



A Level History – U6

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.

History is the version of past events that people have decided to agree upon – Napoleon Bonaparte

Students will learn:

The course will be taught by two teachers concurrently, one will complete the teaching of the Tudor course and then embark on the Cold War study while the other will focus on the Russia course and supervise the completion of coursework.

The Later Tudors: 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.

The Cold War in Europe:

The origins of the Cold War from 1945 (Term 5)

The situation in 1941, Capitalism and Communism and general attitudes in East and West; wartime tensions in the Grand Alliance; conferences: tensions and difficulties at Tehran, Yalta and Potsdam; the 'liberation of Europe in the East and West'; relations between Stalin, Churchill and Roosevelt (and later Truman and Attlee).

The development of the Cold War 1946-1955 (Term 5)

'Iron Curtain' speech; Soviet control of Eastern Europe: including Baltic States, Poland, Hungary, Czechoslovakia, Romania, Greece, Yugoslavia; the Truman Doctrine and Marshall Aid; Cominform and Comecon; conflicts over Germany including the Berlin blockade and airlift; creation of West and East Germany; NATO; the Warsaw Pact; atomic weapons.

The Cold War 1956-1984 (Term 5)

The impact of the Hungarian Rising 1956, the Czech Crisis 1968 and events in Poland 1956 and 1980-1981; developments in Germany including rearmament of the Federal Republic and its inclusion in NATO and the Berlin Wall; the arms race; Space Race; Détente, the SALT talks, and Ostpolitik; Brezhnev Doctrine; the impact of the 'new Cold War' (1979-1985).

The End of the Cold War (Term 6)

Economic and social problems in the USSR and Eastern Europe; western influence; the pressure of the arms race; Gorbachev, glasnost and perestroika, Afghanistan, events of 1989 in Eastern Europe; the coup of 1991 and Russia under Yeltsin; reunification of Germany; civil war and the break-up of Yugoslavia to 1995.

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

The cold war in Europe

Communism

Capitalism

Alliances

Power

Democracy

Dictatorship

Mutual Assured

Destruction



How can learning be enriched at home?

The Later Tudors:

There are plenty of wider reading opportunities 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>

The Cold War:

There are plenty of wider reading opportunities 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.

The BBC (1995) documentary series: The Cold War is a very in-depth exploration of the issues and events that we study, the first-hand interviews and accounts are highly useful. These are all available on YouTube.

Many books include:

Martin McCauley *The Origins of the Cold War, 1941-49* (2nd ed.) Longman (Seminar Studies)
Martin McCauley *Russia, America & The Cold War, 1949-1991* Longman (Seminar Studies)
Oliver Edwards *The USA and the Cold War* Hodder & Stoughton (Access to History)
David Williamson *Europe and the Cold War, 1945-1991* Hodder & Stoughton (Access to History)
Michael Dockrill *The Cold War, 1945-1963* Macmillan (Studies in European History)
David S. Painter *The Cold War: An International History* Routledge
Mike Sewell *The Cold War* Cambridge
Bradley Lightbody *The Cold War* Routledge
John W. Mason *The Cold War, 1945-1991* Routledge (Lancaster Pamphlets)

What does excellence look like?

The Later Tudors:

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

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.

Coursework:

A thorough and well researched examination of a historical issue, which includes a carefully and astutely selected range of sources, examination of the historical debate as well as a sustained and substantiated argument.

The Cold War:

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 explain and debate significance, purpose and motives.

International Opportunities

Visits Programme

- 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

Key Skills

- Memorisation and refining revision skills
- Reading and selecting sources of evidence.
- Refining critical analysis skills
- Refining independent thinking and research, including ability and confidence when tackling wider reading of challenging material.
- Refining the skills of creating and sustaining an argument.
- Becoming more confident with provisional thinking.
- Being confident of contextual awareness
- Confidence in assessing significance
- Practising and refining evaluation of differing perspective

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.

"More and more, I tend to read history and find it to be more up to date than the daily newspapers."

J Murray