

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. The students will then study 17th Century Britain from a social, political, economic, and religious perspective.

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

TERM 1	TERM 2	TERM 3
KNOWLEDGE/SKILLS 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 Skills: AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted	KNOWLEDGE/SKILLS 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 Skills: AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted	KNOWLEDGE/SKILLS 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 Skills: AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted

KEY ASSESSMENTS 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. Regular quizzes are also set alongside revision tasks and additional reading.	KEY ASSESSMENTS The students will undertake a PPE for their British Empire module. The students undertake regular written essays and will complete an essay per key topic. Regular quizzes are also set alongside revision tasks and additional reading.	KEY ASSESSMENTS The students undertake regular written essays and will complete an essay per key topic. Regular quizzes are also set alongside revision tasks and additional reading.
Extended reading suggestions and external resources: The students have access to a library in their classroom. Additional reading is also uploaded to Satchel. Some of these titles include: John Dunn – John Locke Antonia Fraser – Religion during the 17th Century Tim Harris – Excellent historian on numerous aspects of the module, including: The Restoration, party politics and Glorious Revolution Christopher Hill – Social and economic Nick Heard - Economics Julian Hoppit – Glorious Revolution Tristram Hunt – Accessible read on the earlier aspect of the 17th Century Ronald Hutton – Oliver Cromwell Sophie Smith – Intellectual historian Kevin Sharp – Personal Rule Quentin Skinner: Hobbes and Republicanism Grant Tapsell – Charles II George M Trevelyan – Glorious Revolution Richard Tuck - Hobbes Judith Brown - India Nick Bunker – America Peter Burroughs – Canada PR Carstens and TL Sanford - Canada Matty Crotty - Australia Bruce Collins – Trade Stephen Conway – Royal Navy William Dalrymple – India		

Curriculum Overview

Subject: History

Year Group: 13

KS5 history is a two-year course. In Year 13, the students will study the causes and consequences of the French Revolution from 1774-1799. They will also undertake personal research to complete a 3000-4000 word essay for coursework.

They will take PPE exams for all three units and from February Half Term undertake specialised revision in lessons.

TERM 1	TERM 2	TERM 3
KNOWLEDGE/SKILLS French Revolution 1774-1799 The causes of the French Revolution 1774-1789 The rise of the French Republic 1789-1793 The Great Terror 1793 The rise and fall of The Directory 1793-1799 Coursework Selection of resources and first plan Skills: AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted	KNOWLEDGE/SKILLS Revision Students will be revising for their three A-Level papers. Lessons will focus on knowledge recap, exam drills and question feedback. The exact order of lessons will depend on the PPE exams and the areas that need to be addressed. Coursework Submission of final essay Skills: AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context	KNOWLEDGE/SKILLS Revision Students will be revising for their three A-Level papers. Lessons will focus on knowledge recap, exam drills and question feedback. The exact order of lessons will depend on the PPE exams and the areas that need to be addressed. Skills: AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted

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KEY ASSESSMENTS The students undertake regular written essays in class time. They will complete a source question and breadth question per section. Regular quizzes are also set alongside revision tasks and additional reading. The PPE papers will be the British Empire and 17th Century Britain. Students will start to write their coursework	KEY ASSESSMENTS The students undertake regular written essays in class time. This will be based on all three papers. Regular quizzes are also set alongside revision tasks and additional reading. The PPE papers will be the French Revolution and 17th Century Britain . Students will be expected to submit their coursework.	KEY ASSESSMENTS The students undertake regular written essays in class time. This will be based on all three papers. Regular quizzes are also set alongside revision tasks and additional reading. An in-class French Revolution PPE paper will be sat too.
Extended reading suggestions and external resources: The students have access to a library in their classroom. Additional reading is also uploaded to Satchel. Some of these titles include: Citizens: A Chronicle of the French Revolution" by Simon Schama "The French Revolution: From Enlightenment to Tyranny" by Ian Davidson "The Coming of the Terror in the French Revolution" by Timothy Tackett "A Critical Dictionary of the French Revolution" edited by François Furet and Mona Ozouf "Twelve Who Ruled: The Year of the Terror in the French Revolution" by R.R. Palmer "Revolutionary Ideas: An Intellectual History of the French Revolution" by Jonathan Israel		