

At A Level, students begin increasingly specialised historical study, allowing sufficient time for the secure embedding of declarative knowledge, disciplinary concepts and advanced analytical skills across the course. Across Years 12 and 13, students study a broad range of complex historical units that build on prior learning from KS3 and KS4, deepen understanding of themes such as power, ideology, conflict, governance, society and change, and provide strong foundations for progression to higher education and further academic study.

While **declarative** knowledge remains consistent across the curriculum, **procedural** and **conditional** knowledge may be developed through different approaches, enabling teachers to exercise professional judgement in response to class needs and learning context.

A Level History Curriculum

Year 12

Russia, 1917-1991: Lenin to Yeltsin

Rationale	Linking/Looking	Knowledge acquisition: to know... ...that/what (declarative) ...how to (procedural) ...when to (conditional)	Key Tier 2 & 3 vocabulary	Homework expectations	Skills and enrichment
<p>This course enables students to explore the political, economic and social development of the Soviet Union across a period of profound revolution, transformation and collapse. Students examine how ideology, leadership, power, reform and control shaped the USSR from the Bolshevik Revolution to the dissolution of the Soviet state, while developing a sophisticated</p>	<p>LINKING</p> <p>Students build on prior learning about revolution, communism, dictatorship, conflict and the Cold War from KS3 and GCSE, particularly studies of the Russian Revolution, early Cold War tensions and ideological conflict in modern history.</p> <p>LOOKING</p> <p>This course develops analytical depth in political systems, ideology, historical interpretation and long-term change, providing strong foundations for further historical study, politics, international</p>	<p>To know... ...what themes and concepts underpin the study of Russia, 1917–1991 as a thematic historical enquiry.</p>	Continuity, change, themes	<p>Students primarily complete essay questions as well as their crucial question booklet which helps consolidate knowledge covered in lessons.</p>	<p>Subject specific skills: Students analyse causation, consequence, change and continuity, significance and historical interpretations while constructing sophisticated evidence-based judgements.</p> <p>Numeracy: Students interpret economic data, production figures, election results, population statistics and demographic trends to evaluate political and social change.</p> <p>Literacy: Students develop advanced disciplinary vocabulary linked to ideology, governance, economics and social control.</p> <p>Reading:</p>
		<p>To know... ...what Russia was like before 1917 politically, socially and economically.</p>	autocracy, peasantry, industrialisation		
		<p>To know... ...what problems Tsar Nicholas II faced before the collapse of Tsarist rule.</p>	opposition, war, instability		
		<p>To know... ...what the core ideas of Marxism were and why they appealed to revolutionaries in Russia.</p>	proletariat, revolution, class		
		<p>To know... ...what caused the 1917 Revolutions and how events led to Bolshevik seizure of power.</p>	revolution, Bolsheviks, provisional government		
		<p>To know... ...how Lenin consolidated Bolshevik power after 1917.</p>	decrees, opposition, control		
		<p>To know... ...what caused the Russian Civil War and why the Bolsheviks were victorious.</p>	Reds, Whites, Trotsky		



<p>understanding of change, continuity, causation and historical debate. The breadth of the course encourages students to engage with complex interpretations of power, governance and historical significance across the twentieth century.</p>	<p>relations and related disciplines.</p>	<p>To know... ...what War Communism was and why it was introduced.</p>	<p>requisitioning, centralisation, survival</p>	<p>Students critically analyse historical interpretations, political speeches, official documents and contemporary accounts.</p> <p>Writing: Students develop sophisticated analytical and evaluative writing through extended argument and interpretation analysis.</p> <p>Oracy: Students develop discussion and debate skills through evaluating conflict, intervention and protest.</p> <p>Cultural capital: Students develop understanding of revolution, dictatorship, ideology, superpower politics and twentieth-century global change.</p> <p>Wider academic progression: This course develops independent analysis, interpretation evaluation and conceptual understanding central to university-level humanities and social science study.</p>
		<p>To know... ...what the New Economic Policy was and why Lenin replaced War Communism.</p>	<p>compromise, markets, recovery</p>	
		<p>To know... ...what cultural and social changes took place in the early Soviet state.</p>	<p>propaganda, education, culture</p>	
		<p>To know... ...how Lenin's image was developed and used to strengthen Bolshevik legitimacy.</p>	<p>image, legitimacy, symbolism</p>	
		<p>To know... ...what happened following Lenin's death and who the main contenders for leadership were.</p>	<p>succession, Stalin, Trotsky</p>	
		<p>To know... ...how Stalin became leader of the Communist Party.</p>	<p>manoeuvring, alliances, power</p>	
		<p>To know... ...what the Great Turn was and why Stalin introduced it.</p>	<p>industrialisation, collectivisation, transformation</p>	
		<p>To know... ...what collectivisation was and why Stalin introduced it.</p>	<p>agriculture, control, kulaks</p>	
		<p>To know... ...what the consequences of collectivisation were for the Soviet Union.</p>	<p>famine, resistance, disruption</p>	
		<p>To know... ...what opposition Stalin faced and how Kirov's murder contributed to political repression.</p>	<p>opposition, Kirov, repression</p>	

