Programme of study for year 13 A-level History

Autumn (1st term)	Autumn (2nd term)	Spring (1st term)	Spring (2nd Term)	Summer (1st term)	Summer (2nd term)
Paper 2: The rise and fall of fascism in Italy, c1911-1946 and paper 4 Coursework the Causes of the Russia Revolution 1917	Paper 2: The rise and fall of fascism in Italy, c1911-1946 and paper 4 Coursework the Causes of the Russia Revolution 1917	Paper 2: The rise and fall of fascism in Italy, c1911-1946 and paper 4 Coursework the Causes of the Russia Revolution 1917	Paper 2: The rise and fall of fascism in Italy, c1911-1946 and Revision of Germany 1918 - 89	Paper 2: The rise and fall of fascism in Italy, c1911-1946 and Revision of Germany 1918 - 89	Rebellion and disorder under the Tudors, 1485–1603 and Revision of Germany 1918 - 89
Topic / Big Question: **Teacher A** Paper 2: The rise and fall of fascism in Italy, c1911-1946 Italy: Topic 1: The liberal state, c1911–18 including:- • Italy in the early twentieth century • Giolitti's government in 1911 • Growing instability, 1912–14 • Impact of the First World War **Teacher B** paper 4: Coursework on Causes of the Russia Revolution 1917 or a chosen enquiry. Reading and analysing the chosen controversy by comparing and contrasting three historian's interpretations on the causes of the Russian Revolution 1917 or on their chosen enquiry. Skills(students should be able to do): Developing their essay writing skills showing a cogent and coherent	Topic / Big Question: **Teacher A** Paper 2: The rise and fall of fascism in Italy, c1911-1946 Italy: Topic 2: The rise of Mussolini and the creation of a fascist dictatorship, 1919–26 including: • Mussolini and the development of fascism, 1919–22. • Mussolini gains power, 1920–22 • The creation of a fascist dictatorship, 1922–26 **Teacher B** Paper 4: Coursework on Causes of the Russia Revolution 1917 or a chosen enquiry Further reading and writing on the chosen controversy by comparing and contrasting three historian's interpretations on the causes of the Russian Revolution 1917 or on their chosen enquiry. Skills(students should be able to do):	Topic / Big Question: Feedback and green pen marking on January exams. **Teacher A** Paper 2: The rise and fall of fascism in Italy, c1911-1946 Italy: topic: Topic 3. The fascist state, 1925–40 • Consent and control • Relationship with political and economic interests • Economic policies **Teacher B** Paper 4: Further guidance in the lessons on academic writing for the chosen enquiry. Skills(students should be able to do): Consolidating their essay writing skills showing a cogent and coherent argument including the K&U of the third topic on Italy. Practice questions on evaluating the use of the sources for the historian's enquiry.	Topic / Big Question: **Teacher A** Paper 2: The rise and fall of fascism in Italy, c1911-1946 Italy Topic 4: Topic 4. Challenges to, and the fall of, the fascist state, c1935–46 • Italy's international standing in 1935. • Foreign policy, 1935–40: Impact of the Second World War, 1940–43 • Democracy restored, 1943–46 **Teacher B** Revision lessons on Year 12 A-level topics Germany and West Germany 1918 – 89 Skills(students should be able to do): Embedding their essay writing skills showing a cogent and coherent argument including the K&U of the final topic on Italy. Practice questions on evaluating the use of the	Topic / Big Question: **Teacher A** Paper 2: The rise and fall of fascism in Italy, c1911-1946 and revision for Tudors revision, model answers and Essay Planning **Teacher B** Revision lessons on Year 12 A-level topics Germany and West Germany 1918 – 89 Skills(students should be able to do): Embedding their essay writing skills showing a cogent and coherent argument including the K&U of the rebellions studied. Embedding their evaluations skills of the primary Tudor sources. Revising the exam practice for the Germany and Italy exam.	Topic / Big Question: **Teacher A** Revision Paper 3, Option 31: Rebellion and disorder under the Tudors, 1485–1603. **Teacher B** Revision lessons on Year 12 A-level topics Germany and West Germany 1918 – 89 **Year 13 A-level exams in May/June** Skills(students should be able to do):

