



Oak Wood School
Head of History and Politics
Information 2024-25



Thank you for taking the time to look at this job opportunity at Oak Wood School.

The History and Politics Department sits at the heart of the school and benefits from excellent accommodation and resources.

All students study History at Key Stage 3 and it is a popular option at Key Stage 4 and continues growing in popularity at A Level. Government and Politics is taught at A Level. We need you to have a love of teaching and a willingness to trial new ideas and be a team player who puts the good of our students at the heart of all that you do.

Relationships across the school between parents, students and staff are warm and positive which makes Oak Wood School an environment that is a pleasure to work in and develop your career at.

We have a caring, respectful and supportive core ethos 'We Dream, We Learn, We Grow' that propels us to constantly advocate that students at Oak Wood School are not limited in their choices. 'We Dream, We Learn, We Grow' also underpins how we develop our staff with our extensive professional development and well-being programmes.

In joining our community, you will be part of an organisation that will support you in your career goals and help you to develop as an individual.

I look forward to receiving your application.

Daniel Cowling
Headteacher



Job Description

Head of History and Politics

Title of post:	Head of History and Politics
Purpose:	To establish high standards of teaching, learning, behaviour, attainment and achievement.
Reporting to:	Assistant Headteacher
Liaising with:	Senior Leadership Team, Teaching & Support staff, students, parents, and external partners
Salary/Grade:	MPS/UPR + TLR 2c with outer London Allowance
KEY AREAS OF RESPONSIBLITY/SCOPE	
Strategic	<ul style="list-style-type: none">• To lead the development of the Department in line with the strategic development of the school.• To support and promote school improvement, as expressed in the school aims, policies and improvement plans.• To be involved in the target setting process for the Department and the contribution it makes to the achievement of whole school targets.• To represent the Department at Curriculum Committee and other meetings, as appropriate.
Operational	<ul style="list-style-type: none">• To lead the day-to-day management of the subject, ensuring the effective deployment of staff and resources.• To lead subject meetings, ensuring that the agenda is dominated by teaching and learning issues.• To maintain an up-to-date Department Handbook and schemes of work that reflect all appropriate DfE, LA, school and examining body requirements and policies.• To ensure that the administration and management of the subject is efficient and effective, with all subject staff being fully aware of all appropriate procedures and other administrative matters.• To develop and promote extra-curricular opportunities for students.
Teaching, learning and student progress	<ul style="list-style-type: none">• To ensure the delivery of an appropriate, comprehensive and high-quality curriculum, in line with all statutory requirements and in support of the school improvement agenda.• To ensure that teaching within the department meets the needs of all learners and specifically SEND pupils and students.• To lead curriculum development within the Department.• To be aware of current developments within the subject and teaching and learning generally, ensuring that the subject is at the leading edge of performance and practice.

	<ul style="list-style-type: none"> • To implement strategies for raising and maximising achievement and progress within the Department. • To ensure that the subject is delivered in an effective manner, using new and emerging technologies as appropriate. • To be responsible for student performance and behaviour within the Department, supporting other staff in the pursuit of excellence and the promotion of school curriculum and behaviour policies. • To use performance and assessment data to raise student attainment and achievement. • To ensure that cross-curricular areas are effectively delivered, including literacy, numeracy and citizenship. • To ensure that, where appropriate, teaching within the Department contributes to the personal, social and health education of students. • To liaise with other staff regarding the progress of individual students and groups. • To liaise with parents, as necessary and in accordance with school policies, regarding the progress and performance of their children.
Staffing	<ul style="list-style-type: none"> • To be responsible for the efficient and effective deployment of all staff working within the subject. • To undertake performance management reviews for identified members of the teaching and support staff working within the subject. • To contribute to the recruitment of new members of staff to the subject. • To be responsible for the induction of new members of staff including beginning teachers in the subject, liaising with the Professional Tutor on the Leadership Team. • To promote teamwork and effective working practices within the subject. • To be responsible for the day-to-day management of staff within the subject. • To make arrangements for classes when staff are absent, ensuring appropriate work is provided and supporting staff covering classes. • To ensure that the subject is appropriately resourced and that capitation and other sources of funding are used to promote both the efficient day to day running of the Department and the raising of student attainment.
Monitoring & evaluation	<ul style="list-style-type: none"> • To monitor the work of members of staff working within the subject. • To observe staff teaching within the subject, reporting on the observations to the member of staff observed and the line manager. • To monitor the work of students through, for instance, scrutiny of class and homework, assessment data and dialogue. • To ensure that all appropriate school policies are followed.

