

Curriculum Intent

History A level

The Ecclesbourne History Department believe that history has the power to unlock your understanding of the world you live in now and even predict the future, judge the present and be the change you want to see in the world by analysing what has gone before to understand the modern world. After the tumultuous events of the last ten years: election of Donald Trump and then Joe Biden, the vote for Brexit, the coronavirus pandemic, and the ongoing political activism of movements such as Black Lives Matters, Greta Thunberg and Malala Yusufzai, history stands as a bridge between what has happened with what can still be changed today. Our study of history is alive to the idea of making it relevant and powerful to be used by our students in becoming citizens of Britain and of the world.

At A Level, students will have the opportunity to study British political study through looking at either Churchill and Britain (1930-1997) or The English Revolution (1603-1660), analysing the reasons for key political, economic and social change and continuity and learning how to analyse and evaluate historical documents. By studying The French Revolution (1789-1815) or Democracy & Dictatorship, Germany (1919-1964) students will learn about the causes and consequences of revolutionary change and political movements such as the Jacobins or the Nazis. They will examine in a European perspective the ideas and forces that drove change and shaped our modern world. All students will have the opportunity to undertake wider reading and an extended personal study related to Nazi Germany 1933-1945. Students will be taught how to research, how to reference their work and how to write at length persuasively and analytically. The key stage 5 curriculum is completed with a thematic study of Russia over an extended period of over 100 years. Russia and its Rulers (1855-1964) examines the concepts of leadership, autocracy, democracy, and socialism into a case study of ideology, structures of government, politics, nationalism, culture, and economics changed in the fifty years either side of the 1917 Russian revolution. In this way, the History Department will prepare you not only for examinations but to take your place as the movers and shakers of tomorrow, as commanders of your own destinies and as well-informed young people with your own well supported opinion, ideas and dreams.

It is our strong desire to ensure that History at A Level should captivate the learner and develop a desire within them to continue learning beyond the confines of the classroom. The main purpose of the course is to prepare learners by providing a suitable foundation for the study of history or related courses in Higher Education. A further purpose of the course is to prepare learners intending to pursue careers or further study in history, or as part of a general education. The course is designed to foster the development of critical and reflective thinking with an understanding of historical topics and issues; and to encourage an awareness of the importance of historical awareness in explaining contemporary issues. The A Level History curriculum at Ecclesbourne will create independent learners, critical thinkers, and decision-makers – all personal assets that can make you stand out as you progress to Higher Education and the workplace.

No historian believes that there is any one 'correct' approach to history as a subject. History is too valuable, and simply too massive – not to mention too controversial – to be limited to a mere handful of approved options. There is no core content in history. Therefore, the course has been carefully constructed to teach you about interpretations and the arguments between historians so that you gain an understanding of how through debate and disagreement successive generations get a closer understanding of the objective truth about the past. This means that students who have the

A Level History – Route A

confidence to do so will be able to select a personal study topic that matches their interests if they wish to do so and can demonstrate the required level of independence.

The Ecclesbourne A Level History curriculum has been designed to emphasise knowledge and argument, and to encourage learners to develop their interest in and enthusiasm for history and an understanding of its intrinsic value and significance. We have designed the course to enable students to acquire an understanding of different identities within society and an appreciation of aspects such as social, cultural, religious and ethnic diversity. It is important that all students can build on their understanding of the past through experiencing a broad and balanced course of study, this means that the course spans at least 200 years and includes courses on British and non-British topics. The curriculum will enable students to improve as effective and independent learners and as critical and reflective thinkers with curious and enquiring minds. This will be achieved by encouraging you to develop the ability to ask relevant and significant questions about the past and to research them and in so doing acquire an understanding of the nature of historical study, for example that history is concerned with judgements based on available evidence and that historical judgements are provisional. All subjects have a specialist vocabulary and in the A Level History course you will learn to make use of and understand historical terms, concepts, and skills such as reliability, causation, consequence, interpretation, change, continuity, empathy, and synthesis. By studying a range of periods and cultures students will be able to make links and draw comparisons within and/or across different periods and aspects of the past. The best history is engaging, accessible and well written and so all students will be taught to organise and communicate their historical knowledge and understanding in different ways, arguing a case, and reaching substantiated judgements.

