

Subject overview: KS5 HISTORY

- Subject Rationale (Intent) linked to [whole school curriculum mission](#)

- **Department vision**

The History department at St Edmund's aims to promote a fascination with the past, and a sense that History is a meaningful and vital intellectual pursuit, treating knowledge of history as a discipline. With a rich knowledge-based curriculum, pupils will engage meaningfully with the past and secure a chronological overview of major developments and periods to help contextualise new knowledge. Our aim is to empower students to know and remember more about events in combination with the methods and processes of historians. It is through History that we learn how to understand the world around us.

England 1485–1558: the Early Tudors (Enquiry topic: Mid Tudor Crises 1547–1558)

1. Historical Significance: These topics cover important periods in English history, specifically the reigns of Henry VII and Henry VIII. They encompass key events, government policies, and challenges faced during their rule, such as threats to Henry VII's government, Henry VII's foreign policy, Henry VIII's relationship with Wolsey, religious changes, the Dissolution of the Monasteries, and foreign policy in the 1540s.

2. Understanding Tudor England: Studying these topics provides students with a deeper understanding of the political, social, and religious dynamics of Tudor England. It allows them to explore the consolidation of power by Henry VII, the complexities of Henry VIII's reign, and the religious reforms and changes that occurred during this period.

3. Analysis of Leadership and Governance: Examining the rule of Henry VII and Henry VIII, as well as the role of figures like Wolsey and Cromwell, offers insights into their governance styles, policies, and the challenges they faced. It helps students evaluate the impact of these leaders on the monarchy, government administration, foreign relations, and religious institutions.

4. Impact on Society and Foreign Relations: Learning about the Dissolution of the Monasteries, religious legislation, factionalism, and foreign policies allows students to understand how these events shaped society, impacted religious practices, and influenced England's position in Europe.

By studying these topics, students can develop historical disciplinary knowledge, and gain a deeper understanding of the complexities of Tudor England and its impact on subsequent historical developments.

Russia 1894–1941

1. Historical Significance: These topics cover important periods in Russian history, including the rule of Tsar Nicholas II, the 1917 Revolutions, and the rule of Stalin. These events had significant impacts on Russia and shaped its political, social, and economic landscape.

2. Understanding Russian History: Studying these topics provides students with a deeper understanding of the political, economic, and social challenges that Russia faced during these periods. It allows them to explore the factors that led to the downfall of the monarchy, the emergence of the Soviet Union, and the consolidation of power under Stalin.

3. Analysis of Leadership: Examining the character, attitudes, and abilities of leaders like Nicholas II, Lenin, Trotsky, and Stalin offers insights into their roles and decision-making processes. It helps students evaluate the strengths and weaknesses of different leaders and understand how their actions influenced historical outcomes.

4. Impact on Society: Learning about the social and economic effects of the events mentioned, such as the 1905 Revolution, the Civil War, and the policies of collectivisation and industrialisation, helps students grasp the challenges faced by the Russian people during those times. It allows for discussions on the consequences of these policies and their impact on various social groups.

By studying these topics, students can develop the disciplinary knowledge, know and remember- more about historical events, and gain a deeper understanding of the complexities of Russian history during these crucial periods.

Civil Rights in the USA 1865–1992

1. Historical Significance: These topics cover important aspects of civil rights struggles in the United States, including the African American civil rights movement, trade union and labor rights, Native American Indians, and women's rights. They encompass key events, influential figures, and legislative changes that have shaped the status and rights of these groups.

2. Understanding Social Movements: Studying these topics provides students with a deeper understanding of the social, political, and cultural factors that have influenced the fight for civil rights in the United States. It allows them to explore the challenges faced by African Americans, trade unions, Native Americans, and women, as well as the strategies, leaders, and organisations involved in advocating for their rights.

3. Analysis of Government and Legal Systems: Examining the roles of Federal and State governments, as well as the Supreme Court, in the struggle for civil rights offers insights into the dynamics of power, legislation, and judicial decisions. It helps students evaluate the impact of government actions, legal cases, and policies on the advancement or hindrance of civil rights.

4. Societal Changes and Impact: Learning about the impact of key historical events such as the Plains Wars, the Dawes Act, the New Deal, the World Wars, and the rise of feminism allows students to understand how these factors influenced the status, opportunities, and challenges faced by African Americans, trade unions, Native Americans, and women.

By studying these topics, students can develop deeper knowledge, develop disciplinary knowledge, analyse historical events, and gain a deeper understanding of the struggles, achievements, and ongoing challenges related to civil rights in the United States.