	<ul style="list-style-type: none"> • To contribute to the school's self-evaluation procedures, including subject reviews. • To complete an annual team review and subject development plan, in line with both the school improvement plan and specific Department priorities. • To provide information, data and reports on the performance of the Department to the Headteacher, Leadership Team and Governing Body, as required.
Accountability	<ul style="list-style-type: none"> • To be accountable to the Headteacher, Governing Body and members of SLT for the work of the Department.
Specific Responsibilities	<ul style="list-style-type: none"> • To be responsible for the planning, delivery and monitoring of the department. • Provide leadership for a team of teachers and all the pupils and students taught by the department. • Lead assemblies and other appropriate activities to develop pupils both morally and spiritually. • Ensure that the school's rewards and sanctions systems operate effectively. • Report to the Assistant Headteacher on a regular basis.
Other Duties	
<ul style="list-style-type: none"> • To play a full part in the life of the school community, to support its mission and ethos • To be courteous to colleagues and be welcoming to visitors • To comply with the school's Health and Safety Policy and undertake risk assessments as appropriate • To undertake any professional duties, reasonably delegated by the Headteacher • To undertake any other specific duties as specified in the School Teachers Pay and Conditions Document not mentioned in the above <p>Whilst every effort has been made to outline the main duties and responsibilities of the post, each individual task may not be identified.</p> <p>Employees will be expected to carry out any reasonable request to undertake work of a similar level that is not specified in this job description.</p> <p>The Governors will endeavour to make any reasonable adjustment to the job and the working environment to enable access to employment opportunities for disabled applicants, or continued employment for any employee who develops a disabling condition.</p> <p>This job description is current at the date shown but following consultation may be changed to reflect or anticipate changes in the job which are commensurate with the job title and salary.</p>	



Person Specification

Head of History and Politics

It is essential that your application includes evidence of your experience against the requirements of the person specification and the interview process will be designed with a view to assessing this evidence.

<p>Qualifications</p> <ul style="list-style-type: none">• Degree and teaching qualifications (QTS)• Good use of ICT for both administrative reasons and to support learning• Ability to use data to track student achievement and to identify interventions needed
<p>Experience</p> <ul style="list-style-type: none">• Experience of working in an urban school• Experience of teaching all abilities and learners with different needs in a multi-ethnic school• Experience of teaching students with SEND or EAL• Experience of leading enrichment activities in subject area
<p>Professional Knowledge and Understanding</p> <ul style="list-style-type: none">• An enthusiasm for the teaching of subject and the contribution of that subject to a broad and balanced curriculum• An understanding of how pupils learn and progress in their knowledge, understanding and skills in the subject area• The ability to deliver lessons which provide both access and challenge for all students• Systematic in the planning of schemes of work and lessons• Can plan lessons that engage and motivate pupils including planning for learning outside the classroom• Professional commitment to pupil progress• Willingness to act as a form tutor
<p>Reliability</p> <ul style="list-style-type: none">• Good attendance and reliability• Professional dress• Good timekeeping
<p>Quality of relationships</p> <ul style="list-style-type: none">• An ability to work collaboratively with members of a team• Excellent teacher pupil relationships• Ability to display fairness and respect for pupils and colleagues• Excellent class management with an understanding of how to build a classroom climate in which students feel safe to take risks and learn
<p>Personal Characteristics</p> <ul style="list-style-type: none">• Capacity to work very hard under pressure• Approachable• Committed• Empathetic• Enthusiastic• Organised

- Patient
- Resourceful
- Resilient
- Determined
- Sense of humour



History Curriculum Intent

History is important to our pupils because it helps them learn how past societies, governments, cultures, ideologies and technologies were built, how they operated, and how they have changed. History is also important to our pupils because it helps them understand where we stand today. In other words, History is important to our pupils because it provides a wealth of cultural knowledge, which will enable pupils to thrive by understanding the country, world and local community that they live in. We hope to inspire pupil's curiosity to know more about the past and ask important critical questions.

