

Curriculum Intent, Implementation and Impact 2022-2023

Subject (include exam board if examination subject): OCR A Level History

Year group: 12

Periods per fortnight: 8

INTENT:

The A Level History curriculum at The Buckingham School is designed to develop students' interest in and enthusiasm for history and an understanding of its intrinsic value and significance. It will enable students to acquire an understanding of different identities within society and an appreciation of aspects such as social, cultural, religious and ethnic diversity, as appropriate. It will allow students to build on their understanding of the past through experiencing a broad and balanced course of study, and to improve as effective and independent learners and as critical and reflective thinkers with curious and enquiring minds. The History curriculum will enable students to develop the ability to ask relevant and significant questions about the past and to research them. It will also help students to acquire an understanding of the nature of historical study, for example that history is concerned with judgements based on available evidence and that historical judgements are provisional. A Level History students at The Buckingham School will develop their use and understanding of historical terms, concepts and skills; make links and draw comparisons within and/or across different periods and aspects of the past, and will organise and communicate their historical knowledge and understanding in different ways, arguing a case and reaching substantiated judgements.

IMPLEMENTATION:

Term	Topics studied Add dates and any assessments included	Extended learning opportunities (homework, controlled assessments, field work, trips etc.)	How parents could support students
Autumn Term	<p>N.B: both units are studied simultaneously with different teachers.</p> <p><u>Britain, 1900-1951</u></p> <ul style="list-style-type: none"> • England in 1900 • Conservative government under Balfour • reasons for the Liberal landslide in 1906 • origins and development of the Labour Party and Trade Unions • development of ideas of new liberalism • debate over poverty • debate over national efficiency • education and young people • the acts of 1902, 1906 and 1918 • school measures • the Children's Charter • Old Age pensions • National Insurance • measures to protect workers 	<p>Flipped learning is used at A Level. This means that students are given specific reading to do on Google Classroom in preparation for each lesson. Students are expected to make notes on the reading.</p> <p><u>Interleaving opportunities</u> Women's suffrage links with the Year 8 'How close had Britain come to achieving true democracy by 1928?' unit.</p> <p>Problems in Ireland, 1910-1914 links with the Year 8 'How united is the United Kingdom?' lessons on Ireland.</p> <p>Britain during WWI links with the Year 9 'Which world war matters the most today?' unit, and the Year 10 Western Front lessons of the 'Medicine Through Time' unit.</p>	<ul style="list-style-type: none"> • Revision guides • Testing content knowledge • Talking historically (use of specialist language) • Encouraging the meeting of deadlines

- Constitutional crisis, causes, course and results
- Women's suffrage, 1906-1914
- problems in Ireland, 1910-1914
- Trade Unions and problems of industrial unrest
- attitudes to war
- impact of war on the Home Front
- political developments during the war
- coalition of 1915
- creation of the Lloyd George coalition
- splits in the Liberal Party
- development of the Labour Party and its constitution of 1918
- role of women in WWI
- extension of the franchise in 1918

Democracy and Dictatorships in Germany 1919–1963

- Consequences of the First World War
- impact of the Treaty of Versailles
- the Weimar Constitution
- coalition governments
- challenges to Weimar
- Communist revolts, Kapp Putsch, Munich Putsch, invasion of the Ruhr, hyperinflation
- Stresemann and the 'Golden Years'
- Dawes and Young Plans, economic recovery, foreign loans, political stability, improvements to working and living conditions
- the impact of the Great Depression, elections and governments 1928–1933
- rise and appeal of Nazism, role of propaganda and Hitler
- Papen, Schleicher and 'backstairs intrigue'
- Hitler's appointment as Chancellor
- Hitler's consolidation of power, the Reichstag

Interleaving opportunities

The Democracy and Dictatorships unit allows students to deepen the understanding of Weimar and Nazi Germany that they began to develop during Year 11. Students then extend their knowledge by learning about what happened in Germany after WWII.

