



Year 12 - Content		Assessments		CEIAG	Personal Development
		Topics	Assessment type		
Term 1	<ul style="list-style-type: none"> Russia in the reign of Alexander II The Liberal Crisis, 1906–1914 	<ul style="list-style-type: none"> Emancipation of serfs Crimean war Alexander's reforms Homework topics paper 1: Worksheets Guided reading Essays The 1906 election New Liberalism; the influence of Campbell- Bannerman, Asquith, Lloyd George and Churchill The position of Labour and the Conservatives The state of the Economy. Social Issues. Liberal social and welfare reforms; reasons for legislation and its effects 	<ul style="list-style-type: none"> Diagnostic and Formative assessment to identify areas students need to improve and generate that progress by building pupil cultural capital, cultural knowledge, historical skills and topic knowledge. This is achieved by each lesson having clear objectives, ensuring students are grasping those objectives, modelling what is required, writing essay answers and providing feedback so that students can improve. Summative assessment: To assess pupil's improvement of their ability to create structured accounts and knowledge. The test also operates as a formative and diagnostic tool enabling teacher and student to improve those skills. Topic: Essay on peasants Summative assessment: To assess pupil's improvement of their ability to create structured accounts and knowledge. The test also operates as a formative and diagnostic tool enabling teacher and student to improve those skills: 25 mark essay on Liberal Victory, Source based question on position of the Labour Party, 25 mark question on position of industry, 25 mark question on causes of Liberal reforms, source question on effectiveness of reforms 	<ul style="list-style-type: none"> Jobs related to history Archivist Heritage manager Historic buildings inspector/conservation officer Museum education officer Museum/gallery curator Museum/gallery exhibitions officer Secondary school teacher Academic librarian Archaeologist Broadcast journalist Civil Service administrator Editorial assistant Human resources officer Information officer Marketing executive Policy officer Politician's assistant Solicitor 	<ul style="list-style-type: none"> Evaluate the comparative worth of monarchical, democratic and dictatorial regimes Evaluate the comparative worth of feudalism, capitalism, socialism Understand the nature of political parties Consider the implications of equality of outcome compared with equality of opportunity Evolution of British Political parties Understanding of the first past the post system and how this impacts on the outcomes of elections Ethical considerations of the British empire. The Changing nature of economic activity in Britain The role of state in society and its responsibility for dealing with the most vulnerable members of the society.



Term 2	<ul style="list-style-type: none"> Russia in the reign of Alexander III The Liberal Crisis, 1906–1914 (Continued) 	<ul style="list-style-type: none"> Counter reforms Russification Industrialisation and economic modernisation Homework topics paper 1: Worksheets Guided reading Essays 	<ul style="list-style-type: none"> Diagnostic and Formative assessment to identify areas students need to improve and generate that progress by building pupil cultural capital, cultural knowledge, historical skills and topic knowledge. This is achieved by each lesson having clear objectives, ensuring students are grasping those objectives, modelling what is required, writing essay answers and providing feedback so that students can improve. 	<ul style="list-style-type: none"> Jobs related to history Archivist Heritage manager Historic buildings inspector/conservation officer Museum education officer Museum/gallery curator Museum/gallery exhibitions officer Secondary school teacher 	<ul style="list-style-type: none"> Evaluate the comparative worth of monarchical, democratic and dictatorial regimes Evaluate the comparative worth of capitalism, Mono-cultural societies, communism, socialism Understand the nature of political parties
		<ul style="list-style-type: none"> Changes in taxation; the 'People's Budget' The constitutional crisis Issues of female emancipation; industrial unrest Irish Home Rule 	<ul style="list-style-type: none"> Summative assessment: To assess pupil's improvement of their ability to create structured accounts and knowledge. The test also operates as a formative and diagnostic tool enabling teacher and student to improve those skills. AS, PPE Summative assessment: To assess pupil's improvement of their ability to create structured accounts and knowledge. The test also operates as a formative and diagnostic tool enabling teacher and student to improve those skills: Source based question on Irish Home rule, 25 mark essay on industrial unrest. PPE 	<ul style="list-style-type: none"> Academic librarian Archaeologist Broadcast journalist Civil Service administrator Editorial assistant Human resources officer Information officer Marketing executive Policy officer Politician's assistant Solicitor 	<ul style="list-style-type: none"> Consider the implications of equality of outcome compared with equality of opportunity Understanding of the British political system and the changing relationship between the house of lords and the house of commons Diversity of religion and experience with regard to the Irish Question The nature of the UK and how it came to evolve in its present format Changing nature of British suffrage Approaches and legitimacy protest to bring about political and social change



