



A Level History – L6

Curriculum Intent

Our ambition is to instil a love of history in our students, and a desire to understand and challenge explanations of the past. We will encourage them to be curious about 16th Century England and Russia between 1855 and 1964 and to understand the key features, figures, trends and events of these fascinating historical periods. Students will engage with and evaluate a wide range of contemporary sources of evidence from the 16th Century and develop skills of evaluating historical perspectives as part of the Russia course. We will encourage our students to read widely and challenge and question both argument and evidence; students will develop a deeper understanding of the concepts that underpin history teaching at the Anglo European School: kingship, legitimacy, religion, authority and social hierarchy. They will have a deep and rich knowledge of the chosen fields of historical study. They will, by the end of the course, have improved their skills of knowledge retention, comparison, analysis, synthesis and justification.

Those who do not remember the past are condemned to repeat it – G. Santayana

Students will learn:

The course will be taught by two teachers concurrently, one will teach the Tudor course and the other the Russia course. Both these courses will, to some extent, span both the Lower and Upper Sixth.

The Later Tudors:

Enquiry Topic: Mid Tudor Crisis 1547-1558 (Term 1 and Term 2)

The stability of the monarchy
Religious changes
Rebellion and unrest

British Period Study: Elizabethan England. (Term 2 – 4)

Elizabeth and religion
The nature of the Elizabethan monarchy, government and parliament.
Elizabeth's management of financial, economic and social affairs.
Elizabethan later years 1588-1603

Russia and its rulers 1855-1964:

The unit is broken down into two distinct criteria. The first follows the thematic study of change and continuity in Russia during the period 1855-1964, focusing on four key areas: Government (T1), Economy and Society (T3), War and Revolution (T4), and Nationalities (T6)

The second aspect of this unit follows three depth studies on the following three rulers in Russian History: Alexander II, (LS) The Provisional Government and Nikita Khrushchev (U6). These depth studies allow students to explore a topic in-depth and develop opinions on the roles of these rulers in facing different crises.

Coursework:

At the end of the LS your teachers will introduce students to the coursework element and get them started on their independent research.

Key Concepts:

The Later Tudors:

The nature of kingship
Minority rule
Succession
Divine right to rule
Patriarchy
Religious authority
Religious doctrine
Rebellion
Loyalty
Faction
Power
Royal Prerogative
Parliamentary privilege
Persecution
Excommunication
Poverty
Inflation
Subsidies/taxation
Monopolies
Puritan

Russia and its rulers:

Environmental
Constraints · Legitimacy
· Nationality · Minority rights · Domestic Policy
· Foreign Policy

Revolution · Accession · Authority · Orthodoxy · Pragmatism · Dogmatism

Populism · Autocracy · Authoritarianism · Paternalism · Bourgeoisie · Proletariat · Reactionary · Revolutionary · Marxism-Leninism · Totalitarianism

How will we assess impact?

Our teaching will encourage the development and refinement of key evaluative and analytical skills; acquiring knowledge, developing an argument, extended writing, evaluating sources and recognition of how, where and why opinions differ.

These skills will provide the foundation for all future learning and continued interest in historical issues.

They will be assessed predominately through timed essay based assessments, linear knowledge tests, classroom discussion and end of year PPEs.



How can you enhance your learning at home?

The Later Tudors:

There are plenty of opportunities for wider reading associated with this course; the more that you can read the work of professional historians the better.

Our collection of *History Today* articles is a very good place to start.

Tudor England, J.Guy *An accessible volume which will extend your knowledge and thinking far beyond the confines of A-Level textbooks*

Russia and its Rulers:

Book: *Revolutionary Russia 1891-1991*, Orlando Figes.

Study guide: *Russia and its Rulers 1855-1964* Andrew Holland.

The 1917 Russian Revolution

<https://www.youtube.com/watch?v=cV9G1QUIm7w>

What does excellence look like?

The Later Tudors:

The ability to read and contextualise contemporary sources of evidence; evaluating the origin and purpose of such evidence and explaining how it can be used to construct historical argument as well as the strengths and weaknesses of these sources as pieces of evidence.

Strong, detailed and specific reference to contextual knowledge that can be expertly used to develop and support an argument. An ability to identify, question and challenge historical perspectives and debate significance, purpose and motives

Russia and its Rulers:

The ability to interpret and explain key events in Russian History.

An awareness of the key features of each regime (pre and post 1917, and the nature and impact of the Provisional Government)

The ability to identify and explain trends and patterns within and between regimes, and to be able to give accurate explanations of the reasons for both change and continuity.

To be able to expertly assess differing interpretations from historians and, using detailed contextual knowledge, to outline the strengths and weaknesses of their intellectual positions. questions.

International Opportunities

Visits Programmes

- International exchange programme including visit to Russia, UN in Geneva
- Community lectures
- Model United Nations conferences

Within the curriculum

- 'Meanwhile elsewhere...' teaching tool
- Analysis of international institutions
- Comparative analysis of communist and democratic political systems

Wider Reading

- Memorisation
- Reading of contemporary 16th Century sources of evidence
- Developing critical analysis skills
- Developing independent thinking and research, including ability and confidence when tackling wider reading of challenging material.
- Developing the skills of creating and sustaining an argument
- Becoming more confident with provisional thinking.
- Developing contextual awareness
- Becoming confident in assessing significance
- Practising evaluation of differing perspective



"History, despite its wrenching pain, cannot be unlived, but if faced with courage, need not be lived again."

Maya Angelou