Exam Specification

OCR A Level A H505

- Y106 England 1485–1558: the Early Tudors (Enquiry topic: Mid Tudor Crises 1547–1558)
- Y219 Russia 1894–1941
- Y319 Civil Rights in the USA 1865–1992
- Y100- Topic Based Essay (NEA)

YEAR 12

TERM	Topic sequence (What are you teaching?)	Topic sequence rationale (Why are you teaching this? How does it link to prior learning?) Any notable links to St Edmund's curriculum mission	Main method of assessment?
1:1	<p><u>England 1485–1558: the Early Tudors (Enquiry topic: Mid Tudor Crises 1547–1558)</u> The government of Henry VII and threats to his rule.</p> <p>Henry's claim to the throne; Yorkist opposition, Lovel, Stafford and Suffolk, the Pretenders, Simnel and Warbeck; relations with the nobility, rewards and punishments; royal finances and their administration, opposition to taxation in Yorkshire and Cornwall; administration, the personnel, Councils, local government and parliament.</p>	<p><u>Russia 1894–1941</u> The rule of Tsar Nicholas II</p> <p>Character, attitude and abilities of Nicholas II; Political, economic and social problems of Russia in 1894; opposition, liberals, populists and Marxists; national minorities; the influence of Pobedonostsev, Witte; the Russo-Japanese War; the causes, extent, nature and consequences of the 1905 Revolution; Witte and the October Manifesto; the Fundamental Law; the Dumas; repression and reform under Stolypin; the political social and economic situation in Russia in 1914</p> <p><u>England 1485-1558</u> Teaching about Henry VII's government and the threats to his rule provides students with insights into the political dynamics of his reign. They will explore Henry's claim to the throne, Yorkist opposition including figures like Lovel, Stafford, Suffolk, and the Pretenders, as well as his relations with the nobility and the administration of royal finances. Students will also analyse the challenges Henry faced, such as opposition to taxation in Yorkshire and Cornwall.</p> <p>Additionally, they will examine the administrative structures under Henry VII, including personnel, Councils, local government, and parliament. This curriculum fosters critical thinking and enhances students' understanding of the political complexities of the era, allowing them to grasp the intricacies of Henry's rule and the challenges he encountered.</p> <p><u>Russia 1894–1941</u></p> <p>Students will explore the character, attitude, and abilities of Tsar Nicholas II, gaining insights into his leadership style and its impact on Russia. They will also analyse the political, economic, and social problems facing Russia in 1894, including the presence of opposition groups such as liberals, populists, and Marxists. Additionally, the curriculum will address the influence of key figures such as Pobedonostsev and Witte on Russian politics.</p>	<p>(End of topic assessment using past paper) (interleaved questioning every lesson)</p>

			<p>The lessons will delve into significant events like the Russo-Japanese War and the causes, extent, nature, and consequences of the 1905 Revolution. Students will examine the reforms introduced by Witte, including the October Manifesto, Fundamental Law, and the establishment of the Dumas. They will also analyze the repression and reform policies implemented under Stolypin and gain an understanding of the political, social, and economic situation in Russia leading up to 1914.</p> <p>Through this sequence, students will develop a nuanced understanding of the complexities of Tsar Nicholas II's rule, the challenges faced by Russia, and the various political, social, and economic factors that shaped the country's trajectory. They will analyse the impact of key events, reforms, and the tensions between repression and reform, fostering critical thinking and historical analysis skills. This sequence aims to provide students with a deep knowledge of the period and an appreciation for the complexities of Russian history.</p>	
1:2	<p><u>England 1485–1558: the Early Tudors (Enquiry topic: Mid Tudor Crises 1547–1558)</u> Henry VII's foreign policy</p> <p>England's position in Europe in 1485, Henry VII's aims; relations with Burgundy, France, Scotland and Spain; treaties of Medina del campo, Redon, Etaples and Ayton; marriage negotiations; trade agreements, including Magnus Intercursus and Malus Intercursus.</p>	<p><u>Russia 1894–1941</u> The 1917 Revolutions</p> <p>The impact of the First World War 1914–1917, defeats, losses, economic dislocation, food shortages, transport problems, inflation; Nicholas' leadership; Rasputin; criticism in the Duma; the events of March 1917; Kerensky, the Provisional Government and Petrograd Soviet; return of exiles and the April Theses; July Days; Kornilov Revolt; events of November 1917; the</p>	<p><u>Russia</u></p> <p>The sequence on the 1917 Revolutions in Russia from 1894 to 1941 explores the impact of the First World War on Russia and the subsequent events that led to the overthrow of the Tsarist regime. Students will analyse defeats, losses, economic dislocation, food shortages, and inflation during the war, as well as Nicholas II's leadership and the influence of Rasputin.</p> <p>Students will delve into the March 1917 revolution, the Provisional Government and Petrograd Soviet, the roles of key figures like Kerensky, the return of exiles, the April Theses, the July Days, the Kornilov Revolt, and the events of November 1917, including the roles of Lenin and Trotsky.</p> <p>This sequence provides students with a comprehensive</p>	<p>(End of topic assessment using past paper) (interleaved questioning every lesson)</p>