Curriculum Implementation:

Year	Term	Content
13	Autumn	<p>1</p> <p>FRENCH REVOLUTION AND THE RULE OF NAPOLEON, 1774-1815</p> <p>The causes of the French Revolution from 1774 and the events of 1789</p> <ul style="list-style-type: none"> • The structure of the Ancien Régime; qualities of Louis XVI as King of France; • Financial problems and attempts by Turgot, Necker and Calonne to deal with them; • The ideas of the Enlightenment and the impact of the American Revolution and the War of Independence; • Social discontents; • Economic problems from 1787; • The Assembly of Notables and the political <p>BRITAIN, 1930-1997</p> <p>Churchill's view of events 1929–1940</p> <ul style="list-style-type: none"> • Why Churchill was out of office 1929–1939; his attitude to the Abdication Crisis; • His views about Empire and India and clashes with his party; • Attitude towards Germany after 1933; • His views about rearmament and appeasement; • Why Churchill became Prime Minister; <p>Churchill as wartime Prime Minister</p> <ul style="list-style-type: none"> • Why Churchill became Prime Minister; • Stance in 1940 and style of leadership; • Relations with his generals and his impact on strategic decisions in the Mediterranean; • Bombing of Germany and the war in Europe 1944–1945;

A Level History – Route A

		<p>developments 1787–May 1789;</p> <ul style="list-style-type: none"> • The Estates General, events in Paris in 1789; • The ‘Great Fear’; the October Days. <p>Prior learning to reactivate: Elizabethan monarchy (Y10) and divine right under James I (Y7) Nazi Germany – dictatorship and control and effectiveness of opposition. (Y10), the Enlightenment and the American War of Independence (Y8) problems government during attempts at reform (Y11), the feudal system and agricultural revolution.</p> <p>Concepts to revisit: Cause and consequence, significance, interpretations of the past.</p>	<ul style="list-style-type: none"> • Plans for reconstruction and loss of 1945 election. <p>Prior learning to reactivate: Challenges to the monarchy the the Early Modern period (Y7) the decline of the British Empire (Y9) the decline of global powers during the Cold War (Y11), Germany 1933-1939 (Y10-11), the causes of the Second World War and rearmament (Y9), the course of the Second World War (Y9)</p> <p>Concepts to revisit: Change and continuity, causation, using source material</p>
Autumn	2	<p>The Revolution from October 1789 to the Directory 1795</p> <ul style="list-style-type: none"> • The attempts to establish a constitutional monarchy; • Reforms in church and state; • The significance of riots and direct political action 1789–1792; • The Jacobins; • The flight to Varennes; • The overthrow of the monarchy; • The Convention and the Terror; • The destruction of the Girondins; • The ascendancy and fall of Robespierre; • The establishment of the Thermidorian Regime; • The constitution of the Directory. 	<p>Churchill and international diplomacy 1939–1951</p> <ul style="list-style-type: none"> • Churchill’s view on Britain’s world and imperial role; • Relations with other wartime leaders (Roosevelt, Stalin and de Gaulle); • Contribution to international conferences; • Plans for post-war Europe; • Iron Curtain speech; • Attitude to Empire and Europe after 1945. <p>Conservative domination 1951–1964</p> <ul style="list-style-type: none"> • Reasons for the Conservative victory 1951; • Social changes, immigration, unrest, social mobility and tensions, education, living standards, housing, prosperity and unemployment; • Conservative economic policies, Butskellism, industrial growth and stagflation; • Conservative leadership of Churchill, Eden, Macmillan and Home; scandals including the Vassall affair, Philby, Argyll and Profumo;

