



Dallam School

Curriculum Overview

Faculty: Humanities
Subject: History
Paper: Edexcel A Level

PAPER 1

Britain, 1625-1701: Conflict, Revolution and Settlement

Taught September – July in Year 12

By the end of the unit pupils will know (*key knowledge, including tier 3 vocabulary*):

- Introduction to topic and background context: British society c.1625, the rule of James I and his legacy for Charles I.

Topic 1: The quest for political stability, 1625-1688

- The failure of monarchical government, 1625-1649.

Charles I and parliament, 1625–29; personal rule and its failure, 1629–40 and the failure to compromise, 1640-49.

- Republican rule, 1649–60.

Reasons for the failure of Republican attempts to provide stable government; the role of Cromwell.

- From restoration to revolution, 1660-88.

The Restoration Settlement, 1660–64; conflicts between king and parliaments, 1665–81; personal rule and the collapse of royal power, 1681–88.

Topic 2: Religion: conflict and dissent, 1625-88

- The Church of England

Laud's policies and religious uniformity; parliament's reordering of the church, 1640-; the restoration of Anglicanism, 1660-62 and its dominant position in religious life.

- The growth of religious nonconformity

Puritanism under Charles I; Presbyterians and religious radicalism; the persecution of dissenters under Charles II and James II.

- The Catholic question

Catholic influence within Charles I's court; the exclusion of Catholics from religious toleration; anti-Catholic sentiment, 1660-88.

PAPER 2

Russia in Revolution, 1894-1924

Taught September – April in Year 12

- Introduction to topic and background context: Russia in c1894: Tsar Nicholas II and Russian society.

Topic 1: The Rule of Nicholas II, 1894-1905

- The nature of autocratic rule:

The Tsarist principles of autocracy, nationality and orthodoxy; the oppression of nationalities; anti-Semitism; the Okhrana.

- Opposition to Tsarism:

Unrest among peasants and workers; middle-class opposition and the League of Liberation; the Socialist Revolutionaries and the Social Democrats; reasons for the lack of success of opposition groups.

- The 1905 Revolution:

The impact of the Russo-Japanese war; Bloody Sunday; the spread of revolutionary activity among peasants, workers and national minorities;

the St Petersburg Soviet.

- Nicholas II's response:

The failure of the August Manifesto; the October Manifesto and the response of opposition groups; the crushing of the Moscow Uprising; the extent of the recovery of Tsarist power.

Topic 2: The end of Romanov Rule, 1906-17

- Change and continuity in government:

The Fundamental Law; the radicalism of the first two duma; Nicholas II's relations with the dumas, 1906–14; the nature of Tsarist government and royal power in 1914.

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<p><u>Topic 3: Social and intellectual challenge, 1625-1688</u></p> <ul style="list-style-type: none"> ➤ Population Reasons for the increase in the population; the impact of population growth on urban development and rural change; growth of poverty; the Poor Laws and actions against beggars and vagrants. ➤ The changing structure of society The power of the nobility; the changing gentry class; urbanisation and the growth of the professional and merchant classes; the impact of religious and legal changes on the status of women. ➤ A ferment of ideas Radical political ideas, including the Levellers and the Diggers; the end of divine right monarchy and a confessional state; the significance of the ideas of Hobbes and Locke; the scientific revolution, including Francis Bacon and the experimental method; the significance of the Royal Society. <p><u>Topic: Economy, trade and empire, 1625-1688</u></p> <ul style="list-style-type: none"> ➤ Agriculture Changes in agricultural techniques; the development of specialised farming and the growth of employment; capital investment in agriculture; the development of national markets. ➤ Changing domestic trade patterns The changing cloth trade, including ‘new draperies’ and the impact of Protestant refugees; the growth of London and its impact on economic development; the growth of banking and insurance. ➤ The impact of imperial expansion The significance of North America and Jamaica; the Navigation Acts and the development of mercantilism; effects of Anglo-Dutch commercial rivalry; the role of the East India Company; the significance of British control of the triangular trade; changing trade patterns. <p><u>Topic 5: Historical Interpretations – How revolutionary, in the years to 1701. Was the Glorious Revolution of 1688-89?</u></p>	<ul style="list-style-type: none"> ➤ Repression and reform, 1906–14: Stolypin’s repression and the restoration of stability; actions against revolutionary parties; reform of agricultural landholdings and emigration to Siberia; the Lena goldfields massacre, 1912. ➤ The impact of the First World War: The state of the armed forces in 1914; economic problems including inflation and supplies for cities; Nicholas, Alexandra and Rasputin; the Progressive Bloc and Zemgor. ➤ The February Revolution: Growth of unrest in towns and countryside; International Women’s Day and the Petrograd general strike; the creation of the Provisional Committee, and the Petrograd Soviet; the abdication of Nicholas II. <p><u>Topic 3: The Provisional government and its opponents, February–October 1917</u></p> <ul style="list-style-type: none"> ➤ The nature of dual power: The political complexion of the Provisional government; the extent of its power and support; the aims and membership of the Petrograd Soviet; early political reforms. ➤ Opposition to the Provisional government: Conflicting attitudes on the continuation of the war; Lenin’s return to Russia and the April Theses; the Milyukov crisis; the June Offensive and the July days. ➤ The second Provisional government, July–October: Kerensky as Prime Minister; the membership of the new government; The Kornilov affair and its impact on the government and the Bolsheviks. ➤ The October Revolution: Lenin’s influence on the Central Committee; Trotsky and the Military Revolutionary Committee; the events of 24–26 October; the Constituent Assembly elections; the formation of the Bolshevik government. <p><u>Topic 4: Defending the Bolshevik revolution, October 1917–24</u></p> <ul style="list-style-type: none"> ➤ Consolidating Bolshevik power: The closing of the Constituent Assembly; making peace at Brest-Litovsk; the formation of the Cheka; attacks on Bolshevik opponents; the Red Terror.