History is aligned to the whole school curriculum principles of:

- High aspirations of all pupils so all make progress
- Actively supporting the ongoing development of reading, writing and numeracy
- Supporting and stretching all pupils on their learning journey
- Ensuring pupils are able to apply knowledge, understanding and skills successfully.

The History curriculum will give our pupils the opportunity to:

- Learn about key issues in their nation's history and the broad trends in European, global and local history and the influences of this.
- Receive a strong chronological understanding of important dates and events and a sense of period throughout history.
- Understand and utilise key historical skills, concepts and vocabulary, which they can draw upon during historical enquiry and discovery.
- Gain an understanding of the methods used in historical enquiry and understand historical perspectives, which they can apply to different contexts and evaluate source material.
- Learn about historical contexts that apply to other cross-curricular topics.
- Receive cultural knowledge and understanding, which will enable them to thrive in the modern world by understanding the country, local area and world that they live in.



History Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p>KS3 NC - the development of Church, state and society in Medieval Britain 1066-1509</p> <p>Title: History skills and the development of state and society after 1066</p> <p>Main Learning objectives:</p> <ul style="list-style-type: none"> • Baseline: What do you know about History? • History skills. • Significance case study: How significant a legacy has 	<p>KS3 NC - the development of Church, state and society in Medieval Britain 1066-1509 & a study of a significant society in world history and its connections with other world developments.</p> <p>Title: Britain & the Medieval World</p> <p>Main Learning objectives:</p> <ul style="list-style-type: none"> • Religion in the Middle Ages. • Medieval Church. • The Crusades. • Thomas Becket & the struggle 	<p>KS3 NC - the development of Church, state and society in Medieval Britain 1066-1509</p> <p>Title: Power, Plague, Revolt & Medieval Kingdoms</p> <p>Main Learning objectives:</p> <ul style="list-style-type: none"> • King John. • The Magna Carta. • What are the causes and consequences of the Black Death? • What are the causes and consequences of the Peasants revolt? 	<p>KS3 NC - the development of Church, state and society in Britain 1509-1745</p> <p>Title: Britain and the early modern world</p> <p>Main Learning objectives:</p> <ul style="list-style-type: none"> • Was Henry VII a gangster? • The English reformation: Why did Henry VIII change England's religion? • Meanwhile Nearby – Hampton Court. • Edward VI & Mary I. • Black Tudor History. <p>Common Assessment:</p> <p>Part A: Multiple choice</p>	<p>KS3 NC - the development of Church, state and society in Britain 1509-1745 & a study of a significant society in world history and its connections with other world developments.</p> <p>Title: Elizabethan England & the beginning of global Britain</p> <p>Main Learning objectives:</p> <ul style="list-style-type: none"> • How did Elizabeth's early life affect her reign? • Why did Elizabeth never marry? • What does literature, architecture and art tell us about the Elizabethan Golden 	<p>KS3 NC - the development of Church, state and society in Britain 1509-1745</p> <p>Title: The making of the UK</p> <p>Main Learning objectives:</p> <ul style="list-style-type: none"> • Who was James I? • Was Guy Fawkes framed? • Why did the Civil War start in 1642? • Meanwhile Nearby – Why was the Battle of Turnham

