

## History

### Curriculum Principles

**By the end of their secondary education, a student of History at Dixons Broadgreen will:**

- know how an understanding of the past is developed from the available evidence and how that understanding contributes both to their personal development and to their deeper engagement with the world around them.
- know how to organise and communicate their historical knowledge in different ways and reach substantiated conclusions.
- understand the value of a rigorous historical education

**Our unifying ‘sentence’ is:** We enabled students to join the great conversations of humanity, instilling in them a lifelong curiosity and love of History.

**In order to achieve a true understanding of history, topics have been intelligently sequence based on the following rationale:**

- academic and popular history deals mainly with the substance of the past – content, arranged according to perspective and interpretation. The History Department places great emphasis on both substantive knowledge and key concepts. Students will neither receive lessons that focus exclusively on knowledge retention nor on the deployment of ‘skills’. To this end the pedagogy deployed is much informed both by M. Riley’s ‘enquiry question’ and C. Counsell’s ‘hinterland’ of knowledge.
- as a departmental philosophy, we start with the understanding that the past and present are not the same and that people in the past were therefore different in their attitudes and beliefs in ways that were determined by the contexts in which they lived. This is termed ‘understanding of people in the past’, a designation which includes concepts such as chronological understanding, empathy and diversity. This understanding is used to ask further questions centred on concepts of cause, consequence, change and continuity – we call this category of concepts ‘describing and explaining the past’. Finally, we explore how history is and has been constructed, which includes concepts of significance and interpretations, which is termed ‘interpreting the past’.
- enquiry questions connect longer sequences of lessons and, as such, lend structure and direction to a series of activities. Such enquiries provide the goal for a final, substantial and motivating activity through which students demonstrate understanding gleaned in the prior lessons.
- within individual lessons there is recognition that the quality of historical thinking is profoundly influenced both by pupils’ grasp of substantive knowledge and their use of second-order or procedural concepts that provide the foundation of history. Consequently, the importance of both is made explicit and consistently modelled so that students understand both what history is and how they can construct it for themselves. It is also by making these things explicit that students are able to understand how to get better at history as opposed to simply knowing more information.
- abstract concepts are continually revisited throughout the key stages and old learning interleaved with new in order to develop a coherent understanding of specialised terminology

## **The history curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:**

- history deals with the sum of human experience and requires familiarity with a body of information and ideas shared by educated citizens. In detail, or in passing, events, concepts and controversies are visited and revisited both over time and space. In the same way, familiarity with key cultural, religious, scientific and political figures is assumed by educated people. Advantaged students start to acquire this cultural capital at home; for the disadvantaged, history offers a particularly rapid exposure to it. As a Department, we are sensitive both to the fact that individual students come to the subject with different frames of reference and bodies of knowledge and to the opportunities we have to widen students' horizons.
- literacy is a key part of the historian's armoury. Throughout our teaching we prioritise handling text at the most sophisticated level possible, guiding students in accordance with their individual needs. Oral and visual sources are also used extensively, and here too we help students to grasp and critique the ideas and information offered. History is an excellent field for exploring material likely to enthuse students and can be accessed in different ways and at different levels.
- By helping them to access the range of human experience recorded in history everyone acquires better perspective both on their own needs and experiences and those of others. Empathy is a central requirement for any genuine understanding of the past and its value informs the present. On a broader scale, learning about the differences and similarities between cultures and societies enhances students' understanding of the present as well as the past.

## **We fully believe history can contribute to the personal development of students at DBA:**

- History leads to great personal development as it changes the way students see the world by providing a wider frame of reference than the present – aiding both our students and their communities at Dixons Broadgreen.
- Mastery: students are prepared to flourish in a society that exhibits high levels of literacy, numeracy, scientific understanding and aesthetic appreciation. History is a component in what it takes to make such a society and as such the successful learning of history matters to society.
- Powerful knowledge: knowledge is continually questioned, organised, analysed and interpreted so that our students are provided with the intellectual weapons to guard against intolerance and closed thinking.
- Be fair: the students' development of a detailed understanding of the identity of differing communities, cultures and nations, and knowledge of the past – however that past be constructed – provides our students with the tools to moderate their ever-developing personal beliefs and philosophies via informed and responsible scepticism. Coming to grips with the way that rival arguments can be constructed in good faith and require careful and considered judgements encourages an attitude of mind is thus of inestimable value for individuals and for the societies of which they are a part.