		To know... ...what the Great Purge was and how it strengthened Stalin's control.	terror, show trials, NKVD		
		To know... ... what role Stalin's secret police chiefs played in maintaining political control.	surveillance, terror, enforcement		
		To know... ...how Stalin maintained political control over the Soviet Union.	dictatorship, fear, control		
		To know... ...how propaganda and the cult of personality strengthened Stalin's rule.	propaganda, cult, censorship		
		To know... ...what life was like for women and children during Stalin's rule.	family, education, labour		
		To know... ...what socialist realism was and how it reflected Soviet political control.	art, ideology, control		
		To know... ...what impact the Second World War had on Stalin's position and authority.	patriotism, victory, legitimacy		
		To know... ...what post-war economic policies aimed to achieve and how successful they were.	reconstruction, recovery, industry		
		To know... ...what characterised the period of High Stalinism.	repression, control, conformity		
		To know... ...what de-Stalinisation was and how Khrushchev changed the Soviet system of government.	reform, thaw, de-Stalinisation		

		To know... ...what economic changes Khrushchev introduced and how successful they were.	agriculture, reform, inefficiency		
		To know... ...what changed in social control and daily life under Khrushchev.	ensorship, housing, liberalisation		
		To know... ...what characterised the Soviet system of government under Brezhnev.	stability, conservatism, bureaucracy		
		To know... ...what caused economic stability and later stagnation between 1964 and 1985.	stagnation, planning, decline		
		To know... ...how the Soviet state controlled the people between 1964 and 1985.	ensorship, surveillance, dissent		
		To know... ...what social developments took place in the Soviet Union between 1964 and 1985.	living standards, welfare, society		

Year 12

German Democratic Republic: 1949 – 1990

Rationale	Linking/Looking	Knowledge acquisition: to know... ...that/what (declarative) ...how to (procedural) ...when to (conditional)	Key Tier 2 & 3 vocabulary	Homework expectations	Skills and enrichment
<p>This unit enables students to explore the political, social and economic development of the German Democratic Republic as a communist state shaped by ideology, control, resistance and Cold War tensions. Students examine how power was established, maintained and challenged within East Germany, while developing understanding of dictatorship, surveillance, opposition and change over</p>	<p>LINKING  Students build on prior learning about dictatorship, ideology, conflict and the Cold War from KS3 and KS4, particularly studies of Nazi Germany, the Russian Revolution, early Cold War tensions and communist political systems.</p> <p>LOOKING </p> <p>This unit develops sophisticated understanding of ideology, state control, opposition and interpretation, providing strong foundations for further study in History, Politics and related disciplines.</p>	<p>To know... ...what was Germany like after WWII</p>	Allies Nazification Refugees	<p>Students primarily complete essay questions as well as their crucial question booklet which helps consolidate knowledge covered in lessons.</p>	<p>Subject specific skills: Students analyse causation, consequence, change, significance and interpretations while critically evaluating primary source material and constructing evidence-based judgements</p> <p>Numeracy: Students interpret election data, economic statistics, migration figures and demographic trends to evaluate political and social change.</p> <p>Literacy: Students develop advanced disciplinary vocabulary linked to dictatorship, surveillance, resistance, ideology and Cold War politics.</p> <p>Reading: Students critically analyse primary source</p>
		<p>To know... ...why the events of 1945-49 led to the division of Germany. ...how to make judgements (decision making activity for Allies)</p>	Buffer zone, class struggle, Marxist-Leninism		
		<p>To know... ...that the SED became the ruling party in East Germany</p>	KPD, SED, SMAD, SPD		
		<p>To know... ...that the GDR was created in October 1989.</p>	Berlin airlift, FRG, GDR		
		<p>To know... ...what the structure of the GDR government was</p>	Landerkammer, Politburo, Stasi, Volkskammer		
		<p>To know... ...what the positives and negatives of the GDR economy between 1949-61 was.</p>	Capitalism, Collectivisation, Communism, Socialism		
		<p>To know... ...what caused workers to rebel against the SED in June 1953</p>	Dissident, Purge, Uprising		
		<p>To know... ...what actions were taken to stop people leaving the GDR.</p>	Emigration, Migrant, Operation Rose, Refugee,		