		roles of Lenin and Trotsky.	understanding of the revolutionary period and its significant impact on Russian history.	
2:1	<p><u>England 1485–1558: the Early Tudors (Enquiry topic: Mid Tudor Crises 1547–1558)</u> Henry VIII and Wolsey</p> <p>Henry VIII’s personality; his role in government to 1529; aims and policies in foreign affairs to 1529, Wolsey’s role in foreign affairs; Wolsey’s administration of government, finances, law and social reforms; the Church and its condition under Wolsey; the divorce and Wolsey’s fall.</p>	<p><u>Russia 1894–1941</u> The Civil War and Lenin</p> <p>The Constituent Assembly, Lenin decrees; Civil War, White forces, foreign intervention, Red Army, ‘war communism’, reasons for Bolshevik victory/White defeat; murder of the Tsar; Red Terror, Kronstadt Rising; NEP; constitution and government; strengths and weaknesses of Lenin as leader</p>	<p><u>England 1485–1558</u></p> <p>Teaching about Henry VIII and Wolsey provides students with a comprehensive understanding of their respective roles in government and foreign affairs. Students will explore Henry VIII's personality and his involvement in governance until 1529. They will analyse his aims and policies in foreign affairs during this period, as well as the significant role played by Cardinal Wolsey in shaping England's foreign relations. The curriculum will also delve into Wolsey's administration of government, finances, law, and social reforms, highlighting his influence and impact on various aspects of English society. Students will examine the state of the Church under Wolsey's leadership, including his efforts to reform it.</p> <p>Additionally, they will study the divorce issue that marked the downfall of Wolsey and its significance in Henry's reign. By studying these aspects, students will develop a deeper understanding of Henry VIII's reign, the complexities of his personality, Wolsey's contributions, and the intricate dynamics of politics, governance, and the Church during this period.</p> <p><u>Russia</u></p> <p>The sequence on the Civil War and Lenin during Russia's 1894-1941 period delves into the tumultuous events and leadership of Vladimir Lenin. Students will explore the establishment of the Constituent Assembly and analyse Lenin's decrees during this period.</p> <p>The curriculum will focus on the Civil War, examining the conflict between the White forces, foreign intervention, and the Red Army. Students will learn about the implementation of "war communism" and the factors that contributed to the Bolshevik</p>	<p>(End of topic assessment using past paper) (interleaved questioning every lesson)</p>

