

Subject: History

Exam board: OCR (H505)



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Assessment Information:

All students will complete three external examinations at the end of Year 13 covering all of the content studied throughout the A level. The three examinations will be a mixture of source based and knowledge based extended writing questions and essays. Students will also complete an NEA (Non-examined assessment).

Paper No.	Paper Title	Type of Unit	GLH	When Assessed	How Assessed
1	Y106 England 1485 – 1558: the Early Tudors Y107	Compulsory British period study and enquiry (Unit group 1)		Year 13 (summer)	25% of overall grade 90 minute exam paper with one source based question and a choice of one from two extended writing essays.
2	Y219 Russia 1894 - 1941	Compulsory Non-British period study (Unit group 2)		Year 13 (summer)	15% of overall grade 60 minute exam paper with a choice of one from two extended writing questions and a choice of one from two extended writing essays.
3	Y319 Civil Rights in the USA 1865 - 1992	Compulsory Thematic study and historical interpretations (Unit group 3)		Year 13 (summer)	40% of overall grade 150-minute exam paper with one interpretation comparison question and a choice of two from three extended writing essays.
4	Y100 Topic based essay. Non-examined assessment	Compulsory Topic based essay. Coursework that is internally marked and externally moderated		Year 13 (summer) Deadline will be February / March of Year 13	20% of overall grade Internally marked based on OCR marking criteria. Externally moderated by OCR.

Rationale:

The main purpose of this qualification is to prepare learners by providing a suitable foundation for the study of history or related courses in Higher Education. A further purpose of this qualification is to prepare learners intending to pursue careers or further study in history, or as part of a general education. This qualification 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.

Key Resources (textbooks/videos/websites)

Resources that will help the students with their independence, homework and revision. Copies of any resources can be placed in the LRC or on the shared drive for students to access.

Text books:

- Russia, 1894 - 1941: OCR endorsed textbook. Andrew Holland
- Access to History: The Early Tudors: Henry VII to Mary I, 1485 – 1558, Second Edition. Roger Turvey
- Access to History: Civil Rights in the USA 1865 – 1992, Second Edition. Nicholas Fellows, Mike Wells.

Other useful literature:

- A Biography collection 3 books Set, (Lenin, Trotsky and Stalin) - Robert Service
- Robert Service, The Last of the Tsars: Nicholas II and the Russian Revolution, Macmillan, 2017
- Dominic Lieven, Nicholas II: Emperor of All the Russia's, Pimlico, 199
- Neil Faulkner, A People's History of the Russian Revolution, Pluto Press, 1917 Sheila Fitzpatrick, The Russian Revolution 1917–1932, Oxford University Press, 1994
- Christopher Read, Lenin, Routledge, 2005
- Leon Trotsky, History of the Russian Revolution, Penguin, 2017
- Robert Service, A History of Modern Russia: From Nicholas II to Putin, Penguin, 2003 Geoffrey Swain, Russia's Civil War, History Press, 2008
- Robert Conquest, The Great Terror: A Reassessment, Oxford University Press, 1990 Orlando Figes, The Whisperers: Private Life in Stalin's Russia, Penguin, 2007
- Christopher Read (ed.), The Stalin Years. A Reader, Palgrave Macmillan, 2005 Simon Sebag Montefiore, Stalin: The Court of the Red Tsar, Phoenix, 2004
- John Steinbeck, A Russian Journal, Penguin, 2000
- George Orwell, Animal Farm,
- Large and varied collection of primary and secondary sources on N drive for students to use when researching the topic based essay - N:\HISTORY\A Level History\A-Level Coursework\Suggested Questions - Sources

Websites and Useful Apps:

<https://spartacus-educational.com/>

excellent summaries and both primary and secondary sources on a range of topic areas.

<https://www.ocr.org.uk/qualifications/as-a-level-gce/history-a-h105-h505-from-2015/>

Exam board resources including past papers, model answers and candidate exemplars.

<http://smarthistories.com/tsarist-russia/>

Useful background information on Tsarist Russia and some in depth information about Tsar Nicholas the Second and the end of the Romanov dynasty.

https://en.wikipedia.org/wiki/Russian_Revolution

Useful overview of the revolutionary period with links to key events and individuals.

<https://www.history.com/topics/russia/joseph-stalin>

Useful overview of the life of Joseph Stalin, including links to key events.

<https://www.biography.com/people/groups/civil-rights-activists>

Useful overview of some key Civil Rights leaders (some of which feature in our study).

https://en.wikipedia.org/wiki/Native_American_civil_rights

Overview of the Civil Rights struggles of Native Americans with links to key events, themes and individuals.

<http://www.susanhigginbotham.com/blog>

This is a blog featuring research into the Tudors and other royal families, there may be some great articles on this website.

<https://englishhistory.net/>

A bank of primary sources and articles on the Tudors

<https://henrytudorsociety.com/>

Blogs and articles on Henry VII.

<http://tudortimes.co.uk/>

Articles on life in Tudor Times, not limited to the monarchs.

<https://www.theanneboleynfiles.com/>

A bank of different resources on the Tudors, mainly focussed on Anne Boleyn and Henry VIII

<https://www.historic-uk.com/>

Articles on many different topics in History, look under the history magazine tab specifically for articles.

<https://www.britannica.com>

A good website for overall biographies of historic figures.

<http://www.tudor-history.com/>

A good website for timelines and facts on the Tudors.

Year 12 – September - October

	Topic Area(s)	Assessment Objectives Met	Learning Objectives	Flashback RP Opportunities	Out of Lesson Assignments	Pre-Learning Reading	Independent Learning
Week 1	<p>Russia</p> <p>Gateway To Russia in 1894</p> <p>In what ways was Russia backwards in the late 19th century?</p>	<p>Russia – AO1 throughout</p>	<p>To understand why Russia was so difficult to govern.</p> <p>To explain the key areas showing how ‘backwards’ Russia was in the late 19th century compared to other leading nations.</p>	<p>The use of retrieval questions for spaced retrieval. Questions to be asked based on learning gaps and spaced practice. Same throughout the course.</p>	<p>Mini-essay: How backwards was Russia in the late 19th Century?</p>	<p>Online PDF of Textbook. Pages 27 – 31.</p> <p>Handout of information of Russia in late 19th C.</p>	<p>For this half term: Robert Service, The Last of the Tsars: Nicholas II and the Russian Revolution, Macmillan, 2017 (Focus on the Russia that Nicholas inherits and his character).</p> <p>George Orwell, Animal Farm.</p>
	<p>Early Tudors</p> <p>Introduction to the Tudors</p> <p>Henry VII’s claim to the throne</p> <p>How did Henry VII consolidate his power</p>	<p>Early Tudors – AO1 throughout</p>	<p>To understand how the Tudors came to rule England</p> <p>To understand Henry VII’s claim to the throne in detail.</p> <p>How effective was Henry VII’s consolidation of power?</p>	<p>The use of retrieval questions for spaced retrieval. Questions to be asked based on learning gaps and spaced practice. Same throughout the course.</p>	<p>An investigation into the causes, events and consequences of the War of the Roses.</p>	<p>Online PDF of Textbook. Pages 31-49</p> <p>Online PDF of Textbook. Pages 52-55</p> <p>Online PDF of Textbook. Pages 57-61</p>	<p>For this half term: The Early Tudors: England 1485-1558. Rogerson, Ellsmore & Hudson. 2001</p> <p>Henry VII – The Winter King documentary 2013</p> <p>An investigation into the causes, events and consequences of the War of the Roses.</p>

