Year 12 HISTORY Curriculum Map

Term	Topic/Unit title	Essential knowledge and skills
		(what students should know, understand and be able to do by the end of the unit/topic)
Autumn 1&2	Teacher 1: Paper 1 Britain 1625– 1701: The quest for political stability, 1625–88	The failure of monarchical government, 1625–46: Charles I and parliament, 1625–29; personal rule and its failure, 1629–40 and the failure to compromise, 1640–49. Republican rule, 1649–60: reasons for the failure of Republican attempts to provide stable government; the role of Cromwell. From restoration to revolution, 1660–88: the Restoration Settlement, 1660–64; conflicts between king and parliaments, 1665–81; personal rule and the collapse of royal power, 1681–88.
	Religion: conflict and dissent, 1625–88	The Church of England: Laud's policies and religious uniformity; parliament's reordering of the church, 1640–60; the restoration of Anglicanism, 1660–62 and its dominant position in religious life. The growth of religious nonconformity: Puritanism under Charles I; Presbyterians and religious radicalism; the persecution of dissenters under Charles II and James II. The Catholic question: Catholic influence within Charles I's court; the exclusion of Catholics from religious toleration; anti-Catholic sentiment, 1660–88.
	Teacher 2: Russia, 1894-1924 The rule of Nicholas II, 1894–1905	The nature of autocratic rule: the Tsarist principles of autocracy, nationality and orthodoxy; the oppression of nationalities; anti-Semitism; the Okhrana.

Opposition to Tsarism: unrest among peasants and workers; middle-class opposition and the League of Liberation; the Socialist Revolutionaries and the Social Democrats; reasons for the lack of success of opposition groups.

The 1905 Revolution: the impact of the Russo-Japanese war; Bloody Sunday; the spread of revolutionary activity among peasants, workers and national minorities; the St. Petersburg Soviet.

Nicholas II's response: the failure of the August Manifesto; the October Manifesto and the response of opposition groups; the crushing of the Moscow Uprising; the extent of the recovery of Tsarist power.

The Church of England: Laud's policies and religious uniformity; parliament's reordering of the church, 1640–60; the restoration of Anglicanism, 1660–62 and its dominant position in religious life.

The growth of religious nonconformity: Puritanism under Charles I; Presbyterians and religious radicalism; the persecution of dissenters under Charles II and James II.

The Catholic question: Catholic influence within Charles I's court; the exclusion of Catholics from religious toleration; anti-Catholic sentiment, 1660–88.

The end of Romanov rule, 1906-17

Change and continuity in government: the Fundamental Law; the radicalism of the first two dumas; Nicholas II's relations with the dumas, 1906–14; the nature of Tsarist government and royal power in 1914.

Repression and reform, 1906–14: Stolypin's repression and the restoration of stability; actions against revolutionary parties; reform of agricultural landholdings and emigration to Siberia; the Lena goldfields massacre 1912.

The impact of the First World War: the state of the armed forces in 1914; economic problems including inflation and supplies for cities. The roles of Nicholas, Alexandra and Rasputin; the Progressive Bloc and Zemgor.

		The February Revolution: growth of unrest in towns and countryside; International Women's Day and the Petrograd general strike; the creation of the Provisional Committee and the Petrograd Soviet; the abdication of Nicholas II.
Spring 1&2	Teacher 1: Paper 1 Britain 1625– 1701: How revolutionary was the Glorious Revolution?	The significance of revolutionary ideals in the establishment of a constitutional monarchy. The impact of the Toleration Act 1689 and the end of Anglican supremacy. The significance of the Triennial Act 1694 and the growth of parliamentary power. The importance of William III's wars in the development of a financial revolution.
	Social and intellectual challenge, 1625–88	Population: reasons for the increase in population; the impact of population growth on urban development and rural change; growth of poverty; the Poor Laws and actions against beggars and vagrants. The changing structure of society: the power of the nobility; the changing gentry class; urbanisation and the growth of the professional and merchant classes; the impact of religious and legal changes on the status of women. A ferment of ideas: radical political ideas, including the Levellers and the Diggers; the end of divine right monarchy and a confessional state; the significance of the ideas of Hobbes and Locke; the scientific revolution, including Francis Bacon and the experimental method; the significance of the Royal Society
	Teacher 2: The end of Romanov rule, 1906-17	Continue with content from autumn term

	The Provisional Government and its opponents, February-October 1917	The nature of dual power: the political complexion of the Provisional government; the extent of its power and support; the aims and membership of the Petrograd Soviet; early political reforms. Opposition to the Provisional government: conflicting attitudes on the continuation of the war; Lenin's return to Russia and the April Theses; the Milyukov crisis; the June Offensive and the July Days. The second Provisional government, July—October: Kerensky as Prime Minister; the membership of the new government; problems in industry and agriculture; the Kornilov affair and its impact on the government and the Bolsheviks. The October Revolution: Lenin's influence on the Central Committee; the Constituent Assembly elections; Trotsky and the Military Revolutionary Committee; the events of 24–26 October; the formation of the Bolshevik government
Summer 1&2	Teacher 1 Paper 1: Britain 1625–1701 Economy, trade and empire, 1625–88 Mass media and social change, 1882-2004	Agriculture: changes in agricultural techniques; the development of specialised farming and the growth of employment; capital investment in agriculture; the development of national markets. Changing domestic trade patterns: the changing cloth trade, including 'new draperies' and the impact of Protestant refugees; the growth of London and its impact on economic development; the growth of banking and insurance. The impact of imperial expansion: the significance of North America and Jamaica; the Navigation Acts and the development of mercantilism; effects of Anglo-Dutch commercial rivalry; the role of the East India Company; the significance of British control of the triangular trade; changing trading patterns. Changes to women's personal lives, 1882–2004 (key developments: the Married Women's Property Act 1882, Marie Stopes' family-planning clinics from 1921, the NHS 1948, the contraceptive pill from 1961, the Abortion Law Reform Act 1967, the end of the 'composite

