

**Beths Grammar School KS5 History Curriculum Map – Year 12**

Exam Board: Edexcel

Term	<b>INTENT</b>	<b>IMPLEMENTATION</b>	<b>IMPACT</b>
	<p><b>Substantive Knowledge</b> This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p>	<p><b>Disciplinary Knowledge (Skills)</b> This is the action taken within a particular topic in order to gain substantive knowledge.</p>	<p><b>Assessment opportunities</b> What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.</p>
<p><b>Autumn Term 1A Year 12</b></p>	<p><u>Intent</u> Why is this taught now?</p> <p>In studying Theme 1, students need to understand the nature of Stuart and republican rule and the reasons why neither system provided a stable system of government in the given period. They should understand Charles I’s political ambitions and the extent of parliamentary opposition to the king. Detailed knowledge of the events of the civil wars is not required, but students should understand the growing political and military power of parliament in the years to 1646, and Charles’ unwillingness to compromise his royal authority. Detailed knowledge of each of the republican systems introduced in the years 1649–60 is not required, but students should understand the reasons for the unpopularity of these experiments and the factors which led to the end of republican rule and the restoration of the monarchy. They should be aware of military involvement in politics and the extent to which it influenced political stability in the years 1646–60. Students should understand the shortcomings of</p>	<p>Introduction to the course.</p> <p>England in 1625: the Stuart dynasty: James VI and I; Charles I The failure of monarchical government, 1625–46:</p> <ul style="list-style-type: none"> <li>Charles I and parliament, 1625–29</li> </ul> <p>personal rule and its failure, 1629–40.</p> <p>The failure to compromise, 1640–49.</p> <p>Republican rule, 1649–60:</p> <ul style="list-style-type: none"> <li>reasons for the failure of Republican attempts to provide stable government</li> </ul> <p>the role of Cromwell.</p> <p>From restoration to revolution, 1660–88:</p> <ul style="list-style-type: none"> <li>the Restoration Settlement, 1660–64</li> <li>conflicts between king and parliaments, 1665–81</li> </ul> <p>personal rule and the collapse of royal power, 1681–88.</p>	<p>Baseline Assessment:</p> <ol style="list-style-type: none"> <li>Short answer questions</li> <li>Essay – Gunpowder Plot</li> </ol> <p>Autumn 1A:</p> <ol style="list-style-type: none"> <li>Introduction writing practice</li> <li>Paragraph 1 writing practice</li> </ol> <p>Autumn 1A: Essay – Theme 1 October</p>

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	the Restoration Settlement and the reasons why conflict between crown and parliament led to the collapse of the Stuart monarchy in 1688.		
<b>Autumn Term 1B Year 12</b>	<b>Intent</b> Why is this taught now?	<p>The Church of England:</p> <ul style="list-style-type: none"> <li>• Laud’s policies and religious uniformity</li> <li>• parliament’s reordering of the church, 1640–60</li> </ul> <p>the restoration of Anglicanism, 1660–62 and its dominant position in religious life.</p> <p>The growth of religious nonconformity:</p> <ul style="list-style-type: none"> <li>• Puritanism under Charles I</li> <li>• Presbyterians and religious radicalism</li> </ul> <p>the persecution of dissenters under Charles II and James II.</p> <p>The Catholic question:</p> <ul style="list-style-type: none"> <li>• Catholic influence within Charles I’s court</li> <li>• the exclusion of Catholics from religious toleration</li> </ul> <p>anti-Catholic sentiment, 1660–88.</p>	<p>Short answer recall tests – each lesson 10 questions on Theme 1</p> <p>Autumn 1B: Essay Theme 2 December</p>
	In studying Theme 2, students should be aware of the diversity of religious beliefs and opinions during the given period. They should understand Laud’s attempts to impose Arminian practices and beliefs, and the opposition to religious uniformity in both England and Scotland. They should be aware of changes imposed on Anglicanism during the Commonwealth and Protectorate, and the reasons for the church’s dominance under Charles II. They should understand the extent of religious radicalism during republican rule. Detailed knowledge of laws against dissenters during the Restoration is not required, but students should be aware of the extent of persecution and its effects during these years. They should understand the significance of Catholic influence over the Stuart monarchs during the Restoration period to 1688.		
<b>Spring Term 2A Year 12</b>	<b>Intent</b> Why is this taught now?	<p>The changing structure of society:</p> <ul style="list-style-type: none"> <li>• the power of the nobility</li> <li>• the changing gentry class</li> <li>• urbanisation and the growth of the professional and merchant classes</li> <li>• the impact of religious and legal changes on the status of women.</li> </ul>	<p>Short answer recall tests – each lesson 10 questions on Theme 2</p> <p>Spring 2A: Essay Theme 3 or 4 February</p>
	In studying Theme 3, students should be aware of key changes in society and cultural life during the given period. They should understand the extent of population growth and its effects on poverty and vagrancy. They should understand the increasing urbanisation of		