A Level History – Route A

		<ul style="list-style-type: none"> Plans for post-war Europe; Iron Curtain speech; Attitude to Empire and Europe after 1945. <p>Prior learning to reactivate: Revolution and change (Y9) Civil strife and civil war (Y7), repression and terror in Germany (Y11) constitutional reform and social change and comparisons to German history in the 20th century (Y10 and 11), republicanism and the enlightenment (Y8) Concepts to revisit: Change and continuity, causation, significance, radical reform, popular protest and direct action.</p>	<ul style="list-style-type: none"> Reasons for Conservative decline; Labour leadership, divisions and electoral failures of the Labour Party. <p>Prior learning to reactivate: Britain's relationship with Europe and the wider world (Y9), the Second World War and the onset of the Cold War (Y9), Comparisons to anglo-Spanish relations (Y10), changes in living states and public health (Y8, Y10) Concepts to revisit: Change and continuity, cause and consequence, economic indicators – GNP, raw production figures, imports, exports, living standards, data analysis.</p>
Spring	3	<p>Napoleon Bonaparte to 1807</p> <ul style="list-style-type: none"> The career of Bonaparte to 1799: early life and character; His military leadership and reasons for success to 1799 including Toulon, the Italian Campaign, Egypt, the weaknesses of the Thermidorian regime and the coup of Brumaire in 1799; Napoleon's reforms as Consul, including the constitutional, legal, financial, educational changes; The establishment and nature of the Empire in France; Nature of and reasons for military successes and failures after 1799: Marengo and the War of the Third Coalition, including the battles of Ulm and Austerlitz, Trafalgar. <p>Prior learning to reactivate:</p>	<p>Labour and Conservative governments 1964–1979</p> <ul style="list-style-type: none"> Labour victory 1964, Wilson as leader 1964–1970; Economic problems and policies; Relations with the Trade Unions; Labour party divisions; 1970 election, Heath as party leader and Prime Minister; Aims and policies of Heath's government; Industrial relations, miners' strike; Wilson and Callaghan 1974–1979, problems and policies 1974–1979. <p>Thatcher and the end of consensus 1979–1997</p> <ul style="list-style-type: none"> Election victories; Thatcher and her ministers; reasons for support and opposition; Social and economic policies including monetarism, free-market, supply-side economics and privatisation; Social policies and unrest; Unemployment and the Trade Unions, the Miners' Strike; Fall of Thatcher and replacement with Major;

A Level History – Route A

		<p>Global strife and conflict and comparisons to the First and Second World War (Y8 and 9), the Interregnum and the rise of Cromwell (Y7), military fall and collapse of Empires (Y8 and 9), superpower conflict and comparisons with Anglo Spanish relations under Elizabeth I (Y10), superpower relations and comparisons to the Cold War (Y9 and Y11).</p> <p>Concepts to revisit: The Great Man theory of history, cause and consequence, continuity and change.</p>	<ul style="list-style-type: none"> Conservative divisions under Major and electoral defeat 1997. <p>Prior learning to reactivate: Industrial strife and political action (Y8), links to Thatcher’s Britain (Y9), unemployment and political unrest in Germany (Y10), living and working conditions in industrial towns during the Industrial Revolution (Y8).</p> <p>Concepts to revisit: Political decline, cause and consequence, significance.</p>
Spring	4	<p>The decline and fall of Napoleon 1807–1815</p> <ul style="list-style-type: none"> The Continental System and the war against Britain; The war in Spain; The Russian Campaign; Napoleon’s rule in France after 1807; The campaigns of 1813–1815 and abdication; The Hundred Days; personal failings and reasons for fall. <p>Consolidation of the French Revolution and the Rule of Napoleon, 1774-1815 in preparation for mock examinations</p> <p>Prior learning to reactivate: The decline of Empire and the fall of the British Empire (Y9), superpower relations and the fall of the Soviet Union (Y11) the attritional nature of war and comparisons to the First World War (Y8) and the Vietnam War (Y9), the enlightenment and the creation of the modern nation state (Y8)</p>	<p>Britain’s position in the world 1951–1997</p> <ul style="list-style-type: none"> Relations with and policies towards the USA and the USSR; Britain’s influence at the UN; Role in Europe; Nuclear policy; Response to crises: Korean War, Suez, the Falklands War, First Gulf War; Decolonisation and changing attitudes to the Commonwealth. <p>Consolidation of Britain 1920-1997 in preparation for mock examinations</p> <p>Prior learning to reactivate: Britain and its role in post-war Europe (Y9), the decline fo the British Empire (Y9), The Falklands War (Y9), the Cold War (Y9), superpower relations between England and Spain (Y10).</p> <p>Concepts to revisit: The decline of Empire, industrial strife, significance, Britain’s role with the world.</p>