	<p>Fire, March Elections and Enabling Act, Gleichschaltung, creation of the one-party state, Night of the Long Knives, army oath and death of Hindenburg</p> <ul style="list-style-type: none"> • system of government and administration • censorship and propaganda, machinery of terror, including courts, SS, Gestapo • treatment of opposition <p><u>Assessments</u> Assessments for both Britain and Democracy and Dictatorships</p>		
Spring Term	<p><u>Britain, 1900-1951</u></p> <ul style="list-style-type: none"> • 1918 Election • Decline of Liberal Party to 1924 • Lloyd George's coalition, policies and reasons for fall • 1923 Election • first Labour government, 1924 • Macdonald's aims, domestic reforms, international relations and fall from power • Conservative recovery, 1918-1924 • Conservatives in power, 1924-1929 • extension of the franchise, 1928 • 1929 Election • Second Labour government, 1929-1931 • formation, nature and impact of the National Government • MacDonald, Baldwin and Chamberlain as Prime Ministers • Abdication Crisis • political extremism including Communism, Mosley and the British Union of Fascists • impact of foreign affairs on domestic government <p><u>Democracy and Dictatorships in Germany 1919–1963</u></p> <ul style="list-style-type: none"> • religious policies 	<p>Flipped learning is used at A Level. This means that students are given specific reading to do on Google Classroom in preparation for each lesson. Students are expected to make notes on the reading.</p> <p><u>Interleaving opportunities</u> The extension of the franchise, 1928 links with the Year 8 'How close had Britain come to achieving true democracy by 1928?' unit.</p> <p>Political extremism and the impact of foreign affairs on domestic government links with the Year 11 'Weimar and Nazi Germany' unit, and the Year 12 'Democracy and Dictatorships' unit.</p>	<ul style="list-style-type: none"> • Revision guides • Testing content knowledge • Talking historically (use of specialist language) • Encouraging the meeting of deadlines

	<ul style="list-style-type: none"> • economic policies, Schacht’s New Plan, Goering’s Four Year Plan, public works, conscription and autarky • German Labour Front; ‘Strength through Joy’ • policy towards women • education and policy towards youth • racial policies to 1939 • benefits of Nazi rule • The war economy and Total War • impact of bombing; war and racial policies, the Final Solution • morale and rationing. <p><u>Assessments</u> Assessments for both Britain and Democracy and Dictatorships that are based on questions from past papers.</p>	<p>Nazi Germany that they began to develop during Year 11. Students then extend their knowledge by learning about what happened in Germany after WWII.</p>	
<p>Summer Term</p>	<p><u>Britain, 1900-1951</u></p> <ul style="list-style-type: none"> • Post-war economic conditions • problems of the staple industries • economic unrest • problems of mining industry • causes and failure of the General Strike • impact of the Great Depression • unemployment in the interwar period • economic policies of the National Government • social policies of the National Government • the recovery, causes, extent, regional variations • fall of Chamberlain and replacement by Churchill • effects of the war on food, women, industry, health and housing • wartime reports and their impact • 1945 Election • Labour government 1945-51 • Attlee as Prime Minister • Labour’s achievements • 1950 and 1951 elections <p><u>Democracy and Dictatorships in Germany 1919–1963</u></p>	<p>Flipped learning is used at A Level. This means that students are given specific reading to do on Google Classroom in preparation for each lesson. Students are expected to make notes on the reading.</p> <p><u>Interleaving opportunities</u> Britain during and after WWII links with the Year 9 ‘Which world war matters the most today?’ unit, and the Year 10 Western Front lessons of the ‘Medicine Through Time’ unit.</p> <p>Wartime reports and their impact, the 1945 Election and the Labour government of 1945-51 link with the NHS lessons from the Year 10 ‘Medicine Through Time’ unit.</p> <p><u>Interleaving opportunities</u></p>	<ul style="list-style-type: none"> • Revision guides • Testing content knowledge • Talking historically (use of specialist language) • Encouraging the meeting of deadlines

	<ul style="list-style-type: none"> • opposition and resistance; consequences of the Second World War • Cold War, Potsdam, division of Germany, Bizonia and developments in the Soviet Zone, currency and the Berlin Blockade • The creation of West Germany and the DDR • the Basic Law and constitution of West Germany • the 1949 election; the economic miracle • political and social stability • foreign policy, rapprochement with France, EEC, rearmament, NATO, policy towards USA and USSR, DDR; elections of 1953, 1957 and 1961 • Berlin Wall • Adenauer's decline and the Der Spiegel Crisis of 1962 • West Germany in 1963; the GDR in 1949 • uprising 1953 • economic change, land reform, collectivisation, nationalisation and heavy industry • social change, churches, Trade Unions, education and youth. <p><u>Assessments</u> Mock examinations for both Britain and Democracy and Dictatorships that are based on questions from past papers.</p>	<p>The Democracy and Dictatorships unit allows students to deepen the understanding of Weimar and Nazi Germany that they began to develop during Year 11. Students then extend their knowledge by learning about what happened in Germany after WWII.</p>	
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IMPACT: The impact of the curriculum will be measured using classwork and assessments, including mock examinations.