			<p>victory and the defeat of the White forces. They will also study significant events such as the murder of the Tsar, the Red Terror, and the Kronstadt Rising.</p> <p>The lessons will cover the subsequent implementation of the New Economic Policy (NEP) and the development of the constitution and government. Students will assess the strengths and weaknesses of Lenin as a leader. Through this sequence, students will gain a comprehensive understanding of the Civil War, the leadership of Lenin, and the transformative period in Russian history.</p>	
2:2	<p><u>England 1485–1558: the Early Tudors (Enquiry topic: Mid Tudor Crises 1547–1558)</u> The reign of Henry VIII after 1529 Religious change and opposition,</p> <p>Religious legislation in the 1530s and 1540s, the Dissolution of the Monasteries, the Pilgrimage of Grace; the rise and fall of Thomas Cromwell; the extent of Henry VIII's role in government in the 1540s; faction in 1540s; foreign policy in the 1540s, war with France and Scotland and its impact.</p>	<p><u>Russia 1894–1941</u> The rule of Stalin</p> <p>Character and abilities of Stalin; rivalries and divisions in the Bolshevik party, Trotsky, Bukharin, Kamenev, Zinoviev; Stalin's tactics and victory, 'socialism in one country' v 'permanent revolution'; consolidation of power, propaganda and 'Cult of Personality', growth of police state (OGPU, NKVD, purges and gulags); economic policies in the 1930s, agriculture, kulaks, voluntary and forced collectivisation, mechanisation; industrialisation, Gosplan, first two Five Year Plans; economic, social and political effects of Collectivisation and Five Year Plans.</p>	<p><u>England 1485–1558</u></p> <p>Teaching about the reign of Henry VIII after 1529 provides students with insights into the religious changes, political dynamics, and foreign policy during this period. Students will explore the religious change and opposition that arose, examining the religious legislation enacted in the 1530s and 1540s. The curriculum will cover significant events such as the Dissolution of the Monasteries and the Pilgrimage of Grace, offering students a deeper understanding of the religious and social implications of these actions. Students will also study the rise and fall of Thomas Cromwell, assessing his influence on Henry VIII's policies and the political landscape of the time.</p> <p>Furthermore, students will analyse the extent of Henry VIII's role in government during the 1540s and the factional struggles that emerged within his court. They will also examine the foreign policy pursued by Henry, including the war with France and Scotland, and its impact on England's relationships with other European powers. By studying these aspects, students will gain a comprehensive understanding of the religious, political, and diplomatic developments during the later years of Henry VIII's reign. They will analyze the challenges, conflicts, and transformations that shaped this period, and appreciate the complexities of power dynamics and policy-making in Tudor</p>	<p>(End of topic assessment using past paper) (interleaved questioning every lesson)</p>

			<p>England.</p> <p>Russia</p> <p>This part of the curriculum will analyse Stalin's tactics and his ultimate victory, including the ideological conflicts of "socialism in one country" versus "permanent revolution." Students will study the consolidation of Stalin's power, the implementation of propaganda and the creation of a "Cult of Personality," as well as the growth of the police state through organisations like the OGPU and NKVD, and the subsequent purges and establishment of gulags.</p> <p>Furthermore, students will explore Stalin's economic policies in the 1930s, focusing on agriculture, the treatment of kulaks, and the processes of voluntary and forced collectivisation. They will examine the mechanisation of agriculture and the broader impact of industrialisation, including the role of Gosplan and the implementation of the first two Five Year Plans. The curriculum will address the economic, social, and political effects of collectivisation and the Five Year Plans.</p> <p>Through this sequence, students will develop a comprehensive understanding of Stalin's rule, his leadership style, and the impact of his policies on the Soviet Union. They will analyse the ideological and political dynamics within the Bolshevik party, the consolidation of power, and the transformation of the country's economic and social landscape. This sequence aims to foster critical thinking, historical analysis, and an appreciation for the complexities of Stalin's regime and its lasting effects on Russia.</p>	
3:1	<p><u>England 1485–1558: the Early Tudors (Enquiry topic: Mid Tudor Crises 1547–1558)</u></p> <p>Mid Tudor Crisis - Stability</p> <p>Issues of Edward VI's age and</p>	<p><u>England 1485–1558: the Early Tudors (Enquiry topic: Mid Tudor Crises 1547–1558)</u></p> <p>Mid Tudor Crisis - Stability</p> <p>Issues of Edward VI's age and Mary</p>	<p>Teaching about the stability of the monarchy, religious changes, rebellion, and unrest during the Tudor period fosters deep knowledge and develops disciplinary understanding. The rationale for this approach is as follows:</p> <p>Through the study of these topics, students develop a strong</p>	<p>(End of topic assessment using past paper) (interleaved questioning every lesson)</p>