A Level History – Route A

			<p>Concepts to revisit: Continuity and change, the 'Great Man' theory of history, economic isolationism</p>
	Summer	5	<p>Consolidation of the French Revolution and the Rule of Napoleon, 1774-1815 and Britain 1930-1997 in preparation for mock examinations</p> <p>RUSSIA AND ITS RULERS, 1855-1964 Introduction to the key themes of study:</p> <ul style="list-style-type: none"> • An overview of the period 1855-1964 • An overview of Tsarist and Soviet Rule as well as examination technique. <p>Taught alongside introduction to personal study. Prior learning to reactivate: The power of the monarchy (Y7), the relationship between Church and State (Y7 and Y8), the Russian Revolution (Y9), radical reform (Y8) Concepts to revisit: Marxism, revolution, absolutism, change and continuity, significance.</p>
	Summer	6	<p>RUSSIA AND ITS RULERS, 1855-1964 Introduction to the key themes of study:</p> <ul style="list-style-type: none"> • The impact of War and Revolution on the development of the Russian Empire and the USSR • The Nature of government; • The Impact of dictatorial regimes on the economy and society of the Russian Empire and the USSR; • Russia: Empire, nationalities and satellite states <p>Taught alongside introduction to personal study.</p> <p>Prior learning to reactivate: Elizabethan monarchy (Y10) and divine right under James I (Y7) Nazi Germany – dictatorship and control and effectiveness of opposition. (Y10) Revolution as a cause for political and social change (Y12) Concepts to revisit: Change and continuity, causation, absolutism, Marxism, nationalism, empire, communism</p>
13	Autumn	1	<p>Impact of war and revolution on the development of the Russian Empire and the USSR</p> <ul style="list-style-type: none"> • The effects of wars on government, society, nationalities and the economy • the Crimean War, • the Russo-Japanese War, • the 1905 Revolution, • the 1917 Revolutions, • the First World War, • the Second World War,

A Level History – Route A

		<ul style="list-style-type: none"> the Cold War. <p>The nature of government</p> <ul style="list-style-type: none"> autocracy, dictatorship and totalitarianism, developments in central administration; methods of repression and enforcement; the extent and impact of reform; changes in local government. <p>Prior learning to reactivate: Elizabethan monarchy (Y10) and divine right under James I (Y7) Nazi Germany – dictatorship and control and effectiveness of opposition, consolidation of local government in Nazi Germany (Y10), First World War, Russian revolution, 1919 Peace settlement (Y8), cold War, JFK, Cuban Missile Crisis (Y9), Second World War (Y9) Holocaust c.f. Pogroms (Y9), USA & Cold War (Y11) comparison with the between E European calls for liberation from soviet rule with campaign for Indian independence from British Empire (Y9)</p> <p>Concepts to revisit: Marxism, nationalism, empire, racial persecution, genocide, revolution, chronology is major focus as course is thematic.</p>
Autumn	2	<p>The nature of government</p> <ul style="list-style-type: none"> the nature, extent and effectiveness of opposition both before and after 1917, attitude of the Tsars, Provisional Government and Communists to political change; the extent of political change revisiting of Revolutions of 1905, February and October 1917. <p>Russia: Empire, nationalities and satellite states</p> <ul style="list-style-type: none"> The Polish Revolt 1863; 19th century expansion in Asia; Russification; Finland; the Baltic provinces; impact of the First World War and the Treaty of Brest Litovsk; the Russo-Polish War; <p>Prior learning to reactivate: Opposition in Nazi Germany (Y11), Opposition and the peasants revolt (Y7), the rise of universal suffrage (Y8), revolution and its role in political change (Y12), USA & Cold War (Y11) comparison with the between E European calls for liberation from soviet rule with campaign for Indian independence from British Empire (Y9)</p> <p>Change and continuity, causation, repression.</p>
Spring	3	<p>The impact of dictatorial regimes on the economy and society of the Russian Empire and the USSR</p> <ul style="list-style-type: none"> Changes to living and working conditions of urban and rural people

