

# Britain 1930–1997

<b>Links to prior knowledge</b>	In the KS3 curriculum pupils cover the following units which give a basic background knowledge;	
<b>Course structure</b>	Using OCR delivery guide, the course breaks down into two areas of enquiry and is taught chronologically Churchill 1930–1951 British Period Study: Britain 1951–1997	
<b>Essential knowledge</b>	<p><b>Churchill 1930–1951</b></p> <ul style="list-style-type: none"> <li>Churchill’s view of political events 1929–1940 with a particular understanding of his stance on appeasement, rearmament and the Empire.</li> <li>Churchill as wartime PM including how he became PM, his style of leadership, relations with his generals, strategic decisions during the war, reconstruction plans and the loss of the May ‘45 election.</li> </ul> <p><b>Churchill and international diplomacy</b></p> <ul style="list-style-type: none"> <li>Churchill’s view on Britain’s imperial role, his relationship with the rest of the Grand Alliance and Post-War attitudes.</li> </ul>	<p><b>Conservative domination 1951–1964</b></p> <ul style="list-style-type: none"> <li>Reasons for the Conservative victory 1951; social changes, Conservative economic policies, Conservative leaderships; reasons for Conservative decline; Labour leadership, divisions and electoral failures of the Labour Party.</li> </ul> <p><b>Labour and Conservative governments 1964–1979</b></p> <ul style="list-style-type: none"> <li>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; Wilson and Callaghan 1974–1979, problems and policies 1974–1979.</li> </ul> <p><b>Thatcher and the end of consensus 1979–1997</b></p> <ul style="list-style-type: none"> <li>Election victories; Thatcher and her ministers;; social and economic policies fall of Thatcher and replacement with Major; Conservative divisions under Major and electoral defeat 1997.</li> </ul>
<p><b>Britain’s position in the world 1951–1997</b></p> <p>Relations with and policies towards the USA and the USSR; Britain’s influence at the UN; role in Europe; nuclear policy; response to crises;; decolonisation and changing attitudes to the Commonwealth.</p>		

<b>Assessment points</b>	Pupils are given a number of adapted past paper questions, both Part A (30-mark source analysis) and Part B (20-mark knowledge essay). Pupils also have a booklet for each style of question with questions, essay plans and model answers.	
<b>Assessment point examples</b>	<p><b>Churchill</b></p> <p>Using these four sources in their historical context, assess how far they support the view that Churchill was thought to be extreme when it came to the situation in India and British policy towards it. (30)</p>	<p><b>Britain</b></p> <p>Assess the reasons why Labour lost three elections in the period from 1951 to 1964. (20 marks)</p> <p>Thatcher's policies were successful in restoring the country's economy. How far do you agree? (20 marks)</p> <p>Assess the reasons why Labour lost three elections in the period from 1951 to 1964. (20 marks)</p>
	<p><b>International Relations</b></p> <p>How far do you agree that relations between Britain and Russia were characterised more by hostility than friendship? (20 marks)</p>	
<b>Synoptic assessments</b>	Pupils complete a timed essay every few weeks. They complete a past paper in spring term year 12. They may complete a full paper in the Summer mock exam series. They also complete a full past paper during the Year 13 mocks, typically end of January.	
<b>Year 13 revision</b>	Pupils are given exam questions covering past topics every few weeks during Year 13.	

