

Curriculum Overview

Subject: History

Year Group: 12



KS5 history is a two-year course. In Year 12, the students will study the British Empire between 1763-1914. In this unit, they will study five case studies ranging from America to North Africa. They will also look at the evolution of the Royal Navy and free trade policies during the time period. The aim of the course is to understand the growth of Britain as an imperial superpower

The students will then study 17th Century Britain from a social, political, economic, and religious perspective. This will include the growth of London as a city, the different reigns of the Stuart monarchs, including the Republican period and look at the historiography of the Glorious Revolution.

The students will undertake a PPE exam in the Spring for their British Empire module.

TERM 1	TERM 2	TERM 3
<p>KNOWLEDGE/SKILLS</p> <p>British Empire Causes and consequences of the American War of Independence 1760-1783 The evolution of Australia as a colony between 1788-1829 The Durham Report and unification of Canada 1829-1841 The causes and consequences of the Indian Mutiny 1757-1858 The Nile Valley 1860-1898 Trade policies in the Empire 1763-1914 Role of the Royal Navy 1763-1914</p> <p>Skills: AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods</p>	<p>KNOWLEDGE/SKILLS</p> <p>17th Century Britain Political instability in 17th Century Britain from Charles I to James II Religious reforms in 17th Century Britain from Charles I to James II</p> <p>Skills: AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the</p>	<p>KNOWLEDGE/SKILLS</p> <p>17th Century Britain Radical Ideas Changes to Society in 17th Century Britain Domestic Economic Changes in 17th Century Britain Rise of the British Empire 1630-1707 Glorious Revolution</p> <p>Skills: AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods</p>

<p>studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance</p> <p>AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context</p> <p>AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted</p>	<p>key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance</p> <p>AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context</p> <p>AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted</p>	<p>studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance</p> <p>AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context</p> <p>AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted</p>
<p>KEY ASSESSMENTS</p> <p>The students undertake regular written essays in class time. They will complete a source question and breadth question per case study. They will also complete two depth questions for trade and navy.</p> <p>Regular quizzes are also set alongside revision tasks and additional reading.</p>	<p>KEY ASSESSMENTS</p> <p>The students will undertake a PPE for their British Empire module.</p> <p>The students undertake regular written essays and will complete an essay per key topic.</p> <p>Regular quizzes are also set alongside revision tasks and additional reading.</p>	<p>KEY ASSESSMENTS</p> <p>The students undertake regular written essays and will complete an essay per key topic.</p> <p>Regular quizzes are also set alongside revision tasks and additional reading.</p>
<p>Extended reading suggestions and external resources:</p> <p>The students have access to a library in their classroom. Additional reading is also uploaded to Satchel. Some of these titles include:</p> <p>John Dunn – John Locke</p> <p>Antonia Fraser – Religion during the 17th Century</p> <p>Tim Harris – Excellent historian on numerous aspects of the module, including: The Restoration, party politics and Glorious Revolution</p> <p>Christopher Hill – Social and economic</p> <p>Nick Heard - Economics</p> <p>Julian Hoppit – Glorious Revolution</p> <p>Tristram Hunt – Accessible read on the earlier aspect of the 17th Century</p> <p>Ronald Hutton – Oliver Cromwell</p> <p>Sophie Smith – Intellectual historian</p>	<p>Kevin Sharp – Personal Rule</p> <p>Quentin Skinner: Hobbes and Republicanism</p> <p>Grant Tapsell – Charles II</p> <p>George M Trevelyan – Glorious Revolution</p> <p>Richard Tuck - Hobbes</p> <p>Judith Brown - India</p> <p>Nick Bunker – America</p> <p>Peter Burroughs – Canada</p> <p>PR Carstens and TL Sanford - Canada</p> <p>Matty Crotty - Australia</p> <p>Bruce Collins – Trade</p> <p>Stephen Conway – Royal Navy</p> <p>William Dalrymple – India</p>	