A Level History – Route A

		<ul style="list-style-type: none"> • the impact on the peasants of Emancipation, Land Banks, famines, NEP, collectivisation and the Virgin Land scheme, • the impact of industrial growth under the Tsars, • the impact of War communism, NEP and the Five-Year Plans on industrial workers; • limitations on personal, political and religious freedom; • reasons for and extent of economic and social changes. <p>Alexander II’s domestic reforms</p> <ul style="list-style-type: none"> • The effects of the Crimean War; • the aims of Alexander II’s domestic policies; • the nature of his government; • changes in central administration; • the extent and impact of domestic reform; • the extent and effectiveness of opposition; • changes in urban and rural living and working conditions; • limitations on personal, political and religious freedom; • extent of economic and social change. <p>The Provisional Government</p> <ul style="list-style-type: none"> • Main domestic policies of the Provisional Government; • the nature of the government; • methods of repression and enforcement; • the extent and impact of reform; the extent and effectiveness of opposition; • changes in urban and rural living and working conditions, • limitations on personal, political and religious freedom; • extent of economic and social changes; • the impact of the continuing war; • reasons for the overthrow of the Provisional Government. <p>Prior learning to reactivate: Industrial and Agricultural revolutions, living and working conditions in 19th Century Britain (Y8), Public Health (Y8, Y10), Medieval farming and feudal system. (Y7) Enclosures and agricultural revolution in Britain. (Y8), Impact of the FWW and comparison with its effect on other empires, Ottomans, Habsburg, (Y8) Russian revolution, 1919 Peace settlement (Y8) Concepts to revisit: Change and continuity, cause and consequence, economic indicators – GNP, raw production figures, imports, exports, living standards, data analysis, repression.</p>
Spring	4	<p>Khrushchev in power 1956–1964</p> <ul style="list-style-type: none"> • The aims of Khrushchev; • the nature of his government; • opposition, methods and enforcement of repression in Russia and its satellites; • the extent and impact of reform; • changes in urban and rural living and working conditions;

A Level History – Route A

		<ul style="list-style-type: none"> • limitations on personal, political and religious freedom; • extent of economic and social changes including economic planning and the Virgin Lands Scheme; • the impact of the Cold War; • Khrushchev’s fall. <p style="color: red;">cold War, JFK, Cuban Missile Crisis (Y9), Second World War (Y9) USA & Cold War (Y11), the fall of Robespierre (Y12)</p> <p style="color: red;">Concepts to revisit: L repression and reform, economy – GNP, raw production figures, imports, exports, living standards, data analysis</p>
		Revision Programme
Summer	5	Revision Programme
Summer	6	Study Leave

How you are assessed

Assessment Objectives:

- 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
- AO2 Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context.
- AO3 Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Structure of Assessment

British period study and enquiry: Britain (1930-97) (25%)

This course is assessed in two parts: the enquiry and the period study, and thus the question paper has two sections. Section A is the enquiry. Learners will answer one compulsory question, requiring them to analyse and evaluate four primary sources in their historical context to test a hypothesis. This part of the paper is worth 30 marks. Section B is the period study. Learners will answer one essay question from a choice of two. This part of the paper is worth 20 marks.

Non-British period study: The French Revolution and the Rule of Napoleon 1774-1815 (15%)

Learners will answer one two-part question from a choice of two. The first part of the question will require learners to compare two factors and to make a judgement about their relative importance. There are 10 marks available. For the second part of the question learners will write an essay on a different part of the period. As with the British period study essay in unit group 1, this question is worth 20 marks.