Week 2	<p><u>Russia</u></p> <p>The rule of Tsar Nicholas II</p>		<p>To evaluate the strengths and weaknesses of Tsar Nicholas II and his ability to deal with the problems he faced on coming to the throne.</p>			<p>Online PDF of Textbook. Pages 33-42.</p>	
	<p>The Problems faced by Tsar Nicholas II</p>		<p>To evaluate the significance of the political, economic and social problems faced by Tsar Nicholas II in 1894</p>		<p>Complete the table explaining the challenges, evaluating their importance and, comparing and linking them to each other.</p>	<p>Online PDF of Textbook. Pages 43-52.</p>	
	<p><u>Early Tudors</u></p> <p>Opposition to Henry VII, Rebellions</p>		<p>To assess the extent of opposition to Henry's rule.</p>		<p>To complete summaries of the pretenders to the throne</p>	<p>Online PDF of Textbook. Pages 63-81</p> <p>Extra handout information</p>	
	<p>Opposition to Henry VII, Pretenders</p>		<p>To assess the extent of opposition to Henry's rule.</p>				

Week 3	<p>Russia</p> <p>The Opponents of Tsardom</p> <p>The Opponents of Tsardom</p> <p>Early Tudors</p> <p>Opposition to Henry VII, Exam Practice, planning lesson</p> <p>Opposition to Henry VII, Exam Practice, write up lesson</p> <p>How did Henry VII control the nobility? Rewards</p>		<p>To explore and evaluate the threat posed to the Tsar by opposition groups.</p> <p>To plan how to evaluate the threats to the Tsar from opposition groups in a 20 Mark Exam Question.</p> <p>Assess the extent to which Henry was under threat from rebellions and write a well-structured and argued essay.</p> <p>To assess the extent to which Henry limited the nobles' power.</p>		<p>Complete judgement questions – strongest / weakest opposition groups.</p>	<p>Online PDF of Textbook. Pages 53-61.</p> <p>Online PDF of Textbook. Pages 85-91</p>	<p>https://www.bbc.co.uk/history/historic_figures/marx_karl.shtml</p> <p>Read through the biography of Marx and look closely at his political ideals.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Week 4</p>	<p><u>Russia</u></p> <p>The Opponents of Tsardom</p> <p>The National Minorities</p> <p><u>Early Tudors</u></p> <p>How did Henry VII control the Nobility? Punishments</p> <p>Control of the nobility, Exam practice. Planning lesson</p>		<p>To complete 20 Mark Exam Question. How far do you agree that the Populists posed the greatest threat to the authority of Nicholas II before 1917?</p> <p>To evaluate the threat caused by the national minorities and Jews to the authority of Tsar Nicholas II.</p> <p>To assess the extent to which Henry limited the nobles' power.</p> <p>Assess the extent to which Henry was successful in controlling the nobility and write a well-structured and argued essay.</p>			<p>Online PDF of Textbook. Pages 62-70.</p> <p>Online PDF of Textbook. Pages 82-99</p>	
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Week 5	<p>Russia</p> <p>Pobedonostev and Witte</p>		<p>To evaluate the influence of Pobedonostsev and Witte on the Russian government.</p>		<p>Summary question – judgement of 6 statements.</p>	<p>Online PDF of Textbook. Pages 71-76.</p>	<p>https://en.wikipedia.org/wiki/Sergei_Witte</p> <p>Read through the biography to develop a deeper understanding of the role played by Witte.</p>
	<p>Pobedonostev and Witte</p>		<p>To plan and complete a 10 mark exam question.</p>				
	<p>Early Tudors</p> <p>Control of the nobility, Exam practice. Write up lesson.</p>		<p>Assess the extent to which Henry was able to control the nobility and write a well-structured and argued essay.</p>				
	<p>How did Henry VII govern England?</p> <p>How did Henry VII control the finances of England?</p>		<p>Explain the roles and impact of each aspect of Henry VII's government</p> <p>Evaluate how successful Henry VII was in restoring royal finances</p>			<p>Online PDF of Textbook. Pages 102 – 127 and 141 - 144 Extra handout information</p> <p>Online PDF of Textbook. Pages 128 - 140</p>	

Week 6	<p><u>Russia</u></p> <p>The Russo-Japanese War, 1904-05</p>		<p>To evaluate the importance of the Russo-Japanese War.</p>		<p>Summary question: Was the Tsar's decision to go to war correct?</p>	<p>Online PDF of Textbook. Pages 77-81. Extra information hand out.</p>	
	<p>The Russo-Japanese War, 1904-05</p>		<p>To evaluate the impact of the Russo-Japanese War.</p>			<p>Online PDF of Textbook. Page 82. Extra information hand out.</p>	
	<p><u>Early Tudors</u></p> <p>What was England's position in Europe?</p> <p>Henry VII's foreign Policy</p>		<p>To understand Henry VII's foreign policy was and how effective it was.</p>		<p>To understand Henry VII's foreign policy was and how effective it was.</p>	<p>Online PDF of Textbook. Pages 147 – 168 Extra handout information</p>	