	<p>Mary Tudor's gender, marriage of Mary Tudor and Philip; the Devises for the succession in 1553 and the succession in 1558; faction and its impact during the rule of Somerset and Northumberland; factional conflict between Paget and Gardiner under Mary.</p>	<p>Tudor's gender, marriage of Mary Tudor and Philip; the Devises for the succession in 1553 and the succession in 1558; faction and its impact during the rule of Somerset and Northumberland; factional conflict between Paget and Gardiner under Mary.</p>	<p>knowledge base and disciplinary understanding of the Tudor period. They gain insights into the complexities of monarchy, religious change, and social dynamics, fostering critical thinking, historical analysis, and a deeper appreciation for the factors that shaped Tudor society and governance.</p> <p>The Stability of the Monarchy: Exploring the issues of Edward VI's age and Mary Tudor's gender provides students with insights into the challenges faced by these monarchs and their impact on stability. Additionally, examining key events such as Mary Tudor's marriage to Philip and the Devises for the succession in 1553 and 1558 allows students to analyse the factors that influenced the stability of the monarchy. They will also explore the impact of factional conflicts, such as those under Somerset and Northumberland, and the conflicts between figures like Paget and Gardiner during Mary's rule. By studying these aspects, students develop a nuanced understanding of the complexities of Tudor rule and the factors that influenced stability or instability within the monarchy.</p>	
<p>3:2</p>	<p><u>England 1485–1558: the Early Tudors (Enquiry topic: Mid Tudor Crises 1547–1558)</u> Religious changes</p> <p>The religious and ecclesiastical policies 1547–1558; legislation, including the Prayer Books and Acts of Uniformity and the extent and results of religious change under Edward and Mary; support for, and opposition to, the religious changes at a local level including unrest, attitudes to Marian policies, Catholic restoration and persecution.</p> <p>Rebellion and unrest</p> <p>Causes and nature of rebellion and unrest; the rebellions of 1549 (Western and Kett), 1553 (Lady Jane Grey) and 1554 (Wyatt); social and economic developments, including inflation, poverty, price rise and enclosure and their link to unrest.</p>	<p>Religious Changes: The curriculum focuses on the religious and ecclesiastical policies during the Tudor period, covering legislation such as the Prayer Books and Acts of Uniformity. Students will analyse the extent and results of religious change under Edward VI and Mary Tudor, exploring the support for and opposition to these changes at both national and local levels. They will examine the social and religious unrest, attitudes towards Marian policies, Catholic restoration, and persecution. By studying religious changes, students gain insights into the religious landscape of the time, the tensions surrounding religious reforms, and the impact of religious policies on society and governance.</p> <p>Rebellion and Unrest: The curriculum explores the causes and nature of rebellion and unrest during the Tudor period. Students will examine notable rebellions such as the Western Rebellion and Kett's Rebellion in 1549, Lady Jane Grey's uprising in 1553,</p>	<p>(End of topic assessment using past paper) (interleaved questioning every lesson)</p>	

		<p>and Wyatt's Rebellion in 1554. They will also analyze social and economic developments, including inflation, poverty, price rise, and enclosure, and their link to societal unrest. By studying rebellion and unrest, students gain a deeper understanding of the social, economic, and political factors that contributed to dissent and resistance. They will develop critical thinking skills by analysing the motivations, consequences, and broader implications of these rebellions.</p>	
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YEAR 13

TERM	Topic sequence (What are you teaching?)	Topic sequence rationale (Why are you teaching this? How does it link to prior learning? Any notable links to St Edmund's curriculum mission)	Main method of assessment?
1:1	<p><u>Civil Rights: African Americans</u></p> <p>Their position in 1865. Reconstruction, White reaction and discrimination. The role of African Americans in gaining civil rights (e.g. Booker T Washington, Dubois, Martin Luther King, the Black Panthers). The roles of Federal (Presidents, Congress and Supreme Court) and State governments in the struggle. The role of anti and pro-civil rights groups. The Civil Rights Movement to 1992.</p>	<p>Teaching the African American civil rights struggle can foster strong knowledge and disciplinary understanding. The curriculum can focus on key aspects such as African Americans' position in 1865 and during Reconstruction, including white reaction and discrimination.</p> <p>It will delve into the role of African American figures like Booker T. Washington, W.E.B. Du Bois, Martin Luther King Jr., and the Black Panthers in advancing civil rights. Additionally, exploring the roles of Federal and State governments, along with anti and pro-civil rights groups, helps students understand the impact of government actions and the broader context of the struggle.</p> <p>The curriculum can also cover the major milestones of the Civil Rights Movement until 1992, providing students with a comprehensive understanding of its progress, challenges, and lasting impact.</p> <p>By focusing on these areas, students develop a robust knowledge base and a nuanced understanding of the African American civil rights struggle. They gain the ability to critically analyse historical events, evaluate the contributions of key figures, assess the role of government, and appreciate the ongoing complexity of the fight for civil rights.</p>	<p>(End of topic assessment using past paper) (interleaved questioning every lesson)</p>
1:2	<p><u>Civil Rights: Union and Labour Rights</u></p> <p>Union and Labour rights in 1865; The impact of New Immigration and industrialisation on union development; The role of Federal governments in supporting and opposing union and labour rights;</p>	<p>The sequence of lessons on union and labour rights is designed to provide students with a comprehensive understanding of the historical development and significance of these rights. Beginning with an examination of union and labour rights in 1865, students will gain insights into the early struggles and conditions faced by workers. They will then explore the impact of new immigration and industrialisation on union development, understanding how these factors influenced the growth of the labour movement.</p> <p>The curriculum will also delve into the role of Federal governments in supporting or opposing union and labour rights, enabling students to evaluate the impact of</p>	<p>(End of topic assessment using past paper) (interleaved questioning every lesson)</p>

