p> <p>THE WARS OF THE ROSES, 1450–1499 Part one: The Fall of the House of Lancaster, 1450–1471</p>	<p>The origins of conflict, 1450–1459</p> <p>English society and politics in 1450: the weakness of Henry VI's rule; baronial factions; Cade's rebellion; the loss of Normandy</p> <p>The impact on English politics of the emerging power and influence of Richard of York</p> <p>[EQs-</p> <p>Why was Henry VI an ineffective King?</p> <p>Why was London full of rebels in 1450?</p> <p>Who was Richard Duke of York?</p>	<p>The origins of conflict, 1450–1459</p> <p>The impact on English politics of the emerging power and influence of Richard of York</p> <p>The outbreak of war: the first Battle of St Albans and the balance of military power in 1455</p> <p>The uneasy peace: the influence of Margaret of Anjou; factional rivalries and their impact on English society</p> <p>[EQs-</p> <p>How did Richard Duke of York emerge into power?</p> <p>How stable were the years of peace?]</p>	<p>The War of the Barons, 1459–1461</p> <p>The renewal of war: York's flight into exile; the emergence of Warwick 'the Kingmaker'; the capture of Henry VI at Northampton</p> <p>Filling the political vacuum: the rule of Richard of York as Protector of England</p> <p>Shifting loyalties and the Lancastrian revival: Wakefield; the second Battle of St Albans; the death of York and the restoration of Henry VI</p> <p>Proclamation of Edward IV as King; Yorkist victory at Towton; the strengths and weaknesses of the Yorkists by 1461</p> <p>[EQs-</p> <p>How far was Margaret responsible for the breakdown of peace?</p> <p>How and why were the Yorkists able to seize the throne by 1461?]</p>	<p>The triumph of the Yorkists, 1461–1471</p> <p>The personal rule of Edward IV and the political impact of his marriage to Elizabeth Woodville</p> <p>[EQ- Who was Edward IV?</p> <p>How effective was Edward IV as a King-1461-1469]</p>	<p>The triumph of the Yorkists, 1461–1471</p> <p>Factional rivalries: Warwick 'the Kingmaker'; attempts to restore Henry VI; Margaret of Anjou; Edward, Prince of Wales</p> <p>The crushing of the Lancastrian cause: Barnet and Tewkesbury; the destruction of the Lancastrian nobility</p> <p>[EQs- Why did Edward lose power?</p> <p>Why did the Adepton regime fail so quickly?</p> <p>How was Edward restored to the throne?</p>	<p>The triumph of the Yorkists, 1461–1471</p> <p>The impact of the baronial wars on English society by 1471: the weakening of the aristocracy; the impact on trade and the economy</p> <p>[EQ- what was the impact of the Wars of the Roses on English society by 1471?</p> <p>NB- this half term also includes planned and structured revision and the end of year exam. Following the exam, students will then start work on their NEA in their WOTR lessons]</p>
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	<p>SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM</p> <p>AO1 Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</p> <p>AO2 Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.</p> <p>AO3 Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</p>	<p>Skills: How to read medieval sources.</p> <p>How to apply the content of sources to a QF and explain the value</p> <p>How to summarise causes to show a range of issues that led to an event</p>	<p>Skills: Reaching simple judgments that focus on the question.</p> <p>How to explain the value of provenance and tone.</p> <p>Selection of relevant factual evidence and relevant quotes from sources</p>	<p>Skills: Assessing and explaining the limitations of sources</p> <p>Constructing essays that explore a range of factors. Starting to compare significance.</p> <p>Developing and justifying judgments.</p>	<p>Skills: Developing the use of own knowledge to evaluate sources (students will already do this but will need to become more precise)</p> <p>Developing sustained and consistent arguments with a focus on effective introductions</p>	<p>Skills: How to revise.</p> <p>Embedding chronological understanding</p> <p>Planning and responding to unseen questions in timed conditions</p>	<p>Skills: revision.</p>
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