argument including the K&U of the first topic on Italy. Practice questions on the use of the sources for the historian's enquiry.	Consolidating their essay writing skills showing a cogent and coherent argument including the K&U of the second topic on Italy. Practice questions on evaluating the use of the sources for the historian's enquiry.	Draft and write the 4,000 word coursework about their chosen enquiry or the causes of the Russia Revolution 1917.	sources for the historian's enquiry. Revising the exam practice for the Germany and Italy exam.		
Key Learning Outcomes (students should know): Understand and critically evaluate the core text including the causes of the Russia Revolution. The students are given choice over their questions. Knowledge and understanding of the causes, key features and consequences of the key events in Italy 1911 – 1946 and evaluating the use of sources for the historian's enquiry	Key Learning Outcomes (students should know): Understand and critically evaluate the core text analysing the with supporting authors on the causes of the Russia Revolution. The students are given choice over their questions and the texts to use. Knowledge and understanding of the causes, key features and consequences of the key events in Italy 1911 – 1946 and evaluating the use of sources for the historian's enquiry Preparation for the Year 13 December exams	Key Learning Outcomes (students should know): Understand and critically evaluate the core text on the causes of the Russia Revolution. The students are given choice texts to evaluate. Coursework submitted at the end of the February half term for marking and moderation. Knowledge and understanding of the causes, key features and consequences of the key events in Italy 1911 – 1946 and evaluating the use of sources for the historian's enquiry Evaluation of Tudor primary sources.	Key Learning Outcomes (students should know): Knowledge and understanding of the causes, key features and consequences of the key events in Italy 1911 – 1946 and evaluating the use of sources for the historian's enquiry	Key Learning Outcomes (students should know): Knowledge and understanding of the causes, key features and consequences of the key Tudor rebellions and chronological depth 1485 – 1601. Evaluation of Tudor primary sources.	Key Learning Outcomes (students should know):
End of term 1 assessment to cover: Continuous assessment for the Italy unit with a focus on the key events for essay writing and the source questions.		End of term 2 assessment to cover: Final submission of the A-level 4,000 word coursework. Continuous assessment for the Italy unit with a focus on the key events for essay writing and the source questions		End of year assessment to cover: Final A-level exam.	
Building understanding: Rationale / breakdown for your sequence of lessons:	**Building understanding: Rationale / breakdown for your sequence of lessons:**	**Building understanding: Rationale / breakdown for your sequence of lessons:**	**Building understanding: Rationale / breakdown for your sequence of lessons:**	**Building understanding: Rationale / breakdown for your sequence of lessons:**	**Building understanding: Rationale / breakdown for your sequence of lessons:**

A-level Edexcel (9HI0. The two units are divided between two teachers. Each history teacher has 3 double lessons (1hr 20mins) over a fortnight. The coursework is developmental and supported towards a final piece of independently researched academic writing focused on AO1 and AO4. The students are given choice over their questions. Italy follows the chronology evaluating the events from unit from 1911 to 1946. AO1 and AO2	The coursework is developmental and supported towards a final piece of independently researched academic writing focused on AO1 and AO4. The students are given choice over their questions. Italy follows the chronology evaluating the events from unit from 1911 to 1946. AO1 and AO2	The coursework is developmental and supported towards a final piece of independently researched academic writing focused on AO1 and AO4. Italy follows the chronology evaluating the events from unit from 1911 to 1946. AO1 and AO2	The coursework is developmental and supported towards a final piece of independently researched academic writing focused on AO1 and AO4. Italy follows the chronology evaluating the events from unit from 1911 to 1946. AO1 and AO2	The coursework is developmental and supported towards a final piece of independently researched academic writing focused on AO1 and AO4. Italy follows the chronology evaluating the events from unit from 1911 to 1946. AO1 and AO2	
Home – Learning: Reading and note taking on the core texts and content, drafting paragraphs source analysis, essay writing.	Home – Learning: Reading and note taking on the core texts and content, drafting paragraphs source analysis, essay writing.	Home – Learning: Reading and note taking on the core texts and content, drafting paragraphs source analysis, essay writing.	Home – Learning: Reading and note taking on the content, source analysis, essay writing, presentations and Independent revision.	Home – Learning: Reading and note taking on the content, source analysis, essay writing, presentations and Independent revision.	Home – Learning:
Reading / literacy: Three core texts on the Russian Revolution 1917, box of books from the library for units, textbooks, History Today articles, modelling of exam answers, essay writing practice, Zig-zag support materials lessons on academic writing for the chosen enquiry, student led seminars, presentations, revision materials on firefly and Google classroom.	Reading / literacy: Three core texts on the Russian Revolution 1917, box of books from the library for units, textbooks, History Today articles, model answers, essay writing practice, modelling of exam answers Zig-zag support materials lessons on academic writing for the chosen enquiry, student led seminars, presentations, revision materials on firefly and Google classroom.	Reading / literacy: Three core texts on the Russian Revolution 1917, box of books from the library for units, textbooks, History Today articles, model answers, essay wring practice, modelling of exam answers Zig-zag support materials lessons on academic writing for the chosen enquiry, student led seminars, presentations, revision materials on firefly and Google classroom.	Reading / literacy: Box of books from the library for units, textbooks, History Today articles, model answers, essay wring practice, student led seminars, presentations, modelling of exam answers. Zig-zag support materials, revision materials on firefly and Google classroom.	Reading / literacy: Box of books from the library for units, textbooks, History Today articles, model answers, essay wring practice, student led seminars, presentations, modelling of exam answers. Zig-zag support materials, revision materials on firefly and Google classroom.	Reading / literacy:
Numeracy: Chronology, Election and WWI statistics	Numeracy: Chronology, PR and Election and WWI statistics	Numeracy: Chronology and Corporate state statistics	Numeracy: Chronology and WWII statistics.	Numeracy: Rebellions statistics, taxation.	Numeracy:
Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC): FHS firefly. Year 13 Intervention lessons to support students who are below their target grade. The new unit on Italy provides an opportunity to examine the thread of the demise of democracy, the rise and fall of dictatorship within in a contrasting context. The immorality of the one-party state, use of fear and the Lateran Pact 1929 are all analysed. The growth and power of the Church, the rise of Nazism and Holocaust is revisited in year 13, the workings of Tudor government and the different role led by key individuals to make the Tudor government function.					