	<p>Ancient Rome had on Britain?</p> <ul style="list-style-type: none"> • The 3 men that wanted to be king in 1066. • The Battle of Hastings. • How did William keep control? • Meanwhile Nearby: What does the Doomsday book tell us about Hillingdon in 1086? • Meanwhile elsewhere: The Song Dynasty. • Impact of the Normans on Britain. <p>Common Assessment:</p> <p>Part A: Multiple-choice Building Block questions.</p> <p>Part B: Extended writing task on the Battle of Hastings.</p>	<p>between Church and the crown.</p> <ul style="list-style-type: none"> • Is the Church still significant in Britain today? • Meanwhile elsewhere: What were the achievements of the Medieval Islamic World? <p>Common Assessment: Part A: Multiple-choice Building block questions.</p> <p>Part B: Extended writing task on the Crusades.</p>	<ul style="list-style-type: none"> • Meanwhile elsewhere: What does the life of Mansa Musa tell us about Medieval Mali? • What were the causes and consequences of the War of the Roses? • Was Henry VII a gangster? <p>Common Assessment: Part A: Multiple-choice Building block questions.</p> <p>Part B: Extended writing task on the Black Death.</p>	<p>Building block questions.</p> <p>Part B: Extended writing task on the Henry VIII.</p>	<p>Age?</p> <ul style="list-style-type: none"> • Was Elizabeth a murderer? • Did the Queen condone Piracy? • How did Elizabeth defeat the armada? • Common Assessment: To what extent was Elizabeth Successful? • What did Elizabeth really look like? • Suleiman the magnificent. • End of Year Assessment: • Part A: Multiple choice Building block questions. • Part B: Extended writing task on Elizabeth I. 	<p>Green important?</p> <ul style="list-style-type: none"> • Was Cromwell a hero or villain? • What was the restoration? • How great was the Great Plague? • Was the Great fire of London a disaster? • How revolutionary was the glorious revolution? • Why was the Act of Union so important? <p>Common Assessment:</p> <p>Part A: Multiple choice Building block questions.</p> <p>Part B: Extended writing task on the Civil War.</p>
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					<ul style="list-style-type: none"> Part C: Other extended writing tasks. 	
Year 8	<p>KS3 NC- ideas, political power, industry and empire: Britain, 1745-1901</p> <p>Title: The Industrial Revolution</p> <p>Main Learning objectives:</p> <ul style="list-style-type: none"> How revolutionary was the Industrial revolution? What was life like in industrial towns? What impact did the transport revolution have on ordinary people? What was child labour like at the time of the Industrial Revolution? How did coal change the world? What did people do to improve 	<p>KS3 NC - ideas, political power, industry and empire: Britain, 1745-1901</p> <p>Title: Empire & Slavery</p> <p>Main Learning objectives:</p> <ul style="list-style-type: none"> Was the British Empire a force for good? What was Africa really like in the 18th century? What was the middle passage? What happened at a slave sale? What was life in plantations like? Meanwhile Nearby: William Wilberforce's role in ending slavery. Meanwhile Elsewhere: Black History - Why should Harriet 	<p>KS3 NC - challenges for Britain, Europe and the wider world 1901 to the present day</p> <p>Title: World War One</p> <p>Main Learning objectives:</p> <ul style="list-style-type: none"> What were the causes of World War One? Why did men volunteer to fight in WW1? How far did WW1 change the role of women? Was trench warfare unbearable? Case study: Experiences of soldiers from across the empire. 	<p>KS3 NC - challenges for Britain, Europe and the wider world 1901 to the present day</p> <p>Title: The rise of dictatorships and 20th century challenges for Britain, Europe and the wider world</p> <p>Main Learning objectives:</p> <ul style="list-style-type: none"> How far did World War One improve surgery? What can 'War Horse' teach us about WW1? Did the peace treaty in Versailles make conflict less likely? What is the difference between Democracy and Dictatorship? Why did people vote for the Nazis? How and why did the role of women change in Nazi Germany? How did the Nazis control young people? 	<p>KS3 NC - challenges for Britain, Europe and the wider world 1901 to the present day</p> <p>Title: World War Two and 20th century challenges for Britain, Europe and the wider world</p> <p>Main Learning objectives:</p> <ul style="list-style-type: none"> Chamberlain's policy of appeasement. Evacuation of Dunkirk. Battle of Britain. What was it like being an evacuee? What was life like on the Home Front during World War Two? What was the impact of the Blitz on Britain? Impact of Pearl Harbour. Can the dropping of the Atomic bomb be justified? 	<p>Thematic approach to the study of a significant society or issue in world history and its interconnections with other world developments</p> <p>Title: Civil Rights in the USA</p> <p>Main Learning objectives:</p> <ul style="list-style-type: none"> USA - Racial tensions and Civil Rights. Jim Crow laws. Civil rights 1900-45. Rosa Parks. Emmet Till. Key individuals in the Civil Rights movement. Key events in the US Civil rights movement. Key events and people in the Civil Rights movement in the UK.