Week 7	<p>Russia</p> <p>The 1905 Revolution</p>		<p>To evaluate the causes of the 1905 Revolution.</p>			<p>Online PDF of Textbook. Pages 84 – 92.</p>	<p>https://www.bbc.co.uk/bitesize/guides/zv9mgwx/revision/3</p>
	<p>The 1905 Revolution</p>		<p>To evaluate the consequences of the 1905 Revolution.</p>		<p>Summary Question: Was the 1905 Revolution really a revolution?</p>	<p>Online PDF of Textbook. Page 93. Extra information hand out.</p>	<p>Use the BBC Bitesize guide to develop your understanding of the causes, events and impacts of the 1905 Revolution.</p>
	<p>Early Tudors</p> <p>Foreign policy exam practice, planning lesson</p> <p>Foreign policy exam practice, write up lesson</p>		<p>Assess the extent to which Henry was successful in foreign policy and write a well-structured and argued essay.</p>				
	<p>How secure was Henry VII?</p>		<p>To analyse how secure Henry's position was on the throne of England.</p>				

Year 12 – November - December

	Topic Area(s)	Assessment Objectives Met	Learning Objectives	Flashback RP Opportunities	Out of Lesson Assignments	Pre-Learning Reading	Independent Learning
Week 1	<p><u>Russia</u></p> <p>The Four Duma's</p> <p>The 1905 Revolution</p> <p><u>Early Tudors</u></p> <p>Introduction to Henry VIII</p> <p>Rise of Wolsey</p>		<p>To understand the role of each Duma and evaluate its success.</p> <p>To complete a 10 mark exam question evaluating causes of the 1905 revolution.</p> <p>To understand Henry VIII's character and readiness for kingship</p> <p>To understand Wolsey's rise to power</p>		<p>Complete the table explaining the role of each Duma.</p> <p>Judgement on how different Henry VIII was to Henry VII</p>	<p>Online PDF of Textbook. Pages 174- 187</p> <p>Online PDF of Textbook. Pages 188-205</p>	
Week 2	<u>ASSESSMENT WEEK</u>						

Week 3	<u>Russia</u>						
	Stolypin		To evaluate the success of Peter Stolypin's policies.			Online PDF of Textbook. Pages 98 – 101.	https://www.bbc.co.uk/bitesize/guides/z2prcdm/revision/1
	Russia by 1914		To evaluate the political, economic and social situation in Russia by 1914.			Online PDF of Textbook. Pages 101 – 107.	Use the BBC Bitesize guide to develop your understanding of the developments between 1905 and 1914.
	<u>Early Tudors</u>						
	Wolsey and government		To assess Wolsey's influence on the structures of government		Judgement of the success of foreign policy under Wolsey	Online PDF of Textbook. Pages 196- 201	
	Wolsey and Foreign policy		To understand Henry VIII's foreign policy and Wolsey's role in this.			Online PDF textbook pages 202-216	

Week 4	<p><u>Russia</u></p> <p>How Stable was Russia by 1914?</p>		<p>To evaluate historical opinions about the stability of Russia in 1914.</p>			<p>Online PDF of Textbook. Pages 106 – 107</p>	
	<p>Russia and the First World War</p>		<p>To evaluate the impact of the First World War on Russia.</p>			<p>Online PDF of Textbook. Pages 118 - 131</p>	
	<p><u>Early Tudors</u></p> <p>Wolsey and Foreign policy</p>		<p>To understand Henry VIII's foreign policy and Wolsey's role in this</p>			<p>Online PDF textbook pages 202-216</p>	
	<p>The Fall of Wolsey: The State of the English Church</p>		<p>To investigate the reasons for Wolsey's decline.</p>	<p>Judgement of Wolsey's failure being the reason for his decline</p>	<p>Online PDF textbook pages 217-230</p>		

Week 5	<p><u>Russia</u></p> <p>Growing Opposition to Tsardom</p>		<p>To explain why opposition to the rule of the Tsar increased after 1914.</p>			<p>Online PDF of Textbook. Pages 132 – 138</p>	
	<p>The March Revolution</p>		<p>To explain the causes of the March revolution of 1917. To compare the events of the 1917 to those of 1905.</p>			<p>Online PDF of Textbook. Pages 138 - 144</p>	
	<p><u>The Early Tudors</u></p> <p>The Fall of Wolsey: The King's Great Matter</p>		<p>To investigate the reasons for Wolsey's decline.</p>		<p>Judgement of Wolsey's failure being the reason for his decline</p>	<p>Online PDF textbook pages 238-245</p>	
	<p>To discover the role of key people in the Reformation</p>		<p>To investigate the role of key people in Henry VIII's government</p>			<p>Online PDF textbook pages 245-55</p>	

Week 6	<u>Russia</u>					
	The Petrograd Soviet			To evaluate the role of the Petrograd Soviet in the fall of the Provisional Government.		Online PDF of Textbook. Pages 144 – 155 https://www.bbc.co.uk/bitesize/guides/zyc72hv/revision/5
	The Provisional Government			To evaluate the role of the Provisional Government		Online PDF of Textbook. Pages 144 - 155
	<u>The Early Tudors</u>					
	The Break from Rome			To assess the effects of religious change on England		Online PDF textbook pages 259-65
	Act of Supremacy			To understand how Henry VIII used the law to change the Church in England		

Week 7	<p><u>Russia</u></p> <p>Lenin's April Theses</p>		<p>To evaluate the impact of Lenin's April Theses</p>			<p>Online PDF of Textbook. Pages 144 - 155</p>	<p>https://spartacus-educational.com/RUSapril.htm</p> <p>Use this to research the key details of Lenin's April Theses. Add the extra research to your notes from the lesson.</p>
	<p>The July Days</p>		<p>To evaluate the events and impact of The July Days</p>			<p>Online PDF of Textbook. Pages 144 - 154</p>	
	<p><u>The Early Tudors</u></p> <p>Dissolution of the Monasteries</p>		<p>To understand the reasoning behind the dissolution of the monasteries and the consequences.</p>				
	<p>Dissolution of the Monasteries – Case study</p>		<p>To understand the reasoning behind the dissolution of the monasteries and the consequences.</p> <p>To understand the opposition to the Reformation</p> <p>To assess whether Cromwell was the architect of the Reformation</p>		<p>Judgement on how serious the opposition to the Reformation was</p>		

Year 12 – January - February

	Topic Area(s)	Assessment Objectives Met	Learning Objectives	Flashback RP Opportunities	Out of Lesson Assignments	Pre-Learning Reading	Independent Learning
Week 1	<u>Russia</u>						
	The Kornilov Revolt		To evaluate the events and impact of Kornilov Revolt			Online PDF of Textbook. Pages 155 - 156	https://www.bbc.co.uk/bitesize/guides/zdq46v4/revision/3
	The October Revolution		To explain and evaluate the causes and events of the October Revolution.			Online PDF of Textbook. Pages 156 - 158	Use this to research the key details of the Kornilov Revolt. Add the extra research to your notes from the lesson.
	<u>Early Tudors</u>						
	Opposition to the Reformation		To understand the opposition to the Reformation				
	The Architect of the Reformation		To assess whether Cromwell was the architect of the Reformation		Judgement on how serious the opposition to the Reformation was		