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<ul style="list-style-type: none"> ➤ The significance of revolutionary ideals in the establishment of a constitutional monarchy. ➤ The impact of the Toleration Act 1689 and the end of Anglican supremacy. ➤ The significance of the Triennial Act 1694 and the growth of parliamentary power. ➤ The importance of William III's wars in the development of a financial revolution. 	<ul style="list-style-type: none"> ➤ Bolshevik economic policies: State capitalism; War Communism; the Tambov rising and the Kronstadt mutiny; economic and political results of the New Economic Policy. ➤ Russian Civil War: Defeat of domestic enemies: the geography of the civil war; the Social Revolutionaries, national minorities and the Whites; Trotsky and the Red Army; the defeat of Kolchak, Denikin and Yudenich. ➤ Foreign intervention in Russia: Reasons, nature and extent of intervention; the impact of war weariness and the lack of support in the west for intervention; the end of intervention.
<p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ <i>Divine right, republican, King-in-Parliament, prerogative, impeachment, Long Parliament, Pym's Junto, Commonwealth, Interregnum, Cavalier Parliament.</i> ➤ <i>Arminian, dissent, non-conformity, confessional state, Book of Common Prayer, predestined, recusancy, episcopacy, Papist.</i> ➤ Gentry, vagrant, poverty line, inflation, professional, suffrage, political philosophy, empiricism ➤ Common land, yeoman, husbandmen, arable farming, national markets, putting-out system, worsted draperies, Huguenot, money scrivener, banking, insurance, cash-crop, mercantilism, Royal Mint 	<p>Tier 3 vocab:</p> <ul style="list-style-type: none"> ➤ <i>Autocracy, nationality, Orthodoxy, Russification, repression, Okhrana.</i> ➤ <i>Marxism, liberalism, revolutionaries, opposition, exile, bourgeoisie</i> ➤ <i>Manifesto, Duma, legislation, assembly</i> ➤ <i>Inflation, mutiny, famine, land grabs, general strike</i> ➤ <i>Dual power, Soviet Order Number One, revolutionary defencism</i> ➤ <i>Cheka, intimidation, immiseration, terror, civil war, War Communism</i>
<p><i>They will understand (key concepts):</i></p>	
<ul style="list-style-type: none"> ➤ Cause and consequence: The causes of revolutionary events throughout the period 1625-1701, and the consequences of these on religion, society and the economy. ➤ Changes and continuity: The changes in politics, religion, society and economy through monarchical government, the Republic and the Restoration. ➤ Similarity and Difference: A comparison between monarchical rule and republican rule. ➤ Significance: How significant different factors, individuals or events are in driving change. ➤ Chronology: A clear understanding of the order of events during the period 1625-1701 	<ul style="list-style-type: none"> ➤ Change and continuity: The development of Russian society between 1894-1924, changes in the nature of the Tsarist government, continuities of methods across successive government systems. ➤ Similarity and Difference: A comparison between the Tsarist regime, that of the Provisional Government and then of the Bolshevik regime to assess the similarities and differences. ➤ Significance: How significant different factors, individuals or events are in driving change. ➤ Chronology: A clear understanding of the order of events during the Russian Revolution.
<p><i>They will develop these skills:</i></p>	
<ul style="list-style-type: none"> ➤ Knowledge – Demonstrate, organise and communicate knowledge related to the period studied. 	<ul style="list-style-type: none"> ➤ Source interrogation – the skill of analysing primary sources to ascertain their value to an historian based on content and provenance.