Term 3	<ul style="list-style-type: none"> Russia in reign of Nicholas II The Impact of War, 1914– 1922 	<ul style="list-style-type: none"> Economic modernisation Social discontent Development of political ideologies Impact of War Homework topics paper 1: Worksheets Guided reading Essays The 1915 coalition; Lloyd George and Bonar Law Liberal division; the influence of the Labour party and the 1918 constitution; the 1918 election The Lloyd George coalition; policies, problems and Lloyd George's fall 	<ul style="list-style-type: none"> Diagnostic and Formative assessment to identify areas students need to improve and generate that progress by building pupil cultural capital, cultural knowledge, historical skills and topic knowledge. This is achieved by each lesson having clear objectives, ensuring students are grasping those objectives, modelling what is required, writing essay answers and providing feedback so that students can improve. Summative assessment: To assess pupil's improvement of their ability to create structured accounts and knowledge. The test also operates as a formative and diagnostic tool enabling teacher and student to improve those skills. Topic: Interpretations of Nicholas Summative assessment: To assess pupil's improvement of their ability to create structured accounts and knowledge. The test also operates as a formative and diagnostic tool enabling teacher and student to improve those skills: 	<ul style="list-style-type: none"> Jobs related to history Archivist Heritage manager Historic buildings inspector/conservation officer Museum education officer Museum/gallery curator Museum/gallery exhibitions officer Secondary school teacher Academic librarian Archaeologist Broadcast journalist Civil Service administrator Editorial assistant Human resources officer Information officer Marketing executive Policy officer Politician's assistant Solicitor 	<ul style="list-style-type: none"> Evaluate the comparative worth of monarchical, democratic and dictatorial regimes Evaluate the comparative worth of capitalism, communism, socialism, absolute monarchy, constitutionalism, Understand the nature of political parties Consider the implications of equality of outcome compared with equality of opportunity The Changing nature of economic activity in Britain Role and influence of trade unionism Economic and social effects of war
		<ul style="list-style-type: none"> Britain's wartime economy; housing and austerity; trade unions 			



Term 4	<ul style="list-style-type: none"> Russian revolution The Impact of War, 1914–1922 Continued 	<ul style="list-style-type: none"> Monarchical failure Democracy Bolshevism Dictatorship Homework topics paper 1: Post war industrial problems; the position of the staple industries and trade Role of women; reform of the franchise; unions and Labour Cultural change; issues of patriotism; conscientious objection; effect of the trenches on soldier; the war poets The Easter Rising The war of independence and the Anglo-Irish Treaty 	<ul style="list-style-type: none"> Diagnostic and Formative assessment to identify areas students need to improve and generate that progress by building pupil cultural capital, cultural knowledge, historical skills and topic knowledge. This is achieved by each lesson having clear objectives, ensuring students are grasping those objectives, modelling what is required, writing essay answers and providing feedback so that students can improve. Summative assessment: To assess pupil's improvement of their ability to create structured accounts and knowledge. The test also operates as a formative and diagnostic tool enabling teacher and student to improve those skills. Topic: PPE 	<ul style="list-style-type: none"> Jobs related to history Archivist Heritage manager Historic buildings inspector/conservation officer Museum education officer Museum/gallery curator Museum/gallery exhibitions officer Secondary school teacher Academic librarian Archaeologist Broadcast journalist Civil Service administrator Editorial assistant Human resources officer Information officer Marketing executive Policy officer Politician's assistant Solicitor 	<ul style="list-style-type: none"> Evaluate the comparative worth of monarchical, democratic and dictatorial regimes Evaluate the comparative worth of capitalism, communism, socialism Understand the nature of political parties Consider the implications of equality of outcome compared with equality of opportunity The nature of the UK and how it came to evolve in its present format Changing nature of British suffrage The Changing nature of economic activity in Britain
Term 5	<ul style="list-style-type: none"> Lenin The Search for Stability, 1922–1929 	<ul style="list-style-type: none"> War communism NEP Social reform Cultural reform Civil war Homework topics paper 1: The decline of the Liberals The 1923 election; the first Labour government: aims and reforms 	<ul style="list-style-type: none"> Diagnostic and Formative assessment to identify areas students need to improve and generate that progress by building pupil cultural capital, cultural knowledge, historical skills and topic knowledge. This is achieved by each lesson having clear objectives, ensuring students are grasping those objectives, modelling what is required, writing essay answers and providing feedback so that students can improve. Summative assessment: To assess pupil's improvement of their ability to create structured accounts and knowledge. The test also operates as a formative and diagnostic 	<ul style="list-style-type: none"> Jobs related to history Archivist Heritage manager Historic buildings inspector/conservation officer Museum education officer Museum/gallery curator Museum/gallery exhibitions officer Secondary school teacher Academic librarian Archaeologist Broadcast journalist Civil Service administrator Editorial assistant 	<ul style="list-style-type: none"> Evaluate the comparative worth of capitalism, communism, socialism, dictatorship, isolationism, internationalism Consider the implications of equality of outcome compared with equality of opportunity The political spectrum – degrees of 'leftness'. Exploration of socialism Consider the implications of equality of outcome compared with equality of opportunity Changing nature of British suffrage