**At KS3, KS4 and KS4, our belief is that homework should be interleaved revision of powerful knowledge that has been modelled and taught in lessons. This knowledge is recalled and applied through a range of low stakes quizzing and practice.**

**Opportunities are built in to make links to the world of work to enhance the careers, advice and guidance that students are exposed to:**

- throughout their secondary education, students will encounter a wide-range range of both historic and current vocations. Each topic has a 'careers spotlight', where students will explore a profession linked to that particular unit of work.
- links between historical knowledge and skills and specific professional expertise will be explicitly highlighted. Of particular relevance here, are the promises of a career in law, politics, police and armed forces, journalism, research, or the media.
- guest speakers will be invited to speak to the students and model the value of a historical understanding

**A true love of history involves learning about various cultural domains. We teach beyond the specification requirements, but do ensure students are well prepared to be successful in GCSE examinations:**

- local history is highlighted as often as possible. The links between locality and historical significance enhance students' engagement with tangible artefacts to see, hear and touch.
- out of class resources are promoted in all lessons to extend students' knowledge and to encourage intrinsic curiosity.
- authentic sources – both pictorial and written – are used at all opportunities to invite debate about artistic and linguistic evolution.
- students are exposed to historiography and further reading is promoted.
- the ever-changing relationship between the present and the past is emphasised to show the continuing relevance of the discipline and its profound dep



## History Y7 – 2022 / 2023 Dixons Broadgreen

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Cycle 1	Induction to DBA	Induction to DBA	Norman Conquest (content)	Battles of Fulford and Stamford Bridge (content)	Battles of Stamford Bridge (application)	Battle of Hastings (application)	Castles (knowledge)	Control (extended application – plan)	Control (extended application – evaluate)	The Medieval Church	Monasteries	Urban settlements
	Induction to DBA	Introduction to History at DBA	Norman Conquest (application)	Battle of Fulford (application)	Battle of Hastings (content)	Feudalism (knowledge)	Opposition and Terror (Knowledge)	Control (extended application – monitor)	The Medieval Church	Monasteries	Urban settlements	Silk Road (depth reading) <i>National Geographic</i>
Cycle 2	1	2	3	4	5	6	7	8	9	10	11	12
	Black Death	N/A	The impact of the Black Death (depth reading) <i>BBC History Magazine</i>		Black Death interpretations	Revision for cycle 2 assessment	cycle 2 assessment	DIRT	The European Reformation	The English Reformation – Henry VIII	The English Reformation – Henry VIII	“Luck was the most significant factor in William winning the Battle of Hastings” To what extent do you agree with the statement? (plan)
	The impact of the Black Death (depth reading) <i>BBC History Magazine</i>	N/A		Black Death interpretations	Black Death interpretations	Revision for cycle 2 assessment	Cycle 2 assessment	DIRT	The European Reformation	The English Reformation – Henry VIII	Tudors: religion (depth reading) <i>English Heritage</i>	“Luck was the most significant factor in William winning the Battle of Hastings” To what extent do you agree with the statement? (application)
	1	2	3	4	5	6	7	8	9	10	11	12