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	<p>the period including the growth of London and other towns and cities. They should be aware of the impact of radical political ideas in challenging both the monarchy and the confessional state. They should understand the spread of new scientific ideas in society and in education.</p> <p>In studying Theme 4, students need to be aware of significant changes in agriculture and in domestic trade. They should understand the trend towards specialised farming as new markets developed, and the impact of major capital investments in agriculture. They should be aware of changing trade patterns including those developments driven by imperial expansion in North America and the Caribbean. They should understand the impact on the British economy of mercantilist ideas and Britain’s control of the triangular trade. The impact of imperial expansion needs to be studied in the context of changing trade patterns.</p>	<p>A ferment of ideas:</p> <ul style="list-style-type: none"> <li>• radical political ideas, including the Levellers and the Diggers</li> <li>• the end of divine right monarchy and a confessional state</li> <li>• the significance of the ideas of Hobbes and Locke.</li> <li>• the scientific revolution, including Francis Bacon and the experimental method</li> <li>• the significance of the Royal Society.</li> </ul> <p>Agriculture:</p> <ul style="list-style-type: none"> <li>• changes in agricultural techniques</li> </ul> <p>the development of specialised farming and the growth of employment.</p> <ul style="list-style-type: none"> <li>• capital investment in agriculture</li> <li>• the development of national markets.</li> </ul> <p>Changing trade patterns:</p> <ul style="list-style-type: none"> <li>• the changing cloth trade, including ‘new draperies’ and the impact of Protestant refugees. the growth of London and its impact on economic development</li> <li>• the growth of banking and insurance.</li> </ul>	
<p><b>Spring Term 2B</b> <b>Year 12</b></p>	<p><b>Intent</b> Why is this taught now?</p> <p>In studying Theme 4, students need to be aware of significant changes in agriculture and in domestic trade. They should understand the trend towards specialised farming as new markets</p>	<p>The impact of imperial expansion:</p> <ul style="list-style-type: none"> <li>• the significance of North America and Jamaica</li> </ul> <p>the Navigation Acts and the development of mercantilism.</p> <ul style="list-style-type: none"> <li>• effects of Anglo-Dutch commercial rivalry</li> <li>• the role of the East India Company</li> </ul>	<p>Short answer recall tests – each lesson 10 questions on Theme 3</p>