		<ul style="list-style-type: none"> • First Labour government: international relations and collapse • The Conservative resurgence and government; the roles of Baldwin, Churchill and Chamberlain • Post war re-adjustment and the return to the Gold Standard; the problems of the coal mines • Industrial disputes and the General Strike • Unemployment and regional division; the postwar role of women; the growth of the media including newspapers and the cinema; the cultural reaction to war • The franchise extension and 'flapper vote' • The new Labour government Macdonald and Snowden and their aims; the state of Britain by 1929 	<p>tool enabling teacher and student to improve those skills.</p> <p>Topic: Essay on peasants</p>	<p>Human resources officer Information officer Marketing executive Policy officer Politician's assistant</p> <ul style="list-style-type: none"> • Solicitor 	<ul style="list-style-type: none"> • The Changing nature of economic activity in Britain • Role and influence of trade unionism
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Term 6	• Stalin	• Political power struggles	• Diagnostic and Formative assessment to identify areas students need to improve and	• Jobs related to history Archivist	• Evaluate the comparative worth of democratic and dictatorial regimes
	<ul style="list-style-type: none"> • The Hungry Thirties 1929 - 1939 	<ul style="list-style-type: none"> • Collectivisation • Industrialisation • Homework topics paper 1: • Worksheets • Guided reading • Essays • The Labour government; domestic policies and response to economic problems • The reasons for and policies of the National Government • The leadership of MacDonald • The leadership of Baldwin and Chamberlain • The Depression and financial crisis • Tariff reform and imperial preference • Changes in working opportunities and living standards • The Abdication Crisis • Radical political groups: the BUF; communism 	<p>generate that progress by building pupil cultural capital, cultural knowledge, historical skills and topic knowledge. This is achieved by each lesson having clear objectives, ensuring students are grasping those objectives, modelling what is required, writing essay answers and providing feedback so that students can improve.</p> <ul style="list-style-type: none"> • Summative assessment: To assess pupil's improvement of their ability to create structured accounts and knowledge. The test also operates as a formative and diagnostic tool enabling teacher and student to improve those skills. Topic: PPE 	<ul style="list-style-type: none"> Heritage manager Historic buildings inspector/conservation officer Museum education officer Museum/gallery curator Museum/gallery exhibitions officer Secondary school teacher Academic librarian Archaeologist Broadcast journalist Civil Service administrator Editorial assistant Human resources officer Information officer Marketing executive Policy officer Politician's assistant Solicitor 	<ul style="list-style-type: none"> • Evaluate the comparative worth of capitalism, communism, socialism • Impact of political philosophies on economic policy • Global trade impact • Constitutional changes • Understand the nature of political parties • Consider the implications of equality of outcome compared with equality of opportunity • The Changing nature of economic activity in Britain • Role and influence of trade unionism • The nature of the UK and how it came to evolve in its present format