<b>Cycle 3</b>	<p>“William used castles to control England after the Battle of Hastings” How far do you agree with the statement? (application)</p>	<p>“What can the Bayeux Tapestry tell us about the Norman Conquest”? (sources)</p>	<p>“What can the Domesday Book tell us about the Norman Conquest”? (sources)</p>		<p>“The Black Death reveals more about the importance of religion in medieval society than it does about public health.” To what extent do you agree with this statement? (application)</p>	<p>The Church was the most important institution in Western Europe, c.500-1750” To what extent do you agree with this statement? (plan)</p>	<p>The Church was the most important institution in Western Europe, c.500-1750” To what extent do you agree with this statement? (DIRT)</p>					<p>African Kingship – Mali Empire</p>	<p>African Kingship – Kingdom of Benin</p>
	<p>“William used castles to control England after the Battle of Hastings” How far do you agree with the statement? (DIRT)</p>	<p>“What can the Bayeux Tapestry tell us about the Norman Conquest”? (application)</p>	<p>“What can the Domesday Book tell us about the Norman Conquest”? (application)</p>	<p>“The Black Death reveals more about the importance of religion in medieval society than it does about public health.” To what extent do you agree with this statement? (plan)</p>	<p>“The Black Death reveals more about the importance of religion in medieval society than it does about public health.” To what extent do you agree with this statement? (DIRT)</p>	<p>The Church was the most important institution in Western Europe, c.500-1750” To what extent do you agree with this statement? (application)</p>						<p>African Kingship – Mali Empire</p>	<p>African Kingship – Kingdom of Benin</p>



	British Empire: legacy	Urbanisation (p8-10)	Growth of Liverpool (p14-16)	Growth of Liverpool (p20-23)	Revision	DIRT	Living conditions knowledge (p28-32)	Working conditions (p41-44)	Working conditions (p48-53)	Changes in factory conditions	The role of women during the First World War	The actions of the Suffragettes	Representation of the People's Act
Cycle 3													
				Causes of World War One	Experiences of Trench Warfare	Introduction of conscription in 1916	Home Front	Why was there a move from recruitment to conscription? (application)	Interpretations (plan)	Interpretations (DIRT)	Cycle 3 Assessment	Holocaust	Holocaust
				Recruitment	Government use of propaganda during First World War	Conscientious Objectors and their treatment	Why was there a move from recruitment to conscription? (plan)	Why was there a move from recruitment to conscription? (DIRT)	Interpretations (application)		DIRT	Holocaust	Holocaust





		Concentration camps	Goebbels and Ministry of Public enlightenment and Propaganda	Press as propaganda	Nuremberg Rally as propaganda		Revision	Cycle 2 assessments	Pre-war opposition from the left	Pre-war opposition from members of organised religion	1.1 Medieval England (p.10-12)	1.2 Consequences of the Jewish communities in Medieval England (p. 16-18)	1.4 The Low Countries (p.21-22)
Cycle 3													
	1.5 Other migrants to England 1250-1500 (p.23-24)	1.7 Unofficial response to medieval Migrants (p. 28-30)	Medieval migrants application	2.1 Changing times, 1500-1750 (p. 38-40)	2.2 Huguenots (p. 43-44)	2.4 Jews (p. 48-50)	2.6 Roma gypsies (53-54)	2.7 Africans (p. 58-59)	Review (p. 64-66)	Early modern migrants DIRT			
	1.6 Official response to medieval Migrants (p. 25-27)	1.7 Unofficial response to medieval Migrants (p. 31-32)	Medieval migrants DIRT	2.1 Changing times, 1500-1750 (p.41-42)	2.3 Palatines (p. 45- 47)	2.5 Hansa Merchants (p. 51- 52)	2.7 Africans (p. 55-57)	2.8 Indians (p. 60-63)	Early modern migrants application				