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Week 2</p>	<p><u>Russia</u></p> <p>The Role of the National Minorities</p> <p>The Strengths of the Bolsheviks</p> <p><u>The Early Tudors</u></p> <p>The English Reformation: How Protestant was England 1536-1547?</p> <p>Essay planning on how Protestant England was by 1547</p>		<p>To evaluate the opposition to the Provisional Government from the National Minorities.</p> <p>To evaluate the strength of the Bolsheviks and the role it played in the fall of the Provisional Government and the October Revolution.</p> <p>To understand how Protestant England was by 1547</p> <p>Assess how Protestant England was by 1547 and write a well-structured and argued essay.</p>		<p>Judgement on the success of Henry's later foreign policy.</p>	<p>Online PDF of Textbook. Pages 159 – 168</p> <p>Online PDF of Textbook. Pages 159 - 168</p>	
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Week 3	<p><u>Russia</u></p> <p><u>Chapter 3 – The Civil War and Lenin</u></p> <p>The fall of the Provisional Government</p> <p>The Constituent Assembly</p> <p><u>The Early Tudors</u></p> <p>Essay write up – how Protestant was England by 1547.</p> <p>Foreign policy in the 1540's</p> <p>Foreign policy lesson 2</p>		<p>Complete a 10 Mark Exam Question</p> <p>To analyse the role and the demise of the Constituent Assembly.</p> <p>To be able to evaluate how far Henry VIII's foreign policy was successful in the 1540s.</p>		<p>Judgement on the success of Henry's later foreign policy.</p>	<p>Online PDF of Textbook. Pages 180 - 190</p> <p>Online PDF of Textbook. Pages 180 - 190</p>	<p>https://www.bbc.co.uk/bitesize/guides/zyc72hv/revision/2</p> <p>Use this to research the key details of the Provisional Government. Add the extra research to your notes from the lesson.</p>
Week 4	<p><u>Assessment Week</u></p>						

Week 5	<u>Russia</u>					
	How Did Lenin Consolidate Bolshevik Power?		To evaluate the ways Lenin looked to consolidate Bolshevik control of Russia.			Online PDF of Textbook. Pages 191 - 195
	November Revolution of 1917		To plan how to explain the causes of the November Revolution in a 20 Mark Exam Question.			Online PDF of Textbook. Pages 191 - 195
	<u>The Early Tudors</u>					
	Henry VIII's Government		To be able to assess how far there was a revolution in government by Cromwell			Online PDF of Textbook. Pages 307-323
Factionalism in Henry VIII's government		Evaluate if Henry VIII was manipulated by faction in the 1540s.			Further reading provided	
Fall of Cromwell		To assess the reasons for Cromwell's fall from power			Further reading provided	<p>Thomas Cromwell reading: https://tudorsdynasty.com/thomas-cromwell-downfall-and-execution/</p> <p>https://www.historyextra.com/period/tudor/the-truth-about-thomas-cromwell/</p>

Week 6	<p><u>Russia</u></p> <p>November Revolution of 1917</p>		<p>To write up the causes of the November Revolution in a 20 Mark Exam Question.</p>			<p>Vladimir Lenin (spartacus-educational.com)</p> <p>Use this to research the Russian Civil War. Focus on: Causes Sides Events Result</p>
	<p>The Russian Civil War</p>		<p>To explain the key detail of the causes of the Civil War. To evaluate and prioritise the causes of the Civil War.</p>		<p>Online PDF of Textbook. Pages 197 - 220</p>	
	<p><u>The Early Tudors</u></p> <p>Henry VIII's legacy</p>		<p>To understand Henry VIII's legacy</p>		<p>Online PDF of Textbook. Pages 332-340</p>	
	<p>Introduction to Mid Tudor Crisis</p>		<p>To look at the exam requirements for the Mid Tudor Crisis topic</p>			

Week 7	<u>Russia</u>						Vladimir Lenin (spartacus-educational.com)
	The Russian Civil War		To identify and explain the sides in the Civil War. To explain the key events of the Civil War.			Online PDF of Textbook. Pages 197 - 220	Use this to research the Russian Civil War. Focus on: Causes Sides Events Result
	The Russian Civil War		To explain the short and long term consequences of the civil war.			Online PDF of Textbook. Pages 197 - 220	
	<u>The Early Tudors</u>						
	Edward and minority rule		To understand the issues of minority rule			Online PDF of Textbook. Pages 341-348	
Somerset's rise to power		To assess Somerset's rise to power			Online PDF of Textbook. Pages 341-348		
The problems in Tudor England		To understand the issues in Edward's reign					

Year 12 – March - April

	Topic Area(s)	Assessment Objectives Met	Learning Objectives	Flashback RP Opportunities	Out of Lesson Assignments	Pre-Learning Reading	Independent Learning
Week 1	<p><u>Russia</u></p> <p>War Communism, 1918-1921</p> <p>The New Economic Policy (NEP)</p> <p><u>The Early Tudors</u></p> <p>Somerset and government</p> <p>Rise of Northumberland</p>		<p>To evaluate the impact of War Communism</p> <p>To explore the introduction of the NEP and assess its success.</p> <p>To understand the changes in government</p> <p>To understand how Northumberland rose to power</p>			<p>Online PDF of Textbook. Pages 197 - 220</p> <p>Online PDF of Textbook. Pages 221 - 227</p> <p>Online textbook 349-351</p> <p>Online textbook 355- 358</p>	<p><u>What was war communism? - War communism - National 5 History Revision - BBC Bitesize</u></p> <p>Use this to research War Communism and its successes and failures.</p>

Week 2	<p><u>Russia</u></p> <p>WC versus NEP</p> <p>Communist Government</p>		<p>Complete a 10 Mark Exam Question</p> <p>To evaluate the success and/or failure of the new communist government and the constitutions.</p>		<p>Online PDF of Textbook. Pages 197 – 227</p> <p>Online PDF of Textbook. Pages 228 - 233</p>	<p>Vladimir Lenin Biography, Facts, & Ideology Britannica</p> <p>Use this to research the role of Lenin in further detail.</p>
	<p><u>The Early Tudors</u></p> <p>Northumberland and government</p>		<p>To assess the success of Northumberland's government</p>		<p>Online PDF of Textbook. Pages 360-361</p> <p>Online PDF of Textbook. Pages 362-364</p>	
	<p>Northumberland and foreign policy</p>		<p>To assess the success of Northumberland's foreign policy</p>		<p>Online PDF of Textbook. Pages 367-382</p>	
	<p>Religious changes under Somerset</p>		<p>To assess the success of Somerset's religious policy</p>			