Year 13 - Content	Assessments		CEIAG	Personal Development
	Topics	Assessment type		



Term 1	<ul style="list-style-type: none"> Stalin's Russia The People's War and Peace 1939-1951 	<ul style="list-style-type: none"> The terror Cult of Stalin Impact of war High Stalinism • The fall of Chamberlain; 	<ul style="list-style-type: none"> Diagnostic and Formative assessment to identify areas students need to improve and generate that progress by building pupil cultural capital, cultural knowledge, historical skills and topic knowledge. This is achieved by each lesson having clear 	<ul style="list-style-type: none"> Jobs related to history Archivist Heritage manager Historic buildings inspector/conservation officer Museum education officer Museum/gallery curator 	<ul style="list-style-type: none"> Political regimes Bystander theory Totalitarianism Economic policies
		<p>Churchill as a wartime leader Coalition government</p> <ul style="list-style-type: none"> Attlee as Prime Minister Mobilisation of resources in wartime; the post war economic readjustment Labour's post-war balance of payments problems Conscription; women and children; civil liberties and restrictions; Propaganda and The Blitz Beveridge and the Butler Act Policies of post war Labour government, Britain by 1951 – elections of 1950 and 1951 	<p>objectives, ensuring students are grasping those objectives, modelling what is required, writing essay answers and providing feedback so that students can improve.</p> <ul style="list-style-type: none"> Summative assessment: To assess pupil's improvement of their ability to create structured accounts and knowledge. The test also operates as a formative and diagnostic tool enabling teacher and student to improve those skills. Topic: Essay on peasants Summative assessment: To assess pupil's improvement of their ability to create structured accounts and knowledge. The test also operates as a formative and diagnostic tool enabling teacher and student to improve those skills: 	<p>Museum/gallery exhibitions officer</p> <p>Secondary school teacher</p> <p>Academic librarian</p> <p>Archaeologist</p> <p>Broadcast journalist</p> <p>Civil Service administrator</p> <p>Editorial assistant</p> <p>Human resources officer</p> <p>Information officer</p> <p>Marketing executive</p> <p>Policy officer</p> <p>Politician's assistant</p> <p>Solicitor</p>	<ul style="list-style-type: none"> Consider the implications of equality of outcome compared with equality of opportunity The Changing nature of economic activity in Britain Economic and social effects of war



Term 2	<ul style="list-style-type: none"> • Khrushchev Britain – Never had it so Good? 1951-1957 	<ul style="list-style-type: none"> • De-Stalinisation • Changes in economic policy Opposition • Khrushchev's fall from power • Churchill, Eden and Macmillan as political leaders Domestic policies consensus politics. • 	<ul style="list-style-type: none"> • Diagnostic and Formative assessment to identify areas students need to improve and generate that progress by building pupil cultural capital, cultural knowledge, historical skills and topic knowledge. This is achieved by each lesson having clear objectives, ensuring students are grasping those objectives, modelling what is required, writing essay answers and providing feedback so that students can improve. 	<ul style="list-style-type: none"> • Jobs related to history <p>Archivist Heritage manager Historic buildings inspector/conservation officer Museum education officer Museum/gallery curator Museum/gallery exhibitions officer Secondary school teacher Academic librarian Archaeologist Broadcast journalist Civil Service administrator</p>	<ul style="list-style-type: none"> • Growth of party politics Concepts of freedom of speech in Communist regimes Approaches and legitimacy protest to bring about political and social change • The nature of the UK and how it came to evolve in its present format Consider the implications of equality of outcome compared with equality of opportunity •
		<ul style="list-style-type: none"> • Post war boom • Rising living standards • Changing social attitudes and behaviour • Issues relating to New Commonwealth migrants and race relations • Nuclear concerns and the formation of the CND 	<ul style="list-style-type: none"> • Summative assessment: To assess pupil's improvement of their ability to create structured accounts and knowledge. The test also operates as a formative and diagnostic tool enabling teacher and student to improve those skills. AS, PPE • Summative assessment: To assess pupil's improvement of their ability to create structured accounts and knowledge. The test also operates as a formative and diagnostic tool enabling teacher and student to improve those skills: 	<p>Editorial assistant Human resources officer Information officer Marketing executive Policy officer Politician's assistant Solicitor</p>	<ul style="list-style-type: none"> • The Changing nature of economic activity in Britain