## History Y10 – 2022 / 2023 Dixons Broadgreen

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	Induction	Impact of Nazi policies on workers	Impact of Nazi policies on women (traditional roles)	Impact of Nazi policies on young people (education)	NSDAP persecution of Jewish people (undermenschen)	NSDAP persecution of Jewish people (depth reading)	How was Hitler able to become Fuhrer by 1934 (evaluate)	How did NSDAP rule affect the lives of German people 1933-39 (monitor)	Impact of the war on the German people 1939-42	Fighting until the end 1944-45 (monitor)	Wartime public opposition to the NSDAP (monitor)	Occupation of Western and Eastern Europe	Death Camps
	Induction	Impact of Nazi policies on workers (DAF)	Impact of Nazi policies on women (motherhood)	Impact of Nazi policies on young people (youth organisations)	NSDAP persecution of Jewish people (ubermenschen)	How did the lives of German people change 1933-39? (depth reading)	How effectively did the NSDAP control the Third Reich 1933-39 (monitor)	How did NSDAP rule affect the lives of German people 1933-39 (evaluate)	The impact of Total War on the German people 1943-44	Fighting until the end 1944-45 (evaluate)	Wartime public opposition to the NSDAP (evaluate)	Nazi occupation and Jews	Death Camps
	Induction	Impact of Nazi policies on workers (depth reading)	Impact of Nazi policies on women (depth reading)	Impact of Nazi policies on young people (depth reading)	NSDAP persecution of Jewish people (policies 1933-39)	How was Hitler able to become Fuhrer by 1934 (monitor)	How effectively did the NSDAP control the Third Reich 1933-39 (evaluate)	The move to a war economy 1939-42	Fighting until the end 1944-45 (plan)	Wartime public opposition to the NSDAP	Occupation of Western and Eastern Europe	Nazi occupation and Jews	Europe response to Nazi Rule
Cycle 2	Revision	Revision	Cycle 1 assessments	New booklet 1.1 Medieval England (p.10-12)	1.3 Migrants in Medieval England (p.19-20)	1.6 Official response to medieval Migrants (p. 25-27)	Medieval migrants plan	2.1 Changing times, 1500-1750 (p. 38-40)	2.3 Palatines (p. 45- 47)	2.6 Roma gypsies (53-54)	2.8 Indians (p. 60-63)	Early modern migrants application	3.1 Industry and Empire (p.14-15)
	Revision	Revision	Cycle 1 assessments	1.2 Consequences of the Jewish communities in Medieval England (p. 13-15)	1.3 Migrants in Medieval England (p.19-20)	1.7 Unofficial response to medieval Migrants (p. 28-30)	Medieval migrants application	2.1 Changing times, 1500-1750 (p.41-42)	2.4 Jews (p. 48-50)	2.7 Africans (p. 55-57)	Review (p. 64-66)	Early modern migrants DIRT	3.2 Migration to Ireland (p.16-18)
	Revision	Revision	Cycle 1 assessments	1.2 Consequences of the Jewish communities in Medieval England (p. 13-15)	1.5 Other migrants to England 1250-1500 (p.23-24)	1.7 Unofficial response to medieval Migrants (p. 31-32)	Medieval migrants DIRT	2.2 Huguenots (p. 43-44)	2.5 Hansa Merchants (p. 51- 52)	2.7 Africans (p. 58-59)	Early modern migrants plan	3.1 Industry and Empire (p.11-13)	3.2 Migration to Ireland (p.19-20)

<b>Cycle 3</b>	3.3 Italian migrants (p.21-22)	Review (p.29-31)	3.7 Asian migrants (p. 36-38)	4.1 Events of 20 <sup>th</sup> and 21 <sup>st</sup> impact on migration (p.51-52)	4.3 Belgian and German migrants (p. 57-59)	4.4 Refugees and enemy aliens (p.64-65)	4.6 Commonwealth migrants in the 1960s and 1970s (p. 72-73)	18 marker judgement questions plan					
	3.4 German migrants (p. 23-24)	3.6 African migrants (p. 32-33)	3.8 Chinese communities (p. 39-41)	4.1 Events of 20 <sup>th</sup> and 21 <sup>st</sup> impact on migration (p. 53-54)	4.3 Belgian and German migrants (p. 60-61)	4.4 Commonwealth migrants (p.66-68)	4.7 Economic migrants (p. 74-76)	18 marker judgement questions application					
	3.5 Reactions to Jewish migrants (p.25-28)	3.6 Africans migrants (34-35)	Review (p. 42-44) Application	4.2 1905 Aliens Act (p.55-56)	4.4 Refugees and enemy aliens (p.62-63)	4.6 Commonwealth migrants in the 1960s and 1970s (p. 69-71)	4.8 Refugees and asylum seekers (p.77-80)	18 marker judgement questions DIRT					