Personal Study: Topic based essay (20%)

A Level History – Route A

An extended essay of 3000–4000 words, arising from independent study and research on Nazi Germany 1933-45

Thematic study and historical interpretations (40%)

Assessment is in two parts: the historical interpretations depth study and the thematic essay, and thus the question paper has two parts. Section A is the interpretations section. Learners will read two extracts from historians about one of the three depth studies specified for their chosen option and will write an essay explaining which they think is more convincing. This part of the paper is worth 30 marks. Section B is the themes section. Learners will answer two questions on themes from a choice of three, each of which requires an essay covering the whole period studied. This part of the paper is worth 50 marks

Enrichment – How can you deepen your understanding of History?

Film: Danton, Marie Antoinette, Napoleon, Waterloo, Master and Commander, A Tale of Two Cities, The Scarlet Pimpernel, The King’s Speech, Darkest Hour, The Crown (TV series 1), The Crown, The Iron Lady, Dr Zhivago, Reds, Battleship Potemkin, Burnt by the Sun, The White Guard, Nicholas & Alexandra, Death of Stalin, Metropolis, Nosferatu, Triumph of the Will, Downfall, Schindler’s List, Stalingrad, Enemy at the Gates, The Reader, The Pianist, Judgment at Nuremberg, Cabaret, All Quiet on the Western Front, The Lives of Others

Literature: A Tale of Two Cities- C Dickens, A Place of Greater Safety- H Mantel, The White Guard -M Bulgakov, Cherry Orchard and Collected Stories - A Chekhov, Fathers and Sons – I Turgenev, The Gulag Archipelago & One Day in the Life of Ivan Denisovich – A Solzhenitsyn, Dr. Zhivago – B Pasternak, Collected Stories – M Gorky, Alone in Berlin – H Fallada, The Book Thief – M Zusak, The Boy in the Striped Pyjamas, Stasiland – A Funder, March Violets – P Kerr

Impact

What skills will the study of History teach you?

You are a citizen in this world, and you need to know about the various consequences of the decisions taken by the people of the past, to provide you with a broad cultural awareness. The History Curriculum will teach you to:

- Analyse issues and events
- Express your ideas both orally and in written form
- Put forward ideas and arguments in a concise manner
- Gather, investigate and assess materials
- Base conclusions on research and generate further ideas
- Organise material in a logical and coherent way
- Be independent
- Pose questions and seek answers – a love of enquiry

What will you know and understand from your study of History?

- You will understand people and societies. The study of History allows us to investigate how people and societies behave. Information from the past must serve to explain why we, as people, behave as we do in society. Students need to develop some sense of how societies function, simply to run their own lives.

A Level History – Route A

- You will understand modern events and current issues. The past causes the present and so the future. Anytime we try to find out why something happened we have to look for factors that took shape earlier.
- Studying History will test your own moral sense. People throughout history have been in situations and difficult circumstances whereby they have had to make hard choices. For example, were parliament right to fight a war with the king and execute him for being a tyrant in their view or was the bloodshed ultimately not justified given that the monarchy was restored in 1660? Or is the lack of effective opposition to Nazi rule excusable and understandable given the danger of persecution by the police state?

Where next – how can History support your future?

Of course, we teach A Level History with a view to encouraging and preparing you towards continued study in this fantastic subject. Yet we know that choice and personal interest are important aspects of worthy study. Whether you have continued your study of History beyond GCSE and A level or not you will have gained access to this enriching subject and its study will have taught you to think differently and deeply.

History is offered at most prestigious universities either as a single honours or a joint honours subject studied alongside other disciplines e.g., History of Art, History and French, Archaeology, History and Philosophy, History and Politics, History and Economics. The very fact that you have been able to study History e.g., historical thinking will help in your future career.

According to the University of Manchester, the most common professions for History graduates are:

- teaching and academia
- heritage and museums
- the civil service
- policy and thinktanks
- creative industries
- media and journalism
- marketing and public relations
- law and accountancy
- finance
- NGOs.