Week 3	<p><u>Russia</u></p> <p>Lenin's Leadership</p>		<p>To evaluate the strengths of Lenin as leader of Russia.</p>			<p>Online PDF of Textbook. Pages 234 - 237</p>	<p><u>Vladimir Lenin Biography, Facts, & Ideology Britannica</u></p> <p>Use this to research the role of Lenin in further detail.</p>
	<p><u>Chapter 4 – The Rule of Stalin</u></p> <p>Joseph Stalin, 1929 – 1941</p>		<p>To explore and evaluate the rise of Stalin and his rule of Russia.</p>				
	<p><u>The Early Tudors</u></p> <p>Religious change and Northumberland</p>		<p>To assess the success of Northumberland's religious policy</p>			<p>Online PDF of Textbook. Pages 367-382</p>	
	<p>30 mark question planning lesson</p>		<p>To plan a 30 mark question</p>				

Week 4	<u>Russia</u>					
	Power Struggle		To explore and explain the power struggle within the Communist Party.			
	'Permanent Revolution' Versus 'Socialism in One Country'		To explore and explain the power struggle within the Communist Party.			
	<u>The Early Tudors</u>					
	Write up lesson		To write up a 30 mark question			
	Edward VI and conflict		To assess the rebellions in Edward's reign.		Online PDF of Textbook. Pages 383-394	
	The succession crisis		To assess the extent that Mary I was under threat by the succession crisis of 1553.		Online PDF of Textbook. Pages 383-394	

Week 5	<u>Russia</u>						
	Stalin – 1929		To plan how to explain Stalin's rise to power and evaluate the role of his position as General Secretary.				
	Stalin – 1929		To complete a 20 Mark exam question to explain Stalin's rise to power and evaluate the role of his position as General Secretary.				
	<u>The Early Tudors</u>						
	30 mark question planning lesson		To plan a 30 mark question				
	Write up lesson		To write up a 30 mark question				

Week 6	<u>Russia</u>						
	Stalin's Dictatorship, 1929 – 1941		To explore and evaluate the success of Stalin's dictatorship and whether it was a logical progression from the authoritarianism of Lenin.				
	Part 2		Part 2				
	<u>The Early Tudors</u>						
	Mary I introduction		To assess Mary I character and personality				
Mary I and female rule		To assess how far female rule was an issue.					
30 mark question planning lesson		To plan up a 30 mark question					

Week 7	<u>Russia</u>						
	Stalin's Totalitarianism		To explain the main characteristics of Stalin's Totalitarian state.				
	Part 2		Part 2				
	<u>The Early Tudors</u>						
	Write up lesson		To write up a 30 mark question				
	Mary and government		To evaluate Mary's changes to government				

Week 6	<u>Russia</u>						
	Collectivisation (part 1)		To evaluate the role of Collectivisation in Stalin's Russia	Ongoing and consistent retrieval practice in majority of lessons. This is based on identified areas of focus.		Online PDF of Textbook. Pages 283 - 291	https://schoolshistory.org.uk/topics/european-history/russia-soviet-union/collectivisation-agriculture-stalin/
	Collectivisation (part 2)		To evaluate the role of Collectivisation in Stalin's Russia				Use this to research the key details of Collectivisation. Add the extra research to your notes from the lesson.
	<u>The Early Tudors</u>						
	Mary and religion		To understand the changes made by Mary I in religion				
	30 mark planning lesson		To plan up a 30 mark question				
	30 mark write up lesson		To write up a 30 mark question				

Week 7	Russia		To explore and evaluate the five years plans.			Online PDF of Textbook. Pages 292 - 301	https://spartacus-educational.com/RUSfive.htm
	'Industrialisation: the first three Five-Year Plans'		To explore and evaluate the five years plans.				Use this to research the key details of the Five Year Plans. Add the extra research to your notes from the lesson.
	The Early Tudors						
	Mary I and conflict		To understand the threats to Mary I in conflict				
	30 mark planning lesson		To plan up a 30 mark question				

Year 12 – April - May

	Topic Area(s)	Assessment Objectives Met	Learning Objectives	Flashback RP Opportunities	Out of Lesson Assignments	Pre-Learning Reading	Independent Learning
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Week 1	<u>Russia</u>					
	Collectivisation (part 1)		To evaluate the role of Collectivisation in Stalin's Russia	Ongoing and consistent retrieval practice in majority of lessons. This is based on identified areas of focus.	Online PDF of Textbook. Pages 283 - 291	https://schoolshistory.org.uk/topics/european-history/russia-soviet-union/collectivisation-agriculture-stalin/ Use this to research the key details of Collectivisation. Add the extra research to your notes from the lesson.
	Collectivisation (part 2)		To evaluate the role of Collectivisation in Stalin's Russia			
	<u>The Early Tudors</u>					
	30 mark write up lesson		To write up the 30 mark question			
Mary I foreign policy		To assess Mary's foreign policy				
	Mid Tudor Crisis		To assess whether there was a mid-Tudor crisis			

Week 2	<u>Russia</u>		To explore and evaluate the five years plans.			Online PDF of Textbook. Pages 292 - 301	https://spartacus-educational.com/RUSfive.htm
	'Industrialisation: the first three Five-Year Plans'		To explore and evaluate the five years plans.				Use this to research the key details of the Five Year Plans. Add the extra research to your notes from the lesson.
	<u>The Early Tudors</u>						
	Mid Tudor Crisis		To assess whether there was a mid-Tudor crisis				
	Mid Tudor Crisis		To assess whether there was a mid-Tudor crisis				

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Week 3</p>	<p><u>Russia</u></p> <p>Comparing Impact – Collectivisation v Five Year Plans</p> <p>10 mark question</p> <p><u>The Early Tudors</u></p> <p>Revision of Henry VII Domestic policy</p> <p>Revision of Henry VII foreign policy</p> <p>Revision of Wolsey</p>		<p>To evaluate and compare the impacts of Collectivisation and Five Year Plans</p> <p>To complete a 10 mark exam question to evaluate and compare the impacts of Collectivisation and Five Year Plans</p>			<p>Notes from previous 2 lessons</p>	
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Week 4	<u>Russia</u>						
	20 Mark Essay Planning		To complete a plan for a 20 mark essay on Stalin Maintaining power.			Notes from section on Stalin maintaining power.	
	20 Mark Essay Planning		To complete a 20 mark essay on Stalin Maintaining power.				
	<u>The Early Tudors</u>						
	Revision of Henry VIII Domestic policy						
	Revision of Henry VIII foreign policy						