Term 3	<ul style="list-style-type: none"> Coursework Stuart Britain 	<p>State formation Religious fundamentalism Theocracies Republics Representative government Parliamentary representation Misogyny Economic and social change from manorial to capitalist systems Enlightenment Renaissance Witch craze Civil war</p>	<ul style="list-style-type: none"> Diagnostic and Formative assessment to identify areas students need to improve and generate that progress by building pupil cultural capital, cultural knowledge, historical skills and topic knowledge. This is achieved by each lesson having clear objectives, ensuring students are grasping those objectives, modelling what is required, writing essay answers and providing feedback so that students can improve. Summative assessment: To assess pupil's improvement of their ability to create structured accounts and knowledge. The test also operates as a formative and diagnostic tool enabling teacher and student to improve those skills. Topic: Interpretations of Nicholas Summative assessment: To assess pupil's improvement of their ability to create structured accounts and knowledge. The test also operates as a formative and diagnostic tool enabling teacher and student to improve those skills: 	<ul style="list-style-type: none"> Jobs related to history Archivist Heritage manager Historic buildings inspector/conservation officer Museum education officer Museum/gallery curator Museum/gallery exhibitions officer Secondary school teacher Academic librarian Archaeologist Broadcast journalist Civil Service administrator Editorial assistant Human resources officer Information officer Marketing executive Policy officer Politician's assistant Solicitor 	<ul style="list-style-type: none">
Term 4	<ul style="list-style-type: none"> Coursework Stuart Britain 	<p>State formation Religious fundamentalism Theocracies</p>	<ul style="list-style-type: none"> Diagnostic and Formative assessment to identify areas students need to improve and generate that progress by building pupil cultural capital, cultural knowledge, 	<ul style="list-style-type: none"> Jobs related to history Archivist Heritage manager 	<ul style="list-style-type: none">



		<p>Republics Representative government Parliamentary representation Misogyny Economic and social change from manorial to capitalist systems Enlightenment Renaissance Witch craze Civil war</p>	<p>historical skills and topic knowledge. This is achieved by each lesson having clear objectives, ensuring students are grasping those objectives, modelling what is required, writing essay answers and providing feedback so that students can improve.</p> <ul style="list-style-type: none"> Summative assessment: To assess pupil's improvement of their ability to create structured accounts and knowledge. The test also operates as a formative and diagnostic tool enabling teacher and student to improve those skills. Topic: PPE 	<p>Historic buildings inspector/conservation officer Museum education officer Museum/gallery curator Museum/gallery exhibitions officer Secondary school teacher Academic librarian Archaeologist Broadcast journalist Civil Service administrator Editorial assistant Human resources officer Information officer Marketing executive Policy officer Politician's assistant Solicitor</p>	
Term 5	<ul style="list-style-type: none"> Revision 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Diagnostic and Formative assessment to identify areas students need to improve and generate that progress by building pupil cultural capital, cultural knowledge, historical skills and topic knowledge. This is achieved by each lesson having clear objectives, ensuring students are grasping those objectives, modelling what is required, writing essay answers and providing feedback so that students can improve. Summative assessment: To assess pupil's improvement of their ability to create structured accounts and knowledge. The test also operates as a formative and diagnostic tool enabling teacher and student to improve those skills. Topic: Essay on peasants 	<ul style="list-style-type: none"> Jobs related to history Archivist Heritage manager Historic buildings inspector/conservation officer Museum education officer Museum/gallery curator Museum/gallery exhibitions officer Secondary school teacher Academic librarian Archaeologist Broadcast journalist Civil Service administrator Editorial assistant Human resources officer Information officer Marketing executive Policy officer Politician's assistant Solicitor 	<ul style="list-style-type: none">