## History Y11 – 2022 / 2023 Dixons Broadgreen

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1		The rebellion of the Earl of Essex	The enforcement of Elizabeth's religious settlement after 1580	The Armada and the war with Spain	Family life	Elizabethan culture and the decline of 'merry England'	Elizabethan Theatre and attitudes of authorities	Elizabethan exploration - Gilbert and Raleigh	Norton Priory	Norton Priory	PPE	Norton Priory	PPE feedback
	Elizabeth and her court	Elizabeth and her Parliament	Catholic links abroad and Elizabeth's spy network	Lives of the rich, middling and poor	Poverty	Persecution of witches and interpretation	Merry England interpretation	Elizabethan exploration - Fitch and Lancaster	Norton Priory	Norton Priory	PPE	Norton Priory	PPE feedback
	Privy Chamber and Privy Council	Elizabeth and local gov inc propaganda and censorship	Mary Queen of Scots and plots against Elizabeth	Lives of the rich, middling and poor	Poverty	Witchcraft interpretation	Why did Elizabethan exploration increase? Dee and Drake	Elizabethan exploration interpretation	Norton Priory	Norton Priory	PPE	Norton Priory	PPE feedback
Cycle 2		1.1 Geography of America and its people	1.3 Slavery expansion	Review	2.3 Mormons	3.1 Divisions between North and South	3.3 African Americans experience of Civil War	3.5 Reconstruction reversed	4.3 Homesteaders	4.5 Black Hills War	5.3 Big businesses, cities and migration	PPE	PPE
		1.1 Geography of America and its people	1.4 Tensions over slavery	2.1 Lakota	2.4 California Gold Rush	3.2 Civil War	3.3 African Americans experience of Civil War	4.1 Railroad	4.3 Homesteaders	5.1 Indians way of life destroyed		PPE	PPE
		1.2 USA expansion	1.5 US policy towards Indians	2.2 Far West	2.5 Pike Peak Gold Rush	3.2 Civil War	3.4 Reconstruction	4.2 Cattle industry	4.4 war on the Plains	5.2 African Americans life changed	Revision PPE-Norton Priory	PPE	Occupation of Western and Eastern Europe
H/W				Set students up on Seneca	Nazi Germany 1.1/1.2	Nazi Germany 2.1/2.2/2.3	Nazi Germany 3.1/3.2/3.3	Nazi Germany 4.1/4.2	Nazi Germany 5.1/5.2/5.3	Elizabeth 1.1/2.1	Elizabeth 3.1/3.2	Elizabeth 4.1/4.2	Elizabeth 5.1