# Russia 1894 to 1941

<p><b>Links to prior knowledge</b></p>	<p>Following changes to KS3 curriculum, pupils do cover the causes of the Russian revolution &amp; are given an overview of Lenin / Stalin's rule of the USSR.</p> <p>Link to concepts mainly covered in Weimar &amp; Nazi Germany course at GCSE: totalitarian; propoganda; police state; indoctrination.</p>	
<p><b>Course structure</b></p>	<p>Using OCR delivery guide, course breaks down well into four topics – taught chronologically:</p> <ul style="list-style-type: none"> <li>• Nicholas II's reign up to 1914</li> <li>• WWI and the causes of the Revolutions of 1917</li> <li>• Bolshevik survival 1917 to 1924</li> <li>• Stalin's leadership of Russia 1924 to 1941</li> </ul>	
<p><b>Essential knowledge</b></p>	<p><b>Nicholas' Reign</b></p> <p>Russia geography &amp; social structure (e.g. peasants, aristocracy). Key elements of Nicholas' rule: economic policies (Witte &amp; Stolypin); Unshakeable Authority. Causes, events &amp; impact of 1905 Revolution. Repression after 1905, including the Duma. The situation in Russia in 1914.</p>	<p><b>1917 Revolutions</b></p> <p>The key events of WWI &amp; the impact on Russian politics. The role played by Rasputin &amp; impact on Nicholas. Nicholas' mistakes during WWI. Causes &amp; events of the February Revolution. Policies &amp; mistakes of the PG. Policies of the Bolsheviks. July Days. Kornilov Affair. Causes &amp; events of the October Revolution.</p>
<p><b>Bolshevik Survival</b></p> <p>Initial Bolshevik policies: Lenin's Decrees; the Constituent Assembly. Causes &amp; events of the Civil War. War Communism v the NEP. Role of Trotsky &amp; Lenin. The death of Lenin.</p>	<p><b>Stalin</b></p> <p>Stalin's rise to power. Establishment of the police state &amp; impact on society. Methods of control, including censorship, cult of personality &amp; culture. Economic policies: collectivisation &amp; Five Year Plans. Changes to society: women, children &amp; workers.</p>	

<b>Assessment points</b>	Pupils are given a number of adapted past paper questions, both Part A (10 mark comparison) and Part B (20 mark agreement questions).	
<b>Assessment point examples</b>	<p><b>Nicholas' Reign</b></p> <p>Which of the following was more important in causing the 1905 Revolution? The Russo-Japanese War; The domestic policies of Tsar Nicholas II (10)</p> <p>How far did Witte succeed in his plans to reform Russian industry in the years 1893-1903? (20)</p>	<p><b>1917 Revolutions</b></p> <p>Which of the following was of greater importance in the Bolshevik take over in the October 1917 revolution? Kerensky's mistakes; The leadership of Lenin (10)</p> <p>How far were the problems faced by the Provisional Government in 1917 a consequence of the continuing war with Germany? (20)</p>
	<p><b>Bolshevik Survival</b></p> <p>Which of the following was more important for the Bolshevik victory during the Civil War? the leadership of Trotsky; the division of the Whites. (10)</p> <p>"The introduction of the NEP in 1921 was more important as a political move than as an economic one." How far do you agree? (20)</p>	<p><b>Stalin</b></p> <p>Which of the following had the greater consequences for the Soviet People? Collectivisation; Industrialisation. (10)</p> <p>Assess the importance of the purges in maintaining Stalin's control over the USSR in the period 1929-1941. (20)</p>
<b>Synoptic assessments</b>	Pupils complete a full (adapted) past paper around February of Year 12 – at the end of the Russian course. They may complete a full paper in the Summer mock exam series. They also complete a full past paper during the Year 13 mocks, typically end of January.	
<b>Year 13 revision</b>	Pupils are given one Russian revision lesson typically every fortnight in Year 13 (1 of 5 lessons). This covers content of a specific period linked to the scheme of work. Pupils are then required to complete either a 10 mark (Part A) or 20 mark (Part B) exam question at home.	