	<p>working conditions?</p> <ul style="list-style-type: none"> The Needy Poor or Idle Scroungers? Meanwhile Elsewhere: What was the French Revolution? What does Jack the Ripper tell us about Victorian Britain? <p>Revision and preparation for the Common Assessment.</p>	<p>Tubman be remembered?</p> <ul style="list-style-type: none"> What is the legacy of slavery? <p>Common Assessment:</p> <p>Part A: Multiple choice Building block questions.</p> <p>Part B: Extended writing task on Slavery.</p>	<ul style="list-style-type: none"> Meanwhile Nearby: Local memorials. What were the weapons of war? <p>Common Assessment:</p> <p>Part A: Multiple choice Building block questions.</p> <p>Part B: Extended writing task on the Trenches.</p>	<ul style="list-style-type: none"> What was the worst type of persecution faced by Jews between 1933-39? <p>Common Assessment:</p> <p>Part A: Multiple choice Building block questions.</p> <p>Part B: Extended writing task on Nazi Terror and persecution.</p>	<p>Common Assessment:</p> <p>Part A: Multiple choice Building block questions.</p> <p>Part B: Extended Writing task on the Blitz.</p>	<ul style="list-style-type: none"> How have people in Britain campaigned for Civil Rights? What is the legacy of the Civil Rights movement? <p>End of Year Assessment:</p> <p>Part A: Multiple choice Building block questions.</p> <p>Part B: Extended writing task on the Local experiences of World War Two.</p> <p>Part C: Other extended writing tasks.</p>
Year 9	<p>KS3 NC - the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066</p> <p>Title: Migration through time</p>	<p>KS3 NC - challenges for Britain, Europe and the wider world 1901 to the present day</p> <p>Title: The Holocaust</p> <p>Main Learning</p>	<p>KS3 NC - challenges for Britain, Europe and the wider world 1901 to the present day</p> <p>Title: 20th century revolutions</p> <p>Main Learning</p>	<p>KS3 NC - challenges for Britain, Europe and the wider world 1901 to the present day</p> <p>Title: From empire to Commonwealth (India case study)</p>	<p>KS3 NC - a local history study (a study over time, testing how far their locality reflect aspects of national history)</p> <p>KS3 NC - challenges for Britain, Europe and the wider world 1901 to the</p>	<p>KS3 NC - the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066</p> <p>Title: Ancient medicine</p>