<p>time. The study of contemporary primary source material strengthens students' ability to critically evaluate evidence, perspective and provenance within historical enquiry</p>	<p>To know... ...what changes to the economy were made between 1963-1971</p>	<p>Centralisation, ESS, NES, Warsaw Pact</p>	<p>material, historical interpretations, official documents and contemporary accounts.</p> <p>Writing: Students develop sophisticated analytical and evaluative writing through extended argument and source-based analysis.</p> <p>Oracy: Students develop discussion and evaluative reasoning through debate around state control, resistance, legitimacy and historical interpretation.</p> <p>Cultural capital: Students develop understanding of dictatorship, surveillance states, divided Germany, Cold War Europe and the lived experience of citizens under authoritarian rule.</p> <p>Wider academic progression: This unit develops independent analysis, source evaluation and conceptual understanding</p>
	<p>To know... ...what Consumer Socialism was</p>	<p>COMECON, Consumer Socialism,</p>	
	<p>To know... ...that a state identity was created through the mass media</p>	<p>Demarcation</p>	
	<p>To know... ...what the role of sport in creating a state identity was.</p>	<p>Amateur, National Pride</p>	
	<p>To know... ...what relationship the GDR had with the FRG</p>	<p>Détente, Hallstein Doctrine, Ostpolitik</p>	
	<p>To know... ...what problems existed for the GDR on an International level.</p>	<p>Prestige, Recognition,</p>	
	<p>To know... ...that the GDR created a welfare state.</p>	<p>Family Code, Grundschule, Prefabricated</p>	
	<p>To know... ...that the Stasi controlled daily life in the GDR</p>	<p>Denunciations, Informal Members, Operational Decomposition, Sabotage,</p>	
	<p>To know... ...what role young people had in the GDR</p>	<p>Free German Youth, Young Pioneers</p>	
	<p>To know... ...what influence propaganda and censorship had on daily life</p>	<p>Niche society Stable</p>	
<p>To know... ...what opposition did the Protestant Church pose to the GDR.</p>	<p>Co-existence, Jugendweihe, Stalemate</p>		

					central to advanced historical study.
		To know... ...what impact Western influences had in the GDR	Beat, border assailants, punk,		
		To know... ...what caused the economic problems in the 1980s.	Debt, prosperity		
		To know... ...what impact Gorbachev's reforms had in the GDR	Brezhnev Doctrine, Glasnost, Perestroika, Solidarity		
		To know... ...what events occurred in late 1989	Interned, Krenz, Leipzig,		
		To know... ...that reunification of Germany came after the March 1990 elections.	Alliance for Germany, Kohl, Modrow, Two Plus Four Treaty		

Year 13

Poverty, public health and the state in Britain, c.1780-1939

Rationale	Linking/Looking	Knowledge acquisition: to know... ...that/what (declarative) ...how to (procedural) ...when to (conditional)	Key Tier 2 & 3 vocabulary	Homework expectations	Skills and enrichment
<p>This unit enables students to explore the changing relationship between poverty, public health and the state in Britain across a period of significant social, political and economic transformation. Students examine how attitudes towards poverty, disease and government responsibility changed over time, considering the roles of individuals, ideas, industrialisation, scientific development and political</p>	<p>LINKING</p> <p>Students build on prior learning about industrialisation, social reform, inequality, medicine and government intervention from KS3 and KS4, particularly studies of the Industrial Revolution, Britain: Health and the People and wider social change in modern British history.</p> <p>LOOKING</p> <p>This unit develops sophisticated understanding of historical change, social policy, state intervention and source evaluation, providing strong foundations for further study in History, Politics and related disciplines.</p>	<p>To know... ...what is poverty</p>	Absolute, deserving, relative, underserving	<p>Students primarily complete essay questions as well as their crucial question booklet which helps consolidate knowledge covered in lessons.</p>	<p>Subject specific skills: Students analyse causation, consequence, change, continuity, significance and interpretations while evaluating contemporary source material and constructing evidence-based historical arguments.</p> <p>Numeracy: Students interpret mortality rates, census data, poverty statistics, life expectancy figures and demographic trends to evaluate social and public health change.</p> <p>Literacy: Students develop advanced disciplinary vocabulary linked to poverty, reform, public health, social policy and political change.</p> <p>Reading: Students critically analyse contemporary</p>
		<p>To know... ...what impact Victorians towns had on poverty and public health</p>	Night soilmen, privies		
		<p>To know... ...what the Old Poor Law of 1601 was</p>	Gilberts Act, Impotent, Indoor Relief, Labour Rate, Outdoor Relief, Settlement, Speenhamland, Workhouse Test Act		
		<p>To know... ...that political thinkers had different views about the treatment of paupers</p>	Ideology, less eligibility, Utilitarianism		
		<p>To know... ...what actions the government took in 1832 due to internal and external pressures</p>	Corn Laws, Habeas Corpus, Six Acts, Swing Riots		
		<p>To know... ...that there was social unrest in Regency England</p>	Enclosures, Regency, Threshing machines		
		<p>To know... ...what problems the Poor Law had created</p>	Select Vestries, Sturges-Bourne Acts,		