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<ul style="list-style-type: none"> ➤ Analysis – Evaluate key features of the period, weighing up the evidence to form a substantiated judgement. ➤ Essay writing – the skill of constructing a clear and evaluative piece of academic writing. ➤ Reading – the skill of reading with interrogation to prioritise information. ➤ Interpretations – Analyse and evaluate different ways in which aspects of the past have been interpreted. 	<ul style="list-style-type: none"> ➤ Essay writing – the skill of constructing a clear and evaluative piece of academic writing. ➤ Reading – the skill of reading with interrogation to prioritise information. ➤ Analysis – the skill of weighing up evidence to form a substantiated judgement.

PAPER 3	COURSEWORK MODULE
The witch craze in Britain, Europe and North America, c1580-c1750	Free choice of topic
Taught April of Year 12 – Christmas of Year 13	Taught May of Year 12 – submitted by Christmas of year 13
By the end of term pupils will know (<i>key knowledge, including tier 3 vocabulary</i>):	
<p><u>Breadth Topic 1: Changing Attitudes to Witchcraft in Britain</u></p> <p>The existence and growth of scepticism, c1580–c1750: the impact of notable frauds and doubtful cases.</p> <ul style="list-style-type: none"> ➤ The case of the Boy of Burton 1597, the Pendle Swindle 1634, the Demon Drummer of Tedworth 1662, the case of Jane Wenham in 1712; the influence of Lord Chief Justice Sir John Holt, 1689–1710. <p>The impact of notable sceptic publications, c1580–c1750:</p> <ul style="list-style-type: none"> ➤ Reginald Scot's <i>The Discoverie of Witchcraft</i> 1584, Samuel Harsnett's <i>A Survey of Certain Dialogical Discourses</i> 1599, Thomas Ady's <i>A Candle in the Dark</i> 1656, John Webster's <i>The Displaying of Supposed Witchcraft</i> 1677; the publication of Balthasar Bekker's <i>The Enchanted World</i> 1691. <p><u>Breadth Topic 2: The wider intellectual context: the coming of the age of science of reason</u></p> <p>Making sense of the universe and its impact, c1580–c1750:</p> <ul style="list-style-type: none"> ➤ the coexistence of new and older ideas and the impact of Johannes Kepler, Galileo Galilei, Isaac Newton. <p>The changing approach to human understanding and knowledge, c1580–c1750. Key developments:</p> <ul style="list-style-type: none"> ➤ Francis Bacon and the empirical scientific approach, the foundation of Gresham College 1644, the establishment of the Royal Society 1662; Thomas Hobbes's deductive reasoning and materialism, John Locke and his <i>Essay Concerning Human Understanding</i> 1690. <p><u>Depth Topic 1: The North Berwick Witches in Scotland, 1590-91 and the aftermath to 1597</u></p> <p>The origins of the persecution:</p> <ul style="list-style-type: none"> ➤ Gilly Duncan's confession; ➤ the impact of James VI's voyage from Denmark; ➤ the extent to which Danish witch hunting influenced events in Scotland. <p>The widening net:</p>	<p><u>Understanding historical arguments</u></p> <p>Know the ways in which historians present arguments. Know how to summarise these and present evidence to support.</p> <ul style="list-style-type: none"> ➤ Summarising arguments in combination with quotes. ➤ Come to a judgement on the extent of agreement using own knowledge to assess <p><u>Analysing and evaluating historical interpretations</u></p> <p>Recognise that interpretations are representations and constructions of the past.</p> <ul style="list-style-type: none"> ➤ The way historians present answers – tacit/explicit argument and how this impacts interpretations. ➤ What historians provide – an explanation/assessment of significance/justification for a claim and how this impacts interpretations. <p><u>Working with interpretations</u></p> <p>Comprehend and analyse the defining elements of interpretations and explain why historians arrive at the interpretations they do.</p> <ul style="list-style-type: none"> ➤ The reasons for different conclusions: focus, questions, chronology and evidence used. ➤ Aims: how the aim of historians changes their judgement. ➤ Criteria: How varying emphasis on different aspect can affect the final judgement. ➤ Difference: Interpretations are not a representations of the past, and therefore there are multiple conclusions people may reach. ➤ Recognise the relationships between interpretations and the questions that they seek to ask and answer ➤ Comprehend and analyse the defining elements of particular interpretations ➤ Explain why historians arrive at the interpretations they do and understand that differences in interpretation can be legitimate

- the case of Agnes Sampson and John Fian;
- the role of the king and torture;
- the involvement of the Earl of Bothwell;
- impact of the confessions, trials and executions.

Reasons for the extent of witchcraft persecutions in Scotland to 1597, including judicial procedures, lack of strong central control, the role of King James and the significance of his *Daemonologie*.

Depth Topic 2: The Lancashire Witches of 1604-13

The influence of the social, economic and religious context of the area around Pendle in the early seventeenth century and the significance of the new witchcraft statute of 1604.

The origins of the case:

- Alizon Device and John Law;
- the investigations of Roger Nowell;
- Old Demdike and Old Chattox and their witchcraft families;
- the meeting at Malkin Tower.