# Britain & Ireland 1791 to 1921

<p><b>Links to prior knowledge</b></p>	<p>For current KS5 pupils, no specific links to prior taught knowledge. Individual knowledge of Ireland &amp; its history very mixed.</p> <p>New KS3 unit introduced, covering history of Ireland from Tudor times up to present day. Will take time before KS5 pupils have completed this unit. Therefore adapted KS3 unit used to give a short introduction to the course before A-Level content covered.</p>	
<p><b>Course structure</b></p>	<p>Following OCR guidance, course taught in themes &amp; depth studies – not chronologically. Therefore, there is a lot of overlap between units:</p> <ol style="list-style-type: none"> <li>1. Theme – Irish nationalism</li> <li>2. Depth – Revolutions of early 19<sup>th</sup> century</li> <li>3. Theme – British policies</li> <li>4. Depth – O’Connell &amp; Emancipation</li> <li>5. Theme – Unionism</li> <li>6. Depth – 3<sup>rd</sup> Home Rule Bill</li> <li>7. Theme – the Irish economy &amp; Nationalism</li> </ol>	
<p><b>Essential knowledge: themes</b></p>	<p><b>Nationalism</b></p> <p>Definitions of key terms, e.g. nationalist; constitutional; revolutionary.</p> <p>Key examples of revolutionary nationalism: 1798 rebellion; Young Ireland; IRB; Easter Rising &amp; Anglo Irish War.</p> <p>Key examples of constitutional nationalism: O’Connell &amp; Emancipation; Home Rule 1-3; Parnell, Redmond &amp; IPP.</p> <p>Cultural nationalism.</p>	<p><b>British Policies</b></p> <p>Different aims, policies of Tories (Conservatives) &amp; Whigs (Liberals).</p> <p>Focus on key policies of British governments towards Ireland: Act of Union; Emancipation; 1830s reforms; Corn Laws; Role of Gladstone; Home Rule 1-3; Anglo-Irish Treaty and Partition.</p>
	<p><b>Unionism</b></p> <p>General definition of Unionism, both in Ireland and Britain.</p> <p>Examples of Unionism in Ireland: Orange Lodge; Brunswick Clubs; development of independent Unionism; 20<sup>th</sup> century Unionism – Ulster Day, UVF &amp; 36<sup>th</sup> Division.</p> <p>Examples of British Unionism linked to institutions &amp; political parties.</p>	<p><b>The Economy</b></p> <p>Economic differences in Ireland &amp; the problems with industrialisation.</p> <p>The development of industry in Ulster.</p> <p>The link between Nationalism and the economy, mainly focused on the famine &amp; land issues.</p>

<b>Assessment points: themes</b>	<p>All exam questions for the themes are synoptic. Pupils are expected to give an overview of the entire period. They are also expected (as the course develops) to make links between the themes. All the exam questions are awarded up to 25 marks. Pupils will complete at least one essay for each theme. Due to the nature of the course, this can only take place towards the end of the unit.</p>		
<b>Assessment point examples: themes</b>	<p>“How effective was the leadership of Irish constitutional nationalism in the period 1798 to 1921?” (25)</p> <p>“Tory and Conservative governments were the most effective British administrations in dealing with Irish issues from 1791 to 1921.” How far do you agree? (25)</p> <p>To what extent is Unionism a 20th century political movement? (25)</p>		
<b>Essential knowledge: depth</b>	<p><b>Early Revolutions</b></p> <p>Ties in with the 1<sup>st</sup> theme on Irish nationalism. Main focus on the 1798 Rebellion. Also need to cover Emmet’s Uprising</p>	<p><b>O’Connell</b></p> <p>Again, links with constitutional nationalists &amp; British policies. Need to know key details of Claire by-election &amp; consequences. Also includes O’Connell after 1829, especially the Whig alliance.</p>	<p><b>3<sup>rd</sup> Home Rule</b></p> <p>Links with three themes: nationalism; British policies &amp; Unionism. Key focus on Ulster Day, UVF and Nationalist response. Pupils also need key details of gun running &amp; the Curragh Mutiny.</p>
<b>Assessment points: depth</b>	<p>All assessments for the depth study follow the same format. Pupils compare two historical interpretations &amp; argue which one is the most convincing. Pupils complete at least one assessment (past paper question) for each of the depth studies.</p>		
<b>Synoptic assessments</b>	<p>Pupils complete a full Irish paper (2.5 hours) in the January mocks. They also complete timed essay questions in the run up to the final exams.</p>		

# Coursework

<b>Links to prior knowledge</b>	In Year 8, pupils cover the Slave Trade and abolitionism. In Year 9 pupils look at USA in the 20 <sup>th</sup> century and US Civil Rights.
<b>Course structure</b>	Pupils are taught an introduction to US Civil Rights over half a term and then they are guided in independent work to follow their own area of interest.
<b>Essential knowledge</b>	How civil rights changed in their chosen thirty-year period and how contemporaries and historians interpret it.
<b>Assessment points</b>	Pupils complete a draft which is given feedback according to exam board guidelines. The final copy is then given in by Easter holidays to be marked and submitted by May 15 <sup>th</sup> of Year 13.
<b>Example coursework titles</b>	<p>How significant were black musicians in the advancement of the black civil rights between 1940-60?</p> <p>How successful were the Black Panther Party achieving their goals in the 1960s and 1970s?</p> <p>How significant was the work of Betty Friedan in advancing the rights of woman in the 1960's into the 1970's</p>