

Curriculum Intent

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the reasons for key political, economic and social change and continuity and learning how to analyse and evaluate historical documents.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 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.

A Level History Route B

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
12	Autumn	1
		<p>RUSSIA AND ITS RULERS, 1855-1964</p> <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; • the nature, extent and effectiveness of opposition both before and after 1917, • changes in local government; • attitude of the Tsars, Provisional Government and Communists to political change; • the extent of political change. <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.

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			<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) USA civil rights – problems faced by government during attempts at reform (Y11), Crimean War – Florence Nightingale (Y9), 19th century parliamentary reform Party politics and extension of the franchise (Y8). Medieval farming and feudal system. (Y7) Enclosures and agricultural revolution in Britain. (Y8) Concepts to revisit: Change and continuity, causation.</p>
Autumn	2	<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 • 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>Prior learning to reactivate: Industrial and Agricultural revolutions, living and working conditions in 19th Century Britain (Y8), Public Health (Y8, Y10), repression and terror in Nazi Germany Concepts to revisit: Change and continuity, cause and consequence, economic indicators – GNP, raw production figures, imports, exports, living standards, data analysis, repression.</p>	
Spring	3	<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, • the Cold War. <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; 	

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			<ul style="list-style-type: none"> • Communist advance into Eastern and Central Europe after the Second World War. • Satellite states <p style="color: red;">Prior learning to reactivate: 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 style="color: red;">Concepts to revisit: Marxism, nationalism, empire, racial persecution, genocide, revolution, chronology is major focus as course is thematic.</p>
Spring	4	<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>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; • 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;">Prior learning to reactivate: Impact of the FWW and comparison with its effect on other empires, Ottomans, Habsburg, (Y8) 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)</p> <p style="color: red;">Concepts to revisit:</p> <ul style="list-style-type: none"> • Liberal democracy, constitutional government, repression and reform, economy – GNP, raw production figures, imports, exports, living standards, data analysis 	
Summer	5	<p>DEMOCRACY AND DICTATORSHIP, GERMANY 1919-1964</p> <p>The establishment and development of the Weimar Republic: 1919–Jan 1933</p> <ul style="list-style-type: none"> • Consequences of the First World War; impact of the Treaty of Versailles; 	

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		<ul style="list-style-type: none"> • the Weimar Constitution; coalition governments; challenges to Weimar; • Communist revolts, Kapp Putsch, Munich Putsch, invasion of the Ruhr, hyperinflation; • Stresemann and the 'Golden Years'; Dawes and Young Plans, economic recovery, foreign loans, political stability, improvements to working and living conditions; • the impact of the Great Depression, elections and governments 1928–1933; • rise and appeal of Nazism, role of propaganda and Hitler; • Papen, Schleicher and 'backstairs intrigue'; Hitler's appointment as Chancellor. <p>The establishment of the Nazi Dictatorship and its domestic policies Feb 1933–1939</p> <ul style="list-style-type: none"> • Hitler's consolidation of power, the Reichstag Fire, March Elections and Enabling Act, Gleichschaltung, creation of the one-party state, Night of the Long Knives, army oath and death of Hindenburg; • system of government and administration; • censorship and propaganda, machinery of terror, including courts, SS, Gestapo; treatment of opposition; • religious policies; economic policies, Schacht's New Plan, Goering's Four-Year Plan, public works, conscription and autarky; • German Labour Front; 'Strength through Joy'; • policy towards women; • education and policy towards youth; • racial policies to 1939; benefits of Nazi rule. <p>Introduction to Personal Study</p> <p style="color: red;">Prior learning to reactivate: Impact of the FWW and comparison with its effect on other empires, Ottomans, Habsburg, (Y8/Y12) Russian revolution, 1919 Peace settlement (Y8/Y12), comparison between Weimar constitution and party politics with development of same in 19 century GB (Y8), Weimar vs traditional Kaiser Reich culture – compare to rise of popular culture in 19 century GB – Jack the Ripper unit and 'Penny Dreadfuls', link forward to Nazi banning of modern art and Jazz (Y12), Compare 4YP of Goering with Stalin's 5YPs (Y12), Persecution of minorities, US civil rights 1960s (Y11) holocaust (Y9 & 11), pogroms (Y12), compare propaganda with its use in FWW (Y8 and Y10) and portraiture in early modern England – Elizabeth I (Y10)</p> <p style="color: red;">Concepts to revisit: Culture, popular culture, racism, genocide, totalitarianism, dictatorship, cause and consequence, empathy, elites, propaganda, and censorship.</p>
Summer	6	<p>The impact of war and defeat on Germany: 1939–1949 (taught alongside Personal Study)</p> <ul style="list-style-type: none"> • The war economy and Total War; • impact of bombing; • war and racial policies, the Final Solution;