The trial 1612:

- the Judges Bromley and Altham;
- the conduct and outcomes of the trial;
- impact of Thomas Potts's account.

Depth Topic 3: The Great Witch Hunt in Bamberg, Germany, 1623-32

The economic, political and religious context:

- reclaiming territory for the Catholic Church;
- the impact of the Thirty Years War on Bamberg in these years;
- economic crises.
- Numbers and social groups affected by the witch hunts; the use of torture and property confiscations; the roles of Prince-Bishop von Dornheim and Frederick Forner.

The reasons for the ending of the craze:

- the influence of the Emperor Ferdinand II and the Imperial Chamber Court;
- the arrival of the Swedish Army.

- Be able to evaluate differing interpretations against appropriate and relevant criteria

Choosing a topic

Decide what focus the research will take.

- Consider why there has been debate in different periods of History, in order to decide upon a feasible topic.
- Resource record – Be able to record and understand their research.
- Proposal – Know how to present a proposal for a research topic.

Research Skills

- Research – selecting and identifying arguments.
- Note taking.
- Identifying similarities and differences in works researched.
- Present a research proposal.

<p><u>Depth Topic 4: Matthew Hopkins and the East Anglian witch craze, 1645-47</u></p> <p>Economic and political context:</p> <ul style="list-style-type: none"> ➤ the impact of the breakdown of traditional authority and legal structures; ➤ economic crises. ➤ Geography, numbers, class and gender of victims; the roles and methods of Matthew Hopkins and John Sterne and reasons for their influence and power. <p>The ending of the witch craze:</p> <ul style="list-style-type: none"> ➤ the growing cost; ➤ the re-establishment of traditional authority; ➤ the role of John Gaule. <p><u>Depth Topic 5: Cotton Mather and the Salem Witch Hunt, 1692-3</u></p> <p>The social, economic and political context of Salem:</p> <ul style="list-style-type: none"> ➤ weakened authority following the 1688 Revolution; ➤ Indian threats and economic crisis; ➤ social tensions. ➤ The influence of Cotton Mather, including <i>Memorable Providences relating to Witchcraft and Possessions</i>; instigators, including the roles of Samuel Parris, children and Tituba; the nature of the victims; the trials and executions. <p>Reasons for the ending of the witch hunt:</p> <ul style="list-style-type: none"> ➤ the role of Cotton Mather's father and Governor Phips; ➤ the general pardon. ➤ At this point students might debate the impact of various factors on the course of the witch craze at different times and in different regional areas. 	
<p><i>Tier 3 vocab</i></p> <ul style="list-style-type: none"> ➤ <i>Maleficium, Diabolism, Heresy, paganism, white magic</i> ➤ <i>Scepticism, fraudulence, criticism</i> ➤ <i>The Enlightenment, Age of Science and Reason, Reformation, Counter-Reformation</i> ➤ <i>Empirical, geo-centric, deductive and inductive reasoning</i> ➤ <i>Torture, Daemonologie, Kirk</i> ➤ <i>Holy Roman Empire, Puritanism, Civil War, Empire</i> 	<p><i>Tier 3 vocab</i></p> <ul style="list-style-type: none"> ➤ <i>Interpretations, tacit, explicit, criteria for judgement, questions, aims, twisting</i>
<p>They will understand (<i>key concepts</i>):</p>	
<ul style="list-style-type: none"> ➤ Change and continuity: The development of British, European and American society between c.1590 and c.1690, changes in the attitudes of society towards witchcraft. 	<ul style="list-style-type: none"> ➤ Methodology: The range of methods used by historians in their work ➤ Focuses: The diverse range of focuses and purposes that historians have ➤ Perspectives: The different perspectives of historians.

<ul style="list-style-type: none"> ➤ Similarity and Difference: A comparison between the different case studies to assess the similarities and differences. ➤ Significance: How significant different factors, individuals or events are in driving change and development of the witch craze across Britain, Europe and America. ➤ Chronology: A clear understanding of the order of events during the Witch Craze. 	
<p><i>They will develop these skills:</i></p>	
<ul style="list-style-type: none"> ➤ Source interrogation – the skill of analysing primary sources to ascertain their value to an historian based on content and provenance. ➤ Essay writing – the skill of constructing a clear and evaluative piece of academic writing. ➤ Reading – the skill of reading with interrogation to prioritise information. ➤ Analysis – the skill of weighing up evidence to form a substantiated judgement. 	<ul style="list-style-type: none"> ➤ Effective record keeping and referencing – The skill of being able to keep a record of research, as well as being able to use a method of referencing. ➤ Planning skills – Planning a project, beginning with research and continuing through proposal and completion. ➤ Effective use of a library and the internet – Learn how to find resources in a library and use the internet in an effective way to find resources.