	<p>Main Learning objectives:</p> <ul style="list-style-type: none"> • What does it mean to be British? • Did the Vikings bring commerce or carnage to England? • How successful were the English in the Hundred Years War? • What were the results of the slave trade on England's population? • What influence did empire have on Britain's population in the 19th Century? • What is the Wind rush generation? • What does it mean to be British in the 21 Century? <p>Common Assessment:</p> <p>Part A: Multiple</p>	<p>objectives:</p> <ul style="list-style-type: none"> • Why should the Holocaust be remembered ? • Who was to blame for the Holocaust? • Why did Hitler hate Jews? • How was the Holocaust organised? • Who was responsible for the Holocaust? • Was there any resistance by the Jews? • How were the camps liberated? • Why were trials held in Nuremberg? <p>Common Assessment:</p> <p>Part A: Multiple</p>	<p>objectives:</p> <ul style="list-style-type: none"> • Who were the suffragettes? • Suffragettes vs Suffragists: What is the difference? • Emily Davison: A martyr or fool? • The Cat and Mouse Act of 1913. • How did World War help women get the vote? • How far have women gained equality in Britain? <p>Common Assessment:</p> <p>Part A: Multiple choice Building block questions.</p> <p>Part B: Extended</p>	<p>Main Learning objectives:</p> <ul style="list-style-type: none"> • The Mughal Empire & India before the British Empire. • How did Britain colonise India? • Indian Mutiny or a War of independence? • What was the impact of WW1 and WW2 on India? • How did independence happen in India? • Common Assessment: Interpretations of India under British rule. <p>Common Assessment:</p> <p>Part A: Multiple choice Building block questions.</p> <p>Part B: Extended writing task on the impact of Empire.</p>	<p>present day</p> <p>Title: Hillingdon, Britain and the modern world.</p> <ul style="list-style-type: none"> • Main Learning objectives: • Significant features of Hillingdon. • How did the Industrial Revolution change Hillingdon and the surrounding area? • Why were the 1950s and 60s a golden age for Britain? • How Impactful was the new technology of the 70s and 80s? • 90s and noughties - Is life in Britain getting better or worse? • What is terrorism? <p>End of Year Assessment:</p> <p>Part A: Multiple choice Building block questions.</p>	<p>Main Learning objectives:</p> <ul style="list-style-type: none"> • How were the sick treated in Prehistoric and Roman Britain? • What were the continuities and changes in medicine and public health between Pre-historic and Roman Britain? • How much medical progress was made between Prehistoric and Roman Britain. <p>Common Assessment:</p> <p>Part A: Multiple choice Building block</p>
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	<p>choice Building block questions.</p> <p>Part B: Extended writing task on migration.</p>	<p>choice Building block questions.</p> <p>Part B: Extended writing task on the Holocaust.</p>	<p>writing task on the suffragette movement.</p>		<p>Part B: Interpretations of local history.</p> <p>Part C: Other extended writing tasks.</p>	<p>questions.</p> <p>Part B: Extended writing task on ancient medicine.</p>
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<p>Year 10</p>	<p>Title: Britain: Health and the people: c1000 to the present day.</p> <ul style="list-style-type: none"> • Part 1: medicine stands still. • End of topic assessment. 	<ul style="list-style-type: none"> • Title: Britain: Health and the people: c1000 to the present day. • Part 2: the beginnings of change • End of topic assessment 	<ul style="list-style-type: none"> • Title: Britain: Health and the people: c1000 to the present day. • Part 3: A revolution in medicine • Part 4: Modern medicine. • End of Unit Assessment 	<p>Title: Germany, 1890–1945: Democracy and dictatorship.</p> <p>Main Learning objectives:</p> <ul style="list-style-type: none"> • Kaiser Wilhelm. • Impact of WW1 on Germany. • Weimar Germany. • Impact of the depression on Germany. • End of topic assessment 	<p>Title: Germany, 1890–1945: Democracy and dictatorship.</p> <p>Main Learning objectives:</p> <ul style="list-style-type: none"> • Establishment of Hitler’s dictatorship. • Terror and control. • Opposition. • Nazi economy • End of unit assessment. 	<p>Title: End of Year Assessment & the Cold War Part 1.</p> <p>Main Learning objectives:</p> <ul style="list-style-type: none"> • Revision – Germany 1890-1945 and Health unit. • End of Year Exam. • Cold War. • Berlin wall. • Cuba. • Czechoslovakia. • SALT and easing of tensions. • End of unit assessment.
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Year 11	<p>Title: Conflict and tension between East and West, 1945-72.</p> <p>Main Learning objectives:</p> <ul style="list-style-type: none"> • Revision – Cold War. • Hungary. • Peaceful co-existence. • U2 spy incident. • Berlin wall. • Cuba. • End of Topic assessment. 	<p>Title: Elizabethan England, c1568–1603.</p> <ul style="list-style-type: none"> • Prague Spring. • SALT and easing of tensions. • Revision for Trial Exam in the main hall. 	<p>Title: Elizabethan England, c1568–1603.</p> <ul style="list-style-type: none"> • Part one: Elizabeth's court and Parliament. • Part two: Life in Elizabethan times. • Part three: Troubles at home and abroad. 	<p>Title: Elizabethan England & Revision.</p> <ul style="list-style-type: none"> • Elizabeth Part four: historic environment. • Health and the people. • Revision practices and exam tips. • PLC guided revision. • How to answer A01 and AO2 questions • How to answer A03 and AO4 questions. • Trial exam. 	<p>Title: Exam preparation</p> <p>Main Learning objectives:</p> <ul style="list-style-type: none"> • Revision units 1-4. • Revision practices and exam tips. • PLC guided revision. • How to answer A01 and AO2 questions • How to answer A03 and AO4 questions. • Mock exam. 	
Year 12	<p>Russia, 1917–91: from Lenin to Yeltsin</p> <ul style="list-style-type: none"> • Establishing Communist Party control, 1917–24. • The nature of government under Lenin; the growing centralisation of power. • Stalin in power, 1928– 	<p>Russia, 1917–91: from Lenin to Yeltsin</p> <ul style="list-style-type: none"> • Communist government in the USSR, 1953–85 • Industrial and agricultural change, 1917-53. 	<p>Russia, 1917–91: from Lenin to Yeltsin</p> <ul style="list-style-type: none"> • Control of the people, 1917–53 <p>The German Democratic Republic, 1949–90</p> <ul style="list-style-type: none"> • Life in East Germany, 1949–85. 	<p>Russia, 1917–91: from Lenin to Yeltsin</p> <ul style="list-style-type: none"> • Social developments , 1917–53. • The significance of the economic weaknesses of the USSR and the failure of reform. <p>The German Democratic Republic, 1949–90</p> <ul style="list-style-type: none"> • Life in East Germany, 1949–85. 	<p>Interpretations on the fall of the USSR</p> <ul style="list-style-type: none"> • The significance of the economic weaknesses of the USSR and the failure of reform. • How far are Gorbachev and Yeltsin responsible for the collapse of the USSR in 1991? <p>The German Democratic Republic, 1949–90</p>	<p>Revision</p> <ul style="list-style-type: none"> • The German Democratic Republic, 1949–90 • Russia, 1917–91: from Lenin to Yeltsin. • End of Year Exams. • British Experiences of warfare. • Coursework.