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			<ul style="list-style-type: none"> • morale and rationing; opposition and resistance; • consequences of the Second World War; Cold War, Potsdam, division of Germany, Bizonia and developments in the Soviet Zone, currency and the Berlin Blockade. <p>Divided Germany: The Federal Republic and the DDR 1949–1963</p> <ul style="list-style-type: none"> • The creation of West Germany and the DDR; • the Basic Law and constitution of West Germany; • the 1949 election; • the economic miracle; political and social stability; • foreign policy, rapprochement with France, EEC, rearmament, NATO, policy towards USA and USSR, DDR; • elections of 1953, 1957 and 1961; • Berlin Wall; Adenauer’s decline and the Der Spiegel Crisis of 1962; • West Germany in 1963; • the GDR in 1949; • uprising 1953; • economic change, land reform, collectivisation, nationalisation and heavy industry; • social change, churches, Trade Unions, education and youth. <p style="color: red;">Prior learning to reactivate: Compare German Home Front in WW2 with GB Home Front (Y9) and impact of bombing in the Blitz with Dresden (Y8/Y11), compare soviet occupation of E Europe with 19th century colonisation (Y8) and Tsarist expansion of Russia in the east in late 19th century (Y12), From Russia Themes course: Operation Barbarossa and war in the East helps explain westward expansion of Red Army (Y12)</p> <p style="color: red;">Concepts to revisit: Marxism, nationalism, empire, communism, capitalism, proportional representation, coalition.</p>
13	Autumn	1	<p>THE ENGLISH REVOLUTION, 1603-1660</p> <p>James I and Parliament</p> <ul style="list-style-type: none"> • James I and Divine Right; • James I and his financial problems, inherited problems, the inadequacy of royal finances, James I and his extravagance, financial disputes, the Great Contract; • James I and foreign policy, his aims and reactions to the policy in Parliament, peace with Spain (1604), England and the Thirty Years War, the Spanish Match. <p>James I and religion</p> <ul style="list-style-type: none"> • The religious situation in 1603; the Anglican Church and Puritanism; the Hampton Court Conference (1604), the development of Arminianism, • the growth of Puritan opposition; James’ attitude to Catholics; the Gunpowder Plot; the impact of Catholicism on policies. <p>Charles I 1625–1640</p> <ul style="list-style-type: none"> • Charles’ aims and problems in 1625; • relations with Parliament and the impact of foreign policy;