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Week 5</p>	<p><u>Russia</u></p> <p>Retrieval and Revision Lessons</p> <p>Topic / Focus to be determined by student voice</p> <p><u>The Early Tudors</u></p> <p>Revision of 20 mark structure</p> <p>Revision of 20 mark structure</p>					<p>Using relevant notes from folders.</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Week 6</p>	<p><u>Russia</u></p> <p>Retrieval and Revision Lessons</p> <p>Topic / Focus to be determined by student voice</p> <p><u>Coursework</u></p> <p>To begin researching coursework topic</p> <p>Ongoing</p>						

Week 7	<p>Russia</p> <p>Retrieval and Revision Lessons</p> <p>Topic / Focus to be determined by student voice</p> <p>Coursework</p> <p>To begin researching coursework topic</p> <p>Ongoing</p>						
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Year 12 – June - July

	Topic Area(s)	Assessment Objectives Met	Learning Objectives	Flashback RP Opportunities	Out of Lesson Assignments	Pre-Learning Reading	Independent Learning
Week 1	<p><u>Russia</u></p> <p>Retrieval and Revision Lessons</p> <p>Topic / Focus to be determined by student voice</p> <p><u>Coursework</u></p> <p>To begin researching coursework topic</p> <p>Ongoing</p>					Using relevant notes from folders.	

Week 2	<p>Russia</p> <p>Retrieval and Revision Lessons</p> <p>Topic / Focus to be determined by student voice</p> <p>Coursework</p> <p>To begin researching coursework topic</p> <p>Ongoing</p>						
Week 3	<p>Russia</p> <p>Retrieval and Revision Lessons</p> <p>Topic / Focus to be determined by student voice</p> <p>Coursework</p> <p>To begin researching coursework topic</p> <p>Ongoing</p>						
Week 4	<p>Assessment Week</p>						

Week 5	<p>Preparation for Year 13 Civil Rights Unit</p> <p><u>Coursework</u></p> <p>To begin researching coursework topic</p> <p>Ongoing</p>						
Week 6	<p>Preparation for Year 13 Civil Rights Unit</p> <p><u>Coursework</u></p> <p>To begin researching coursework topic</p> <p>Ongoing</p>						
Week 7	<p>Preparation for Year 13 Civil Rights Unit</p> <p><u>Coursework</u></p> <p>To begin researching coursework topic</p> <p>Ongoing</p>						

Year 13 – September - October

	Topic Area(s)	Assessment Objectives Met	Learning Objectives	Flashback RP Opportunities	Out of Lesson Assignments	Pre-Learning Reading	Independent Learning
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Week 2</p>	<p><u>Civil Rights - Chapter 1</u> <u>African Americans and Civil Rights</u></p> <p>The position of African Americans in 1865.</p> <p>The position of African Americans in 1865.</p> <p><u>Coursework</u></p> <p>Literature review</p>		<p>To explore the position of African Americans in 1865 politically, socially and economically.</p> <p>To plan and begin to write up an evaluation of 1865.</p> <p>To finalise research and write-up of the literature review.</p>	<p>The use of retrieval questions for spaced retrieval. Questions to be asked based on learning gaps and spaced practice. Same throughout the course.</p> <p>Regular retrieval questions relating to year 12 units also included.</p> <p>Whole-class recap and individual discussion of source analysis</p>	<p>Mini-essay: “1865 was an important year in improving the position of African Americans.” To what extent do you agree with this statement?</p> <p>Literature review</p>	<p>Access to History: Civil Rights in the USA 1865 – 1992. Pages 1 – 12. Introduction and overview. Pages 13 – 17, Chapter 1.</p> <p>Individual research on agreed topic area</p>	<p>Film: Glory</p>
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<p style="text-align: center;">Week 3</p>	<p><u>Civil Rights - Chapter 1</u> <u>African Americans and Civil Rights</u></p> <p>The role of the US government in the development of civil rights.</p> <p>The effects of Congressional Reconstruction.</p> <p><u>Coursework</u></p> <p>Writing an introduction</p>		<p>To explain how important was the role of the US government (federal and state) in the development of civil rights?</p> <p>To evaluate the effects of Congressional Reconstruction.</p> <p>To evaluate different examples of introductions, assess their strengths and weaknesses and begin writing an introduction</p>		<p>Complete summary - Overall, how successful were the US government in helping to develop civil rights?</p> <p>Complete introduction</p>	<p>Access to History: Civil Rights in the USA 1865 – 1992. Pages 17 – 20.</p> <p>Access to History: Civil Rights in the USA 1865 – 1992. Pages 20 – 22</p> <p>Individual research on agreed topic area</p>	
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Week 4	<p><u>Civil Rights - Chapter 1</u> <u>African Americans and Civil Rights</u></p> <p>The role of the Supreme Court and the Executive.</p> <p>The role of the Executive and Presidents.</p> <p><u>Coursework</u></p> <p>Referencing and bibliography</p> <p>Coursework writing</p>		<p>To evaluate the impact of the Supreme Court.</p> <p>To evaluate the impact of the presidents on Civil Rights.</p> <p>To understand the referencing process and ensure that ongoing sources are properly catalogued.</p> <p>Ongoing writing process. Students will periodically meet one-to-one with staff to discuss their work.</p>	<p>Recap secondary source skills – effective summarising and evaluation or historical arguments.</p>	<p>Complete summary - To what extent was the Supreme Court a barrier to Civil Rights progress for African Americans?</p> <p>Complete summary questions on 1960 – 1992.</p> <p>Ongoing writing of coursework</p>	<p>Access to History: Civil Rights in the USA 1865 – 1992. Pages 23 - 24</p> <p>Access to History: Civil Rights in the USA 1865 – 1992. Pages 25 – 30.</p> <p>Individual research on agreed topic area</p>	<p>Individual research on agreed topic area</p>
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Week 5	<p><u>Civil Rights - Chapter 1</u> <u>African Americans and Civil Rights</u></p> <p>The role of African American individuals in the development of Civil Rights. (PART 1)</p> <p>The role of African American individuals in the development of Civil Rights. (PART 2)</p> <p><u>Coursework</u></p> <p>Coursework writing</p>		<p>The evaluate the impact of African American individuals in the development of Civil Rights.</p> <p>The evaluate the impact of African American individuals in the development of Civil Rights.</p> <p>Ongoing writing process. Students will periodically meet one-to-one with staff to discuss their work.</p>	<p>Recap primary source skills – effective analysis.</p>	<p>Ongoing writing of coursework</p>	<p>Access to History: Civil Rights in the USA 1865 – 1992. Pages 31 – 41.</p> <p>Individual research on agreed topic area</p>	<p>Film: Malcolm X</p> <p>Individual research on agreed topic area</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Week 6</p>	<p><u>Civil Rights - Chapter 1</u> <u>African Americans and</u> <u>Civil Rights</u></p> <p>Using a thematic essay structure to compare the African American leaders. (3 Lessons)</p> <p><u>Coursework</u></p> <p>Coursework writing</p>		<p>To plan and begin to write up an evaluation of the African American leaders using a thematic structure.</p> <p>Ongoing writing process. Students will periodically meet one-to-one with staff to discuss their work.</p>		<p>Complete the write up of an evaluation of the African American leaders using a thematic structure.</p> <p>Ongoing writing of coursework</p>	<p>Evaluations from previous 2 lessons.</p> <p>Individual research on agreed topic area</p>	<p>Individual research on agreed topic area</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Week 7</p>	<p><u>Civil Rights - Chapter 1</u> <u>African Americans and Civil Rights</u></p> <p>The opposition to the development of Civil Rights.</p> <p>The importance of organisations in the development of Civil Rights.</p> <p><u>Coursework</u></p> <p><u>First 1000 words deadline</u></p> <p>Coursework writing</p>		<p>To evaluate the continuation and changes in opposition to the development of Civil Rights.</p> <p>To evaluate the impact of organisations in the development of Civil Rights.</p> <p>Ongoing writing process. Students will periodically meet one-to-one with staff to discuss their work.</p>		<p>Create a bullet point plan for the question: 'Opposition to African-American civil rights remained powerful throughout the period from 1865 to 1992.' How far do you agree?</p> <p>Judgement and evaluation task on organisations. (complete over half term)</p> <p>Ongoing writing of coursework</p>	<p>Access to History: Civil Rights in the USA 1865 – 1992. Pages 42 - 47.</p> <p>Access to History: Civil Rights in the USA 1865 – 1992. Pages 47 - 55.</p> <p>Individual research on agreed topic area</p>	<p>Film: Mississippi Burning</p> <p>Individual research on agreed topic area</p>
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Year 13 – November - December