<p>reform. The study of contemporary source material strengthens students' ability to critically evaluate evidence, perspective and provenance, while extended essay writing develops sophisticated historical argument and judgement across breadth and depth enquiries.</p>	<p>To know... ...that the Poor Law changed in 1834</p>	<p>Centralised, Commission, Poor Law Unions</p>	<p>source material, historical interpretations, official reports and social commentary.</p> <p>Writing: Students develop sophisticated analytical and evaluative writing through extended essays and source-based argument.</p> <p>Oracy: Students develop discussion and evaluative reasoning through debate around government responsibility, social reform and historical change.</p> <p>Cultural capital: Students develop understanding of inequality, welfare, public health reform and the historical roots of modern debates surrounding poverty, healthcare and state intervention.</p> <p>Wider academic progression: This course provide opportunities for students to engage with social studies, medicine and sociology. It develops</p>
	<p>To know... ...what the reaction was to the PLAA 1834.</p>	<p>Paternalism, Individualism,, Pauperism, Vested Interests,</p>	
	<p>To know... ...that workhouses were called Pauper Palaces and Pauper Bastilles</p>	<p>Ad hoc, Bastilles, Paradox,</p>	
	<p>To know... ...that there was opposition to the PLAA 1834</p>	<p>Labour Test Act, Prohibitory Order, Regulation Order</p>	
	<p>To know... ...what the scandal at the Andover Workhouse in 1847 was.</p>	<p>Board of Guardians, Poor Law Board</p>	
	<p>To know... ...what were the developments of the Poort Law Board after 1847?</p>	<p>Local Government Board, Permissive, Union Chargeability Act</p>	
	<p>To know... ...what the Charity Organisation Society was and how it support the Poor Law Board.</p>	<p>Charity, Philanthropy, Self Help,</p>	
	<p>To know... ...that attitudes towards poverty began to change by 1900.</p>	<p>Boer War, Electorate, National Efficiency,</p>	
	<p>To know... ...that individuals supported social reform from the government during 1880-1914.</p>	<p>Booth, Mayhew, Poverty line, Rowntree,</p>	
	<p>To know...</p>	<p>Fabians, Majority, Minority</p>	

		...what the Majority and Minority Reports recommended regarding Poor Relief in 1905		critical skills in evaluating data and understanding inequalities.
	To know...	...that the Liberal Government introduced welfare reforms between 1906-1911	Education Act, National Insurance Act, Old Aged Pensions Act,	
	To know...	...what the impact of WWI had on poverty	Depression, McKenna Duties Tariffs,	
	To know...	...what changed in the provision for the poor during the 1920s and 30s.	Dole, Poplarism, Public Assistance Committees.	
	To know...	...what the significance of the Jarrow March was in 1936.	Hunger March, National Shipbuilding Security, Piecemeal,	
	To know...	...that public health problems from 1780, were largely caused by the Industrial Revolution	Impetus, Germ Theory, miasma,	
	To know...	...that people rioted in Manchester during the 1832 Cholera outbreak.	Riot	
	To know...	...what impact Cholera had on public health.	Cholera, laissez-faire, water-borne	
	To know...	...that Bazalgette improved public health through the construction of sewers.	Metropolitan Board of Works, The Great Stink	
	To know...	...what reports and legislation were produced to improve public health.	Compulsory, Mandatory, Permissive,	

		To know... ...that there were pressures for changes in public health during the 19th Century.	Royal Commissions		
		To know ...what local initiatives were made to improve public health.	Initiatives, pioneer, slum, watershed,		
		To know ...that individuals made improvements to public health.	Eugenics, Medical Officer of Health, Sanatoria,		

Coursework

Appeasement and British Foreign Policy, 1937-1939.