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		<ul style="list-style-type: none"> • financial problems, Buckingham; the dissolution of parliament in 1629; • Personal Rule and the reasons for embarking on Personal Rule, financial policies and the reactions to them, Laud's religious policies and the reaction to them; • Wentworth and the policy of Thorough in England and Ireland, Scotland and the Bishops' Wars, the breakdown of Personal Rule. <p style="color: red;">Prior learning to reactivate: Similarities with divine right autocracy in Tsarist Russia (Y12), comparison with overthrow of absolutist rule in French Revolution (Y8), reformation under Henry VIII and Elizabeth I (Y7 & Y10), gunpowder plot (Y7), Spanish armada and war with Catholic Spain as background to the 'Spanish match' and parliament's anger with James I and Charles I religious and foreign policy (Y10), compare Petition of Right with October Manifesto and tsars' difficulties with peasants and Dumas over taxation (Y12),</p> <p style="color: red;">Concepts to revisit: Reformation, religion, Catholicism, Protestantism, puritanism, absolutism, divine right</p>
Autumn	2	<p>Charles I and the victory of Parliament 1640–1646</p> <ul style="list-style-type: none"> • The Short and Long Parliaments; • the aims and policies of Charles and the opposition; the crises of 1640–1642, including Pym, dismantling of prerogative government, divisions over reform of the Church, the impact of the Irish Rebellion, the Grand Remonstrance, the Five Members; • the outbreak of Civil War; • Royalists and Parliamentarians (strengths and weaknesses), the course and outcome of the First Civil War, the formation of the New Model Army, the development of neutralism. <p>The failure to achieve a settlement 1646–1649</p> <ul style="list-style-type: none"> • Negotiations with Charles I; • the role of Oliver Cromwell, the Scots and the army; • the emergence and growth of radicalism, the Leveller debate and the reaction to them; • the Second Civil War; religious issues; • Pride's Purge; • the trial and execution of Charles I. <p style="color: red;">Prior learning to reactivate: Magna Carta – baron's limiting of power of King John provides context for the origins of parliament's defence of 'ancient liberties' (Y7) Compare also Thomas a Beckett and Henry II for context to role of religion in disputes with the king. (Y7) Henry VIII and especially Elizabeth I religious policy and Book of Common Prayer (Y8 and Y10) Compare Grand Remonstrance with October Manifesto and tsars' difficulties with peasants and Dumas over taxation (Y12), compare execution of Charles I with other regicides: Louis XVI (Y8) and Nicholas II (Y12).</p> <p style="color: red;">Concepts to revisit:</p>

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			Reformation, religion, Catholicism, Protestantism, puritanism, absolutism, divine right, regicide, treason, just war.
	Spring	3	<p>Commonwealth and Protectorate</p> <ul style="list-style-type: none"> • Religious and political issues, the rule of the Rump Parliament 1649–1653, its achievements and dismissal; • the Parliament of the Saints (Barebones); • the Instrument of Government; • Cromwell as Lord Protector, royalist plots, the offer of the throne, the role of the army; • the rule of the Major Generals; • Cromwell in Ireland; • death of Oliver Cromwell. <p>The Restoration of Charles II</p> <ul style="list-style-type: none"> • Richard Cromwell; the role of the army and General Monck in the Restoration; • the Convention Parliament; • Charles II’s actions, the Declaration of Breda; • proclamation of Charles as king and the reaction to his return. <p>Prior learning to reactivate: Role and development of parliament in medieval England (Y7) and Glorious Revolution 1788 (Y8) and 19th/20th century (Y8/9), Compare Cromwell’s Irish campaign with other examples of English imperialism: Indian Mutiny/Revolt, Amritsar 1919, Irish Famine 1845 (Y8 &9), links between Charles II and the Royal Society (Y9) and the Jacobite rebellion (Y8)</p> <p>Concepts to revisit: Whig interpretation of history, Tory,</p>
	Spring	4	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: The English Revolution (1603-60) (25%)

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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: Democracy and Dictatorship, Germany 1919-64 (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%)

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: 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, Cromwell, The Devil's Whore, Gunpowder, Treason & Plot, By the Sword Divided, To Kill a King, Witchfinder General.

Literature: 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, The Poison Bed – E Fremantle, The Rider of the White Horse – R Sutcliffe, The King's General D Du Maurier, The Crimson Ribbon – K Clements.

Impact

What skills will the study of History teach you?

A Level History Route B

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.
- 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.