	Topic Area(s)	Assessment Objectives Met	Learning Objectives	Flashback RP Opportunities	Out of Lesson Assignments	Pre-Learning Reading	Independent Learning
Week 1	<p><u>Civil Rights - Chapter 1</u> <u>African Americans and Civil Rights</u></p> <p>Depth Studies – 30 Mark Question Prep</p> <p>30 mark Exam Question</p> <p><u>Coursework</u></p> <p>Coursework writing</p>		<p>To understand the structure and focus of the depth study exam question.</p> <p>To analyse interpretations to complete a depth study question.</p>		<p>Summary / Revision Sheets</p> <p>Complete the write up of the exam question</p>	<p>Depth Study sheets from revision booklet.</p>	

Week 2	<u>Assessment Week</u>						
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Week 3</p>	<p><u>Civil Rights - Chapter 2</u> <u>Trade Union and Labour Rights</u></p> <p>The position of unions and organised labour – 1865 to 1990 (part 1)</p> <p>The position of unions and organised labour – 1865 to 1990 (part 2)</p> <p>Had the position of workers and unions improved between 1865 and 1992? (key question)</p> <p><u>Coursework</u></p> <p>Coursework writing</p>		<p>To evaluate how the position of organised labour changed over time.</p> <p>To write up an evaluation of how the position of organised labour changed over time.</p>		<p>Complete a timeline showing the major changes.</p>	<p>Access to History: Civil Rights in the USA 1865 – 1992. Pages 69 – 81.</p>	
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Week 4</p>	<p><u>Civil Rights - Chapter 2</u> <u>Trade Union and Labour Rights</u></p> <p>Did industrial growth and economic change help or hinder union and labour rights from 1865 to 1992?</p> <p>How far did government action and the attitudes of the federal government help or hinder the development of labour rights?</p> <p><u>Coursework</u></p> <p>Coursework writing</p>		<p>To evaluate whether industrial growth and economic change improved the position of unions and labour rights?</p> <p>To evaluate the roles of the presidents and their governments in improving the position of unions and labour rights.</p>		<p>Complete evaluation question.</p> <p>Section 4 - What was the impact of the First and Second World Wars on labour rights?</p>	<p>Access to History: Civil Rights in the USA 1865 – 1992. Pages 81 – 85.</p> <p>Access to History: Civil Rights in the USA 1865 – 1992. Pages 85 - 90</p>	
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<p style="text-align: center;">Week 5</p>	<p><u>Civil Rights - Chapter 2</u> <u>Trade Union and Labour Rights</u></p> <p>How important was union unity in the development of labour rights?</p> <p>What role did union action and membership play in the gaining of labour rights?</p> <p><u>Coursework</u></p> <p>Coursework writing</p>		<p>To evaluate the unity of unions from 1865 to 1990.</p> <p>To evaluate the impact of union action from 1865 to 1990.</p>		<p>Complete summary questions on Gender issues.</p>	<p>Access to History: Civil Rights in the USA 1865 – 1992. Pages 92 – 97.</p> <p>Access to History: Civil Rights in the USA 1865 – 1992. Pages 98 - 101</p>	
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Week 6	<p><u>Civil Rights - Chapter 2</u> <u>Trade Union and Labour Rights</u></p> <p>Thematic Essay – structure and planning</p> <p>Write up 25 Mark Thematic Essay</p> <p><u>Coursework</u></p> <p>Coursework writing</p>		<p>To plan and write up an evaluation of improvements in the position of trade unions and labour rights.</p>				
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Week 7</p>	<p><u>Civil Rights - Chapter 2</u> <u>Trade Union and Labour Rights</u></p> <p>Depth Studies – 30 Mark Question Prep</p> <p><u>Civil Rights - Chapter 3</u> <u>Native Americans and Civil Rights</u></p> <p>The position of Native Americans in 1865 and the impact of the Plains Wars (1854–1877).</p> <p>The position of Native Americans before the First World War.</p> <p><u>Coursework</u></p> <p><u>First Draft Deadline</u></p>		<p>To understand the structure and focus of the depth study exam question.</p> <p>To understand why and how Native Americans were denied their rights in the 1800’s.</p> <p>To explore and explain the position of Native Americans before 1914.</p>		<p>Summary / Revision Sheets</p>	<p>Access to History: Civil Rights in the USA 1865 – 1992. Pages 116 - 121.</p> <p>Access to History: Civil Rights in the USA 1865 – 1992. Pages 121 – 125.</p>	
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Year 13 – January - February