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	<p>developed, and the impact of major capital investments in agriculture. They should be aware of changing trade patterns including those developments driven by imperial expansion in North America and the Caribbean. They should understand the impact on the British economy of mercantilist ideas and Britain’s control of the triangular trade. The impact of imperial expansion needs to be studied in the context of changing trade patterns.</p> <p>In Theme 5, the topic focuses on the Glorious Revolution of 1688–89 which led to the fall of James II and the accession of William and Mary as joint sovereigns. Students will need to understand the revolutionary ideals which led to the overthrow of James II. The significance of the Bill of Rights of 1689 and the Act of Settlement of 1701 should be understood, and the extent to which these acts confirmed the end of divine right and established a constitutional monarchy. Students should be aware of the importance of the Toleration Act of 1689 and of those who were excluded from the Act’s provisions. They should note the extent to which the supremacy of the Anglican Church, and of a confessional state, were both undermined. The importance of the role of parliament in the years 1688–1701 should be understood, and students should be aware of how far parliament had become a partner with the monarchy, in the government of the country. They should be aware that William III’s war with France led to a</p>	<ul style="list-style-type: none"> <li>• the significance of British control of the triangular trade.</li> </ul> <p>The Glorious Revolution 1688-1701:</p> <ul style="list-style-type: none"> <li>• The significance of revolutionary ideals in the establishment of a constitutional monarchy.</li> <li>• The impact of the Toleration Act 1688 and the end of Anglican supremacy</li> <li>• The importance of William III’s wars in the development of a financial revolution.</li> <li>• Historical interpretations</li> </ul>	<p>Short answer recall tests – each lesson 10 questions on Theme 4</p> <p>Spring 2B: Essay Theme 5 – Glorious Revolution Interpretations Question March</p>
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	<p>restructuring of government finances, public scrutiny of government income and expenditure and the establishment of the Bank of England in 1694. Students should understand the significance of the change from royal control of finance to parliamentary oversight.</p>		
<p><b>Summer Term 3A Year 12</b></p>	<p><b>Intent</b> Why is this taught now?</p> <p>For the first three weeks of this half-term students undergo revision lessons and undertake their Year 12 Trial Examinations</p> <p>After this, students then begin preparation for Unit 4 – Coursework Students begin to study the origins of the Cold War</p> <p>The roots of the Cold War originate in the establishment of the world’s first communist state in Russia in 1917. From here students study relations between the USA and USSR in the 1920s and 1930s, until they reach the ‘marriage of convenience’ in late 1941, as the United States and its British ally were thrown together with the communist Soviet Union in a struggle to defeat Nazi Germany in the so-called Grand Alliance. The first key topic charts the breakdown of this relationship, particularly in 1945, and students should understand the growing ideological differences seen in the Tehran, Yalta and Potsdam Conferences. Students should appreciate the impact of the invention of nuclear weapons and the Soviet Union's establishment of a dominant position in Eastern Europe as a buffer against what they perceived as the repeated hostility of western</p>	<p>The origins of the Cold War:</p> <ol style="list-style-type: none"> <li>1. Differing ideologies – communism &amp; capitalism</li> <li>2. Comintern 1919</li> <li>3. Wilsonian Liberalism</li> <li>4. Treaty of Brest-Litovsk</li> <li>5. Soviet refusal to honour war debts</li> <li>6. Russian nationalisation of industry</li> <li>7. Execution of Russian royal family</li> <li>8. Russian Civil War</li> <li>9. Activities of Comintern</li> <li>10. Appeasement</li> <li>11. Nazi-Soviet Pact</li> <li>12. Tehran Conference</li> <li>13. Impact of WWII</li> <li>14. Personalities of leaders</li> <li>15. Attitudes of superpowers</li> <li>16. Yalta Conference</li> <li>17. Potsdam Conference</li> <li>18. Manhattan Project</li> <li>19. Soviet takeover of Eastern European nations</li> <li>20. Iron Curtain Speech &amp; Stalin’s response</li> <li>21. Long Telegram</li> <li>22. Novikov Telegram</li> <li>23. Red Scare</li> <li>24. McCarthyism</li> <li>25. Iranian Crisis</li> <li>26. Greek Civil War</li> <li>27. Truman Doctrine</li> <li>28. Marshall Aid</li> <li>29. Cominform</li> </ol>	<p>Year 12 Trial Examinations undertaken</p>