Rationale	Linking/Looking	Knowledge acquisition: to know... ...that/what (declarative) ...how to (procedural) ...when to (conditional)	Key Tier 3 vocabulary	Homework expectations	Skills and enrichment
<p>The coursework component enables students to undertake independent historical enquiry, applying their knowledge, analytical skills and understanding of historical debate to a self-directed investigation. While students are introduced to key themes through the study of appeasement and British foreign policy, 1937–1939, they are free to pursue their own area of historical interest, allowing for intellectual independence,</p>	<p>LINKING </p> <p>Students build on prior learning from KS3, GCSE and wider A Level study through the application of core disciplinary concepts including causation, significance, change and interpretation, while drawing on previous experience of source analysis and extended historical writing.</p> <p>LOOKING </p> <p>This unit develops the independent research, critical analysis and academic writing skills essential for higher education, particularly within History, Politics and related humanities disciplines.</p>	<p>To know... ...what the appropriateness of appeasement means. ...how to access different interpretations.</p>	<p>Appeasement, Appropriateness, Interpretation,</p>	<p>Students are to be using their crucial questions alongside each lesson and completing the questions which link to each question. This provides additional knowledge for their coursework. They also have access to the Alan Farmer book which supports these questions.</p> <p>Once the teaching part has been completed then students must select 3 interpretations and at least 2 additional viewpoints to support their coursework question. They are expected to read at least 1</p>	<p>Subject specific skills: Students analyse causation, consequence, change, continuity, significance and interpretations while evaluating contemporary source material and constructing evidence-based historical arguments.</p> <p>Numeracy: Students interpret rearmament rates, opinion polls, election data, economic statistics, to evaluate political and social change.</p> <p>Literacy: Students develop advanced disciplinary vocabulary linked to social and economic changes, rearmament and the advancement of war, political alliances and decision making .</p> <p>Reading:</p>
		<p>To know... ...what the impact of the Treaty of Versailles was in Britain and Europe.</p>	<p>Armaments, reparations, settlement</p>		
		<p>To know... ...what the problems were with British Foreign Policy in the 1920s.</p>	<p>Anglo, Disarmament, Hankey Memorandum,</p>		
		<p>To know... ...what happened at the World Conferences in the 1930s</p>	<p>Dawes Plan, Harding Plan, Lausanne, Young Plan</p>		
		<p>To know... ...what the League of Nations was and why it failed to secure peace.</p>	<p>Abyssinia, Gathering Storm, Sanctions</p>		
		<p>To know... ...why there was a need for rearmament during the 1930s.</p>	<p>CID, DRC, Inskip Report</p>		
		<p>To know... ...what Chamberlain’s policy of appeasement was</p>	<p>Appeasement, genuine grievances</p>		
<p>To know... ...what the Munich Agreement was</p>	<p>Anschluss, Hossbach Memorandum, Sudetenland, Plan Z</p>				

<p>deeper engagement with historiography and the development of advanced research skills. The unit strengthens students' ability to analyse interpretations, evaluate evidence and construct sustained, scholarly historical arguments.</p>	<p>To know... ...what the impact of the Munich Agreement was for Britain ...how to analyse viewpoints about appeasement ...when to add own knowledge to support the analysis of viewpoints</p>	<p>Bridgewater, Occupation, Nazi-Soviet Pact</p>	<p>chapter from each interpretation and make notes. Students are shown how to make notes using these viewpoints. These notes are then submitted weekly so that teachers can check understanding and engagement. Verbal feedback is given.</p>	<p>Students critically analyse contemporary source material, historical interpretations, official reports and social commentary from at least 5 historians.</p> <p>Writing: Students develop sophisticated analytical and evaluative writing through a 4000-word essay using analysis and evaluation of interpretations.</p> <p>Oracy: Students develop discussion and evaluative reasoning through debate around government decisions, social change and public opinion.</p> <p>Cultural capital: Students develop understanding of diplomacy, conflict resolution, political theories, diplomatic strategies and the shaping of policies via public opinion.</p> <p>Wider academic progression This provides vital skills in academic and</p>
	<p>To know... ...why public opinion changed about appeasement during the 1930s</p>	<p>Fulham, pacifism, polls,</p>		
	<p>To know... ...what a historiography is. ...how to select different interpretations.</p>	<p>Historiography, interpretation, revisionist</p>		

					independent research, source analysis and critical evaluation. These skills can prepare students for further studies in Humanities, Social Sciences, Law and Medicine.
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