



Year 13 History Curriculum Summary



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| <p>Autumn</p> | <p>Completion of the reign of Henry VIII / Elizabeth I</p> <ul style="list-style-type: none"> • How effectively did the Tudors restore and develop the powers of the monarchy? • In what ways and how effectively was England governed during this period? • How did relations with foreign powers change and how was the succession secured? • How did English society and economy change and with what effects? • How far did intellectual and religious ideas change and develop and with what effects? | <p>Instability and consolidation: 'the Mid-Tudor Crisis', 1547–1563 (A-level only)</p> <ul style="list-style-type: none"> • Edward VI, Somerset and Northumberland; royal authority; problems of succession; relations with foreign powers • The social impact of religious and economic changes under Edward VI; rebellion; intellectual developments; humanist and religious thought • Mary I and her ministers; royal authority; problems of succession; relations with foreign powers • The social impact of religious and economic changes under Mary I; rebellion; intellectual developments; humanist and religious thought • Elizabeth I: character and aims; consolidation of power, including the Act of Settlement and relations with foreign powers • The impact of economic, social and religious developments in the early years of Elizabeth's rule <p>The triumph of Elizabeth, 1563–1603 (A-level only)</p> <ul style="list-style-type: none"> • Elizabethan government: court, ministers and parliament; factional rivalries • Foreign affairs: issues of succession; Mary, Queen of Scots; relations with Spain • Society: continuity and change; problems in the regions; social discontent and rebellions | <ul style="list-style-type: none"> • Students are assessed through homework task, every three weeks one piece of exam style homework is to be deep marked by subject teacher • Students classwork is also marked every two weeks • Students are required to self and peer assess and then improve on the work that they have completed • They are required to complete a formal assessment once every six weeks, which will assess the content and the skills which have been covered within the lessons from that half term • Key vocabulary tests • Parallel work • Assessment in October to cover Y12 content • Full mock December • NEA completed by October |
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| | <ul style="list-style-type: none"> • How important was the role of key individuals and groups and how were they affected by developments? | <ul style="list-style-type: none"> • Economic development: trade, exploration and colonisation; prosperity and depression • Religious developments, change and continuity; the English renaissance and ‘the Golden Age’ of art, literature and music • The last years of Elizabeth: the state of England politically, economically, religiously and socially by 1603 • | |
| <p>Spring</p> | <p><u>The Global Cold War</u></p> <p>This topic provides for the study in depth of the evolving course of international relations during an era of tension between communist and capitalist powers which threatened nuclear Armageddon. It explores concepts such as communism and anti-communism, aggression and détente and also encourages students to</p> | <p>Confrontation and cooperation, c1963–1972</p> <p>Confrontation in the Vietnam War: Johnson's policy in Vietnam; the Gulf of Tonkin resolution; escalation; tactics and relative strengths of the two sides; the Tet Offensive</p> <p>Nixon's policies in Vietnam: Vietnamisation; extension into Cambodia and Laos; relations with China; the beginning of the Paris peace talks</p> <p>Cooperation: attitudes of Khrushchev and Kennedy; Hot-line; Moscow Test Ban Treaty; nuclear non-proliferation treaty; cut back in materials for nuclear weapons</p> | <ul style="list-style-type: none"> • Students are assessed through homework task, every three weeks one piece of exam style homework is to be deep marked by subject teacher • Students classwork is also marked every two weeks • Students are required to self and peer assess and then improve on the work that they have completed • They are required to complete a formal assessment once every six weeks, which will assess the content and the skills which have been covered within the lessons from that half term |



reflect on the power of modern military technology, what hastens confrontation and what forces promote peace in the modern world.

Pressures on USSR: the crisis in Czechoslovakia and the Brezhnev doctrine; relations with China

The Brezhnev era, 1972–1985 (A-level only)

The USA and SE Asia: Paris peace talks; Northern victory; continuing problems in Cambodia; costs of war

The extent of Détente up to 1979: the SALT talks; Ostpolitik and Helsinki accords; arms race; relations with China

The Second Cold War: the reasons for renewed hostilities and developments, including the Soviet invasion of Afghanistan; new personalities, including Reagan, Thatcher and Pope John Paul II; the crushing of Solidarity in Poland; the shooting down of KAL 007

Developments in Africa and the Americas: the impact of Cuban intervention in Angola and Ethiopia; the impact of US intervention in Latin America and the Caribbean including Chile, Grenada and Nicaragua

The ending of the Cold War, 1985–1991 (A-level only)

Gorbachev and the ending of the Cold War: pressures on and significance of Gorbachev as Soviet leader; new thinking and practicalities: the importance of Soviet economic problems;

- Key vocabulary tests
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| | | <p>The summits between the USA and the USSR, including Geneva, Reykjavik, Washington and Moscow; Reagan; star wars; Bush and the US response</p> <p>The collapse of Communism in the Eastern European soviet satellite states; the end of the Brezhnev Doctrine and significance of events of 1989</p> <p>The ending of Cold War tensions in Asia: Afghanistan; the Americas: Cuba, Nicaragua and El Salvador; Africa: Angola and Ethiopia; the end of the Cold War: the Malta summit and its aftermath, including the reunification of Germany; the collapse of the USSR and resignation of Gorbachev</p> | |
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