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	<p>powers. They should understand that both sides built spheres of influence through military and economic aid programmes before the first serious clash over Berlin in 1948 led to the development of two armed camps, NATO (1949) and ultimately the Warsaw Pact (1955), made all the more dangerous by a nuclear arms race that threatened to bring both to the brink of mutually assured destruction.</p>	<ol style="list-style-type: none"> <li>30. Comecon</li> <li>31. Czechoslovakian Crisis</li> <li>32. Germany – Bizonia, Trizonia, Deutsche mark</li> <li>33. Berlin Blockade</li> <li>34. Berlin Airlift</li> <li>35. Establishment of East and West Germany</li> <li>36. NATO</li> <li>37. Warsaw Pact</li> <li>38. Chinese Civil War</li> <li>39. NSC-68</li> <li>40. Korean War</li> </ol> <p>Historical Interpretations of the Cold War:</p> <ol style="list-style-type: none"> <li>1. Orthodox</li> <li>2. Revisionist</li> <li>3. Post-revisionist</li> </ol>	
<p><b>Summer Term 3B Year 12</b></p>	<p><b>Intent</b> Why is this taught now?</p> <p>Coursework preparation students continue studying the origins of the Cold War</p> <p>The roots of the Cold War originate in the establishment of the world’s first communist state in Russia in 1917. From here students study relations between the USA and USSR in the 1920s and 1930s, until they reach the ‘marriage of convenience’ in late 1941, as the United States and its British ally were thrown together with the communist Soviet Union in a struggle to defeat Nazi Germany in the so-called Grand Alliance. The first key topic charts the breakdown of this relationship, particularly in 1945, and students should understand the growing ideological differences seen in the Tehran, Yalta and Potsdam Conferences.</p>	<p>The origins of the Cold War:</p> <ol style="list-style-type: none"> <li>1. Differing ideologies – communism &amp; capitalism</li> <li>2. Comintern 1919</li> <li>3. Wilsonian Liberalism</li> <li>4. Treaty of Brest-Litovsk</li> <li>5. Soviet refusal to honour war debts</li> <li>6. Russian nationalisation of industry</li> <li>7. Execution of Russian royal family</li> <li>8. Russian Civil War</li> <li>9. Activities of Comintern</li> <li>10. Appeasement</li> <li>11. Nazi-Soviet Pact</li> <li>12. Tehran Conference</li> <li>13. Impact of WWII</li> <li>14. Personalities of leaders</li> <li>15. Attitudes of superpowers</li> <li>16. Yalta Conference</li> <li>17. Potsdam Conference</li> <li>18. Manhattan Project</li> </ol>	<p>Cold War short answer knowledge test</p>

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	<p>Students should appreciate the impact of the invention of nuclear weapons and the Soviet Union's establishment of a dominant position in Eastern Europe as a buffer against what they perceived as the repeated hostility of western powers. They should understand that both sides built spheres of influence through military and economic aid programmes before the first serious clash over Berlin in 1948 led to the development of two armed camps, NATO (1949) and ultimately the Warsaw Pact (1955), made all the more dangerous by a nuclear arms race that threatened to bring both to the brink of mutually assured destruction.</p> <p>Once this is complete, students start to read and analyse historical interpretations of the Cold War in preparation to write their coursework in Year 13.</p>	<ol style="list-style-type: none"> <li>19. Soviet takeover of Eastern European nations</li> <li>20. Iron Curtain Speech &amp; Stalin's response</li> <li>21. Long Telegram</li> <li>22. Novikov Telegram</li> <li>23. Red Scare</li> <li>24. McCarthyism</li> <li>25. Iranian Crisis</li> <li>26. Greek Civil War</li> <li>27. Truman Doctrine</li> <li>28. Marshall Aid</li> <li>29. Cominform</li> <li>30. Comecon</li> <li>31. Czechoslovakian Crisis</li> <li>32. Germany – Bizonia, Trizonia, Deutschemark</li> <li>33. Berlin Blockade</li> <li>34. Berlin Airlift</li> <li>35. Establishment of East and West Germany</li> <li>36. NATO</li> <li>37. Warsaw Pact</li> <li>38. Chinese Civil War</li> <li>39. NSC-68</li> <li>40. Korean War</li> </ol> <p>Historical Interpretations of the Cold War:</p> <ol style="list-style-type: none"> <li>4. Orthodox</li> <li>5. Revisionist</li> <li>6. Post-revisionist</li> </ol>	
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