	Topic Area(s)	Assessment Objectives Met	Learning Objectives	Flashback RP Opportunities	Out of Lesson Assignments	Pre-Learning Reading	Independent Learning
Week 1	<p><u>Civil Rights - Chapter 3 Native Americans and Civil Rights</u></p> <p>The position of Native Americans between 1914 and 1945.</p> <p>The position of Native Americans between 1945 and 1992.</p> <p><u>Coursework</u></p> <p>Coursework writing</p>		<p>To explore and explain the changes in the lives of Native Americans between 1914 and 1945.</p> <p>To explore and explain the changes in the lives of Native Americans between 1945 - 1992.</p>			<p>Access to History: Civil Rights in the USA 1865 – 1992. Pages 125 – 126.</p> <p>Access to History: Civil Rights in the USA 1865 – 1992. Pages 126 - 129.</p>	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Week 2</p>	<p><u>Civil Rights - Chapter 3</u> <u>Native Americans and</u> <u>Civil Rights</u></p> <p>Federal Government Attitudes and Actions Part 1</p> <p>Federal Government Attitudes and Actions Part 2</p> <p><u>Coursework</u></p> <p>Coursework writing</p>		<p>To explore and explain the extent to which the Supreme Court and State Supreme Courts improved the rights of Native Americans.</p>			<p>Online PDF of Textbook. Pages 287 - 308</p>	<p>Research and complete a fact file on the role of John Collier</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Week 3</p>	<p><u>Civil Rights - Chapter 3</u> <u>Native Americans and</u> <u>Civil Rights</u></p> <p>Federal Government Attitudes and Actions Part 3</p> <p>Native American Responsibility</p> <p><u>Coursework</u></p> <p>Coursework writing</p>		<p>To explore and explain the extent to which the Supreme Court and State Supreme Courts improved the rights of Native Americans.</p> <p>To understand to what extent Native Americans were responsible for the improvements in their rights.</p>			<p>Online PDF of Textbook. Pages 309 - 322</p>	<p>Research and complete a fact file on the role of John Collier</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Week 4</p>	<p><u>Assessment Week</u></p>						

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Week 5</p>	<p><u>Civil Rights - Chapter 3</u> <u>Native Americans and</u> <u>Civil Rights</u></p> <p>Native American Responsibility Part 2</p> <p>Depth Studies -Native Americans and the Gilded Age</p> <p><u>Coursework</u></p> <p>Coursework writing</p>		<p>To understand to what extent Native Americans were responsible for the improvements in their rights.</p> <p>To explore and explain the impact of the Gilded Age on Native Americans</p>			<p>Online PDF of Textbook. Pages 309 - 322</p> <p>Online PDF of Textbook. Pages 331 - 332</p>	<p>Research and complete a fact file on the role of the Red Power Movement</p>
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Week 6	<p><u>Civil Rights - Chapter 4 Women and Civil Rights</u></p> <p>The Position of Women in 1865</p> <p>The Campaign for Political Rights, 1865 – 1960</p> <p><u>Coursework</u></p> <p>Coursework writing</p>		<p>What problems and opportunities did women face in 1865 in improving their status?</p> <p>To show how and why women gained greater political rights from 1865 to 1960.</p>			<p>Online PDF of Textbook. Pages 354 – 365</p> <p>Online PDF of Textbook. Pages 365 - 399</p>	<p>Research and create a mind map / fact file on the following people: Lucretia Mott and Elizabeth Cady Stanton.</p>
Week 7	<p><u>Civil Rights - Chapter 4 Women and Civil Rights</u></p> <p>The Campaign for Political Rights, 1865 – 1960 Part 2</p> <p>1914 to 1946 Part 1</p> <p><u>COURSEWORK</u></p> <p><u>FINAL DEADLINE</u></p>		<p>To show how and why women gained greater political rights from 1865 to 1960.</p> <p>To show how and why women gained greater rights from 1914 to 1946.</p>			<p>Online PDF of Textbook. Pages 365 - 399</p> <p>Online PDF of Textbook. Pages 365 - 399</p>	<p>Research and create a mind map / fact file on the following: Women’s Christian Temperance Union, Elizabeth Lease, The NAWSA.</p>

	Topic Area(s)	Assessment Objectives Met	Learning Objectives	Flashback RP Opportunities	Out of Lesson Assignments	Pre-Learning Reading	Independent Learning
Week 1	<p><u>Civil Rights - Chapter 4</u> <u>Women and Civil Rights</u></p> <p>1914 to 1946 Part 2</p> <p>The Campaign for political rights, 1960 - 92</p>		<p>To show how and why women gained greater rights from 1914 to 1946.</p> <p>To show how and why women gained greater political rights from 1960 - 92.</p>			<p>Online PDF of Textbook. Pages 365 - 399</p> <p>Online PDF of Textbook. Pages 399 - 413</p>	<p>Research and complete a fact file on Martha Griffiths</p>
Week 2	<p><u>Civil Rights - Chapter 4</u> <u>Women and Civil Rights</u></p> <p>Social and Economic Change, 1865 - 1992</p> <p>Depth Study – Women in the Gilded Age</p>		<p>To show how much women benefitted from social and economic change in this period.</p> <p>To explore and explain the impact of the Gilded Age on Women</p>			<p>Online PDF of Textbook. Pages 414 – 430</p> <p>Online PDF of Textbook. Pages 435 - 436</p>	<p>Complete Depth Study revision diagram for Women and the Gilded Age with particular focus on how industrialisation impacted their role.</p>

Week 3	Revision Lessons TBC						Independent Revision
Week 4							
Week 5							
Week 6							

Week 7							
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Year 13 – April - May

	Topic Area(s)	Assessment Objectives Met	Learning Objectives	Flashback RP Opportunities	Out of Lesson Assignments	Pre-Learning Reading	Independent Learning
Week 1							
Week 2							

Week 6							
Week 5							
Week 4							
Week 3							

Week 7							
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