	<p>53: the elimination of opponents in government and party.</p> <p>The German Democratic Republic, 1949–90</p> <p>Establishing and consolidating communist rule in the GDR, c1949–61.</p>	<p>The German Democratic Republic, 1949–90</p> <p>The development of the East German state, 1961–85.</p>			<ul style="list-style-type: none"> • Growing crises and the collapse of communist rule in the GDR. 	
Year 13	<p>Independently researched Coursework</p> <ul style="list-style-type: none"> • Examining different interpretations and making independent judgements. <p>The British experience of</p>	<p>The British experience of warfare, c1790–1918</p> <ul style="list-style-type: none"> • Britain and the French Wars, 1793–1815. The Crimean War, 1854–56. 	<p>The British experience of warfare, c1790–1918</p> <ul style="list-style-type: none"> • The second Boer War, 1899–1902. • Trench warfare on the Western Front, 1914–18. 	<p>The British experience of warfare, c1790–1918</p> <ul style="list-style-type: none"> • War in the air, 1914–18. • Revision. <p>Russia, 1917–91: from Lenin to Yeltsin</p> <ul style="list-style-type: none"> • Revision. 	<p>Russia, 1917–91: from Lenin to Yeltsin</p> <ul style="list-style-type: none"> • Revision. <p>The German Democratic Republic, 1949–90</p> <ul style="list-style-type: none"> • Revision. 	

	<p>warfare, c1790–1918</p> <ul style="list-style-type: none"> • Changes in organising the military. • Changes in weaponry and the role of the people. 	<p>Russia, 1917–91: from Lenin to Yeltsin</p> <ul style="list-style-type: none"> • Revision. <p>Independently researched Coursework</p> <ul style="list-style-type: none"> • Examining different interpretations and making independent judgements. 	<p>Independently researched Coursework</p> <ul style="list-style-type: none"> • Examining different interpretations and making independent judgements. 	<p>The German Democratic Republic, 1949–90</p> <ul style="list-style-type: none"> • Revision. <p>Independently researched Coursework</p> <ul style="list-style-type: none"> • Final draft to be sent to Edexcel. 	<p>The British experience of warfare, c1790–1918</p> <ul style="list-style-type: none"> • Revision. 	
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Oak Wood School

Welcome to your Learning Journey



We dream, we learn, we grow



Oak Wood School

We dream, we learn, we grow

Applicant Information

Thank you for your interest in our school.

Candidates are requested to complete the Application Form (in two parts) downloadable from the Oak Wood School Website: www.oakwoodschoo.uk and send it by email, with a letter of application, outlining how your skills and experience will have prepared you for the role and how you would contribute to Oak Wood School's future success, addressed to Daniel Cowling, Headteacher via email: HR@oakwoodschoo.uk.

Oak Wood School
Sutton Court Road
Hillingdon
Middlesex
UB10 9HT

Telephone: 01895 237350

www.oakwoodschoo.uk
Email: HR@oakwoodschoo.uk

Oak Wood School has a responsibility for, and is committed to, safeguarding and promoting the welfare of children and young people and for ensuring that they are protected from harm.

All applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.
Oak Wood School is an Equal Opportunities Employer.