Changing patterns of women's lives	tax system' 1991, the first 'Take our Daughters to Work' day 1994); the reasons for, and
within the family and the world of work	impact of, government legislation and shifts in attitudes to women's roles.
	Reasons for changes in women's working lives, 1882–2004; the impact on women's roles of direct action, legislation and changing attitudes (key developments: the matchgirls' strike 1888, the National Service Act 1941, the women's strike at Dagenham Ford car factory 1968, the Equal Pay Act 1970).
Teacher 2:	Consolidating Bolshevik power: the closing of the Constituent Assembly; making peace at Brest-Litovsk; the formation of the Cheka; attacks on Bolshevik opponents; the Red Terror.
Defending the Bolshevik revolution, October 1917–24	Bolshevik economic policies: state capitalism; War Communism; the Tambov rising and the Kronstadt mutiny; economic and political results of the New Economic Policy; the ban on factions 1921.
	Defeat of domestic enemies: the Social Revolutionaries, national minorities and the Whites; Trotsky and the Red Army; the geography of the civil war; the defeat of Kolchak, Denikin and Yudenich.
	Foreign intervention in Russia: reasons, nature and extent of intervention; the impact of war weariness and the lack of support in the west for intervention; the end of intervention
Begin historical enquiry skills	

Year 13 HISTORY Curriculum Map

Term	Topic/Unit title	Essential knowledge and skills
		(what students should know, understand and be able to do by the end of the unit/topic)
Autumn 1&2	Teacher 1: Mass media and social change, 1882- 2004	Change and continuity in leisure, 1882–2004: entertainment in the home; changes in excursions and holidays (key developments: the first Butlin's holiday camp 1936, Holiday Pay Act 1938, foreign package holidays from the 1950s).
	Changing patterns of family leisure	Reasons for change in leisure patterns, 1882–2004: impact of changes in means of transport (key developments: the safety bicycle from the late 1880s, increasing car ownership in the 1920s, growth of air travel from 1950s); the impact of increasing affluence and reduced time at work; the impact of technology (key developments: cinema in the early twentieth century, radio from the 1920s, TV from 1945 and the use of the internet for leisure from the late twentieth century).
	The age of the press barons, 1914–36	The influence of Beaverbrook and Northcliffe; Northcliffe's stance on conscription and criticisms of some conduct of the war; Beaverbrook's undermining of Asquith and support for Lloyd George, and involvement in the abdication crisis. The importance of Rothermere: his newspaper empire and expansion, the newspaper war, 1928–29; his influence, including support of revisions to First World War treaties, clash with Baldwin in 1931, support for Moseley and the BUF. The importance of the Daily Herald: the role of George Lansbury; the significance of the editorial stance on the First World War, conscientious objectors and the Russian
		Revolutions; the impact of Kamenev's telegram 1920.
	Teacher2:	
	Historical enquiry skills	
	Historical enquiry independent research and writing	

Spring 1&2	Teacher 1: Wireless and the war: propaganda, information and entertainment, 1939-45	Reporting the war: the impact of broadcasts from the front; Churchill's speeches on the BBC and his relationship with the Corporation; the nature of censorship. Broadcasting to the home front: advice and information; popular light entertainment; the role of government ministries; relationship between entertainment and morale; public attitudes to the BBC. The impact of propaganda broadcasts: the role of Lord Haw Haw and Sefton Delmer.
	Media in the sixties: satire image and social change	The significance of satire in changing attitudes to government, monarchy and the church. The importance of film and television in engaging with, and reflecting, social issues and prejudices, including racism, sexism and homelessness; Mary Whitehouse and the NVALA. The 'Swinging Sixties' media image; the 60s' icons; the reality of the society and economy of the 1960s
	The Thatcher governments and the media, 1979-1990	The principles underpinning the Thatcher governments' policies and their significance for the media industry. The promotion of competition in broadcasting: the launch of Channel 4 in 1982; the growth of local and commercial radio. Control and compliance: attempts to control reportage on issues of national security; the role of Bernard Ingham; the reportage of the Falklands conflict and the miners' strike.
	Teacher 2: Historical enquiry independent research and writing	

Summer 1	Teacher 1: The Labour government versus the media: the problem of the Iraq dossiers, 2002–04	The impact of dossier claims and the press briefing of February 2003; reportage in the media; the impact of the Channel 4 investigation into the accuracy of the dossiers. Confrontation between the government and the BBC; the reaction of the media; the roles of Alastair Campbell and Andrew Gilligan; the impact of the death of Dr Kelly. The Hutton Enquiry and the implications of its findings for relationships between government and media.
	Teacher 2: Historical enquiry independent research and writing	