## POST 16 - LONG-TERM PLAN

**SUBJECT: History**

YEAR 12	CYCLE 1	CYCLE 2	CYCLE 3
<b>WEEK 1</b>	<p>Introduction to Britain course</p> <p>Chapter 1- 1951 General Election</p> <p>Chapter 1- 1951 General Election</p> <p>Introduction to Russia course</p> <p>Chapter 1- Russia in 1855- political context</p>	<p>Feedback lesson</p> <p>Chapter 7- Youth, Immigration and Race</p> <p>Chapter 7- Youth, Immigration and Race</p> <p>Feedback lesson</p> <p>Chapter 6- Economic policies</p>	<p>NEA</p> <p>NEA</p> <p>NEA</p> <p>Chapter 10- Social Revolutionary Party</p> <p>Chapter 10 Social Democratic Workers Party</p>
<b>WEEK 2</b>	<p>Chapter 1- 1951-64 Conservative dominance</p> <p>Chapter 1- 1951-64 Conservative dominance</p> <p>Chapter 1- 1951-64 Conservative dominance</p> <p>Chapter 1- Russia in 1855- social and economic context</p> <p>Chapter 1- The Crimean War</p>	<p>Chapter 8- Vietnam war/ EEC</p> <p>Chapter 8- Vietnam war/ EEC</p> <p>Chapter 8- Withdrawal East of Suez</p> <p>Chapter 6- Industrialisation</p> <p>Chapter 6- Agriculture and Land Use</p>	<p>NEA</p> <p>NEA</p> <p>NEA</p> <p>Chapter 10- The extent of opposition between 1905 and 1914</p> <p>Chapter 10- Summary</p>
<b>WEEK 3</b>	<p>Chapter 2- Britain's thriving economy 1951-1964</p> <p>Chapter 2- Britain's thriving economy 1951-1964</p> <p>Chapter 2- Economic problems 1951-1964</p> <p>Chapter 1- The Crimean War</p> <p>Chapter 2- Emancipation of the Serfs</p>	<p>Chapter 8- Withdrawal East of Suez</p> <p>Chapter 9- Introduction Edward Heath</p> <p>Chapter 9- Miners' strike</p> <p>Chapter 6- Social divisions</p> <p>Chapter 6- The cultural influence of the Church</p>	<p>NEA</p> <p>NEA</p> <p>NEA</p> <p>Chapter 11- Political problems</p> <p>Chapter 11- Economic and social problems</p>
<b>WEEK 4</b>	<p>Chapter 2- Economic problems 1951-1964</p> <p>Chapter 3- Societal changes 1950s-class</p> <p>Chapter 3- Societal changes 1950s-class</p> <p>Chapter 2- Emancipation of the Serfs</p> <p>Chapter 2- Domestic Reform</p>	<p>Chapter 9- Heath defeat in 1974</p> <p>Chapter 9- Troubles in Ireland: 1970-1974</p> <p>Chapter 9- Troubles in Ireland: 1970-1974</p> <p>Chapter 7- Introduction to Nicolas II</p> <p>Chapter 7- Russo-Japanese War</p>	<p>NEA</p> <p>NEA</p> <p>NEA</p> <p>Chapter 11- Opposition and February/ March 1917</p> <p>Chapter 11- Dual power of 1917</p>
<b>WEEK 5</b>	<p>Chapter 3- Societal changes 1950s-women</p>	<p>Chapter 10- Wilson and Callaghan</p> <p>Chapter 10- Wilson and Callaghan</p>	<p>NEA</p> <p>NEA</p>