	<p>The impact of the World Wars on union and labour rights; The significance of the 1960s; Chavez and the UFW; Significance of the Reagan era</p>	<p>government policies on workers' rights. Furthermore, the lessons will explore the impact of the World Wars on union and labour rights, considering the changes brought about by wartime conditions. The significance of the 1960s, including the Civil Rights Movement and the push for greater workers' rights, will also be examined. Additionally, the contributions of figures such as Cesar Chavez and the United Farm Workers (UFW) will be explored, along with the significance of the Reagan era and its lasting effects on union and labour relations.</p> <p>This sequence of lessons will foster a deep understanding of the historical context, challenges, and achievements related to union and labour rights, empowering students to critically analyse the evolution of workers' rights and their impact on society.</p>	
<p>2:1</p>	<p><u>Civil Rights: Native Americans</u></p> <p>Their position in 1865; The impact of the Plains Wars (1854–1877). The impact of the Dawes Act 1887, of the acquisition of US citizenship 1924, of the New Deal, of the American Indian Movement in the 1960s and 1970s. Native Americans and the Supreme Court. Native American pressure groups.</p>	<p>The sequence of lessons on Native Americans is designed to develop students' comprehensive understanding of the historical experiences and challenges faced by Native American communities. By exploring various key topics, students will gain insight into the significant events and policies that have shaped Native American history.</p> <p>The lessons begin by examining the position of Native Americans in 1865, providing a foundation for understanding their diverse cultures and the impacts of westward expansion. Students will explore the conflicts and struggles during the Plains Wars.</p> <p>The lessons further delve into the impacts of key legislations such as the Dawes Act of 1887, which aimed to assimilate Native Americans into mainstream society, and the acquisition of US citizenship in 1924, recognising their legal rights. The curriculum also addresses the influence of the New Deal policies and the emergence of the American Indian Movement in the 1960s and 1970s, which advocated for Native American rights and self-determination.</p>	<p>(End of topic assessment using past paper) (interleaved questioning every lesson)</p>

		<p>Additionally, the lessons explore the role of the Supreme Court in shaping Native American policies and the experiences of Native American pressure groups. Students will develop a deeper appreciation for the rich cultural heritage, struggles, and ongoing challenges faced by Native American communities, fostering empathy, critical thinking, and a broader understanding of Native American history in the United States.</p>	
2:2	<p><u>Civil Rights: Women</u></p> <p>Position of women in 1865. Impact of the campaign for prohibition on women's rights. Campaign for women's suffrage. The New Deal's impact on women's rights. Influence of the World Wars on women's roles and rights. Rise of feminism and opposition. Landmark case Roe v Wade in 1973. Campaign for the Equal Rights Amendment. Changing economic and employment opportunities for women.</p>	<p>The sequence of lessons on women's history provides students with a comprehensive understanding of historical experiences, challenges, and advancements in women's rights.</p> <p>It covers key topics such as the position of women in 1865, the impact of the campaign for prohibition, the suffrage movement, the New Deal and World Wars, the rise of feminism and opposition, landmark cases like Roe v Wade in 1973, and the campaign for the Equal Rights Amendment.</p> <p>By exploring these topics, students gain insights into the societal constraints faced by women, their efforts to bring about social and political change, and the significant milestones achieved in securing rights and opportunities. The curriculum fosters critical thinking and empathy, encouraging students to appreciate the contributions of women throughout history and the ongoing struggle for equality.</p>	<p>(End of topic assessment using past paper) (interleaved questioning every lesson)</p>
3:1	<p>Revision and exam preparation</p>	<p>Mock exams, previous assessments and student progress checkers (used by the students to RAG rate their understanding of the course) will be used to identify key areas for revision. Consequently, the topics of revision will change each year.</p> <p>Lessons will focus on knowledge retrieval and application of this knowledge to exam questions.</p> <p>Lessons will also focus on recapping and reviewing skills.</p>	<p>Exam questions</p>
3:2	<p>Public exams</p>	<p>Public exams</p>	<p>Public exams</p>