



# History

**Intent**

- To provide sufficient depth and breadth to allow students to develop the knowledge, skills and understanding to thrive.
- To provide a broad and coherent course of study for all students whether they progress to further study in the subject or not.
- To allow pupils to examine aspects of the past in breadth (through period and/or theme) and in depth; significant individuals, societies, events, developments and issues within a broad historical context.
- To enable pupils to see a range of historical perspectives, for example aesthetic, cultural, economic, ethnic, political, religious, scientific, social or technological.
- To allow students to draw conclusions about and make links in relation to, the various processes of historical change and continuity.
- To provide a coherent understanding of how change occurs, how the causes of change interrelate, of degrees of change and continuity and of similarity, difference and significance.
- To develop a coherent understanding of how individuals and groups bring about and react to broader social, economic, religious and cultural changes.
- To ensure students study 'a substantial element of British history' and study topics from a chronological range of at least 200 years.

<p><b>A-Level</b> Both units are linear and studied by pupils across KS5</p>	<p><b>Unit 1 Challenge and transformation: Britain, c1851–1964</b></p>	<p><b>Unit 2 Democracy and Nazism: Germany, 1918–1945</b></p>	<p><b>Unit 3 Begins September of Year 13 NEA Tudor Rebellions</b></p>
<p><b>Knowledge</b> (facts, information, concepts and key terminology)</p>	<ul style="list-style-type: none"> <li>• The development of democracy and political organisations in Britain.</li> <li>• Ideas and ideologies.</li> <li>• Economic developments.</li> <li>• The development of society and social policies.</li> <li>• Britain’s relationship with Ireland.</li> <li>• Key individuals and groups.</li> <li>• Change and Continuity</li> <li>• Cause and Consequence</li> <li>• Historical Interpretation</li> </ul>	<ul style="list-style-type: none"> <li>• The Establishment and early years of Weimar, 1918–1924</li> <li>• The 'Golden Age' of the Weimar Republic, 1924–1928</li> <li>• The Collapse of Democracy, 1928–1933</li> <li>• The Nazi Dictatorship, 1933–1939</li> <li>• The Racial State, 1933–1941</li> <li>• The impact of War, 1939–1945</li> <li>• Change and Continuity</li> <li>• Cause and Consequence</li> <li>• Historical Interpretation</li> </ul>	<ul style="list-style-type: none"> <li>• Rebellions faced by Henry VII</li> <li>• Rebellions faced by Henry VIII</li> <li>• Rebellions faced by Edward VI</li> <li>• Rebellions faced by Mary I</li> <li>• Rebellions faced by Elizabeth I</li> <li>• Cause and Consequence Change and Continuity</li> <li>• Historical Interpretation</li> </ul>
<p><b>Understanding</b> (ability to connect and synthesise knowledge within a context)</p>	<p>This option allows students to study in breadth issues of change, continuity, cause and consequence in this period through the following key questions:</p> <ul style="list-style-type: none"> <li>• How did democracy and political organisations develop in Britain?</li> <li>• How important were ideas and ideologies?</li> <li>• How and with what effects did the economy develop?</li> <li>• How and with what effects did society and social policy develop?</li> <li>• How and why did Britain's relationship with Ireland change?</li> <li>• How important was the role of key individuals and groups and how were they affected by developments?</li> </ul>	<p>This option provides for the study in depth of a period of German history during which a newly developed democratic form of government gave way to a dictatorial Nazi regime. It explores political concepts such as 'right' and 'left', nationalism and liberalism as well as ideological concepts such as racialism, anti-Semitism and Social Darwinism. It also encourages reflection on how governments work and the problems of democratic states as well as consideration of what creates and sustains a dictatorship.</p>	<p>The purpose of the Historical Investigation is to enable students to develop the skills, knowledge and historical understanding acquired through the study of the examined components of the specification. Through undertaking the Historical Investigation students will develop an enhanced understanding of the nature and purpose of history as a discipline and how historians work. The Historical Investigation contributes towards meeting the aims and objectives of the A-level specification. In particular it encourages students to:</p> <ul style="list-style-type: none"> <li>• ask relevant and significant questions about the past and undertake research</li> <li>• develop as independent learners and critical and reflective thinkers</li> <li>• acquire an understanding of the nature of historical study</li> <li>• organise and communicate their knowledge and understanding in a piece of sustained writing</li> </ul> <p>Students are to examine the multicausal nature of rebellions faced by the Tudor Monarchs and reach a judgement on the key cause of rebellion across this 100 year period.</p>
<p><b>Skills</b> (successful application of knowledge and</p>	<ul style="list-style-type: none"> <li>• Key Concepts and Vocabulary</li> <li>• Inference – Hidden meaning</li> <li>• Chronological understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Key Concepts and Vocabulary</li> <li>• Inference – Hidden meaning</li> <li>• Chronological understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Key Concepts and Vocabulary</li> <li>• Inference – Hidden meaning</li> <li>• Chronological understanding</li> </ul>

<p>understanding to a specific task)</p> <p>All skills are taught but a particular focus on:</p>	<ul style="list-style-type: none"> <li>• Reading for Meaning</li> <li>• Analysis of primary sources</li> <li>• Interpretation Analysis</li> <li>• Evaluation</li> <li>• Extended writing</li> <li>• Public speaking</li> <li>• Negotiation and persuasion skills</li> <li>• Listening skills</li> <li>• Research</li> </ul>	<ul style="list-style-type: none"> <li>• Reading for Meaning</li> <li>• Analysis of primary sources</li> <li>• Interpretation Analysis</li> <li>• Evaluation</li> <li>• Extended writing</li> <li>• Public speaking</li> <li>• Negotiation and persuasion skills</li> <li>• Listening skills</li> <li>• Research</li> </ul>	<ul style="list-style-type: none"> <li>• Reading for Meaning</li> <li>• Analysis of primary sources</li> <li>• Interpretation Analysis</li> <li>• Evaluation</li> <li>• Extended writing</li> <li>• Public speaking</li> <li>• Negotiation and persuasion skills</li> <li>• Listening skills</li> <li>• Research</li> </ul>
<p><b>Formal Assessments</b> (those done by all/vast majority of the cohort)</p>	<p><b>One assessment per half term (Past Paper Question)</b> <b>One mock in Year 12 and two mocks in Year 13</b></p>	<p><b>One assessment per half term (Past Paper Question)</b> <b>One mock in Year 12 and two mocks in Year 13</b></p>	<p><b>NEA due at the end of Spring Term Year 13</b></p>
<p>By the end of the year students on course for at least a grade C will...</p> <ol style="list-style-type: none"> <li>1. Recall, select and deploy mostly relevant historical knowledge appropriately in an answer that is <b>generally well organised</b>.</li> <li>2. Show evidence of understanding through some <b>analysis and explanation</b> and reach <b>appropriate judgements with limited substantiation</b> about key concepts.</li> <li>3. Show evidence of understanding through explanation and analysis and reach <b>appropriate judgements with limited substantiation</b> about the relationships between key features/characteristics of the historical period</li> <li>4. Comprehend and select information from a range of sources. Analyse and evaluate the source material, making links to the historical context.</li> <li>5. Show awareness that aspects of the past have been interpreted in different ways and offer some analysis and evaluation of these in relation to the historical context. Use interpretations to support some arguments.</li> </ol>			