	<p>Chapter 3- Societal changes 1950- immigration and race</p> <p>Chapter 3- Societal changes 1950s- teenager</p> <p>Chapter 2- Domestic Reform</p> <p>Chapter 2- Summary</p>	<p>Chapter 10- Winter of discontent/ 1979 election</p> <p>Chapter 7- 1905 Revolution</p> <p>Chapter 7- Responses to the 1905 Revolution</p>	<p>NEA</p> <p>Chapter 11- Summary</p> <p>Chapter 12- Lenin's return and growth of Bolshevik support</p>
<b>WEEK 6</b>	<p>Chapter 4- Britain's position in the world- the EEC</p> <p>Chapter 4- Britain's position in the world- special relationship and the Cold War</p> <p>Chapter 4- Britain's position in the world- special relationship and the Cold War</p> <p>Chapter 3- Alexander II and reaction</p> <p>Chapter 3- Alexander II and reaction</p>	<p>Chapter 10- Northern Ireland</p> <p>Chapter 11- Societal changes 1970s- Women</p> <p>Chapter 11- Societal changes 1970s- Race</p> <p>Chapter 7- Duma government 1906- 1914</p> <p>Chapter 7- Summary</p>	<p>NEA</p> <p>NEA</p> <p>NEA</p> <p>Chapter 12- October 1917</p> <p>Chapter 12- Consolidation October 1917- December 1917</p>
<b>WEEK 7</b>	<p>Chapter 4- Britain's position in the world- Suez and Decolonisation</p> <p>Chapter 4- Britain's position in the world- Suez and Decolonisation</p> <p>Chapter 5- 1964 general election</p> <p>Chapter 3- Introduction to Alexander III</p> <p>Chapter 3- Alexander III as Tsar</p>	<p>Chapter 11- Societal changes 1970s- Youth</p> <p>Chapter 11- Societal changes 1970s- Environmentalism</p> <p>Chapter 11- Societal changes 1970s- Summary</p> <p>Chapter 8- Witte and Vshnegradsky</p> <p>Chapter 8- Industrial growth to 1914</p>	<p>NEA</p> <p>NEA</p> <p>NEA</p> <p>Chapter 12- Suppression October 1917- December 1917</p> <p>Chapter 12- Summary</p>
<b>WEEK 8</b>	<p>Chapter 5- Problems faced by Labour government</p> <p>Chapter 5- Problems faced by Labour government</p> <p>Chapter 5- Britain's economic problem- Trade Unions</p> <p>Chapter 3- Alexander III as Tsar</p> <p>Chapter 4- Russification</p>	<p>Chapter 12- Entry into the EEC</p> <p>Chapter 12- Entry into the EEC</p> <p>Chapter 12- Cold War</p> <p>Chapter 8- Agricultural growth and change to 1914</p> <p>Chapter 8- Impact of Stolypin's Reforms</p>	<p>NEA</p> <p>NEA</p> <p>NEA</p> <p>NEA</p> <p>NEA</p>
<b>WEEK 9</b>	<p>Chapter 5- Troubles in Northern Ireland, 1964-1970</p> <p>Chapter 6- Liberalising legislation: Reform from above</p> <p>Chapter 6- Liberalising legislation: Reform from above</p> <p>Chapter 4- Russification</p> <p>Chapter 4- Anti-Semitism</p>	<p>Chapter 12- Cold War</p> <p>Chapter 12- Summary</p> <p>Chapter 12- Summary</p> <p>Chapter 9- Urban Social developments to 1914</p> <p>Chapter 9- Countryside and social developments</p>	<p>NEA</p> <p>NEA</p> <p>NEA</p> <p>NEA</p> <p>NEA</p>



<b>WEEK 10</b>	<p>Chapter 6- Liberalising legislation: Reform from above</p> <p>Chapter 6- 1964- 1970: Education reform</p> <p>Chapter 6- 1964- 1970: Education reform</p> <p>Chapter 4- Anti-Semitism</p> <p>Chapter 5- Emergence of new ideas and opposition</p>	<p>NEA</p> <p>NEA</p> <p>NEA</p> <p>Chapter 9- Social divisions</p> <p>Chapter 9- Cultural changes</p>	<p>Revision lesson 1</p> <p>Revision lesson 2</p> <p>Revision lesson 3</p> <p>Revision lesson 1</p> <p>Revision lesson 2</p>
<b>WEEK 11</b>	<p>Chapter 7- 1960s: Mass Media/ Science and technology</p> <p>Chapter 7- 1960s: Mass Media/ Science and technology</p> <p>Chapter 7- Permissive society 1960s- Women</p> <p>Chapter 5- Moderate liberal opposition</p> <p>Chapter 5- Radical opposition</p>	<p>Revision lesson 1</p> <p>Revision lesson 2</p> <p>Revision lesson 3</p> <p>Revision lesson 1</p> <p>Revision lesson 2</p>	ASSESSMENT WEEK
<b>WEEK 12</b>	<p>Revision lesson 1</p> <p>Revision lesson 2</p> <p>Revision lesson 3</p> <p>Chapter 5- Tsarist reaction and the radical opposition after 1881</p> <p>Revision lesson</p>	ASSESSMENT WEEK	<p>Feedback lesson</p> <p>NEA</p> <p>NEA</p> <p>Feedback lesson</p> <p>NEA</p>
<b>WEEK 13</b>	ASSESSMENT WEEK	<p>Feedback lesson</p> <p>NEA</p> <p>NEA</p> <p>Feedback lesson</p> <p>Chapter 10- liberal opposition to 1905</p>	<p>NEA</p> <p>NEA</p> <p>NEA</p> <p>NEA</p> <p>NEA</p>

