

History Curriculum Sequence – Key Stage 5

| KS4 prior learning | By the end of the term, students can: | Year 12 Term 1 | Year 12 Term 2 | Year 12 Term 3 | Year 13 Term 1 | Year 13 Term 2 | Year 13 Term 3 |
|--|--|---|--|---|---|---|---|
| At A-Level, History will captivate the learner and develop a desire within them to continue learning beyond the confines of the classroom. They will build on their skills in paired concepts (e.g. cause and consequence), understanding of historical significance and analysing of historical evidence both contemporary and by Historians) | Define the key tier 3 vocabulary : Britain Transformed USA, Challenge and Conformity. | State Welfare Labour Consensus Politics Post-war boom Industrial Relations NHS Comprehensive Education University Education Butler Act Civil Rights Suburbia Conformity Social Welfare Great Society Counter-culture Republican Democrat | Social Values Emergence Liberal Society Personal Freedoms Immigration Commonwealth Racial Controversy Regional Differences Political Disillusion Environmentalism Inflation Popular Culture Escapism Red Power | Total War Austerity Consumerism Mass Popular Culture Spectator sports Mass tourism Car-ownership Thatcher Public Sector Thatcherism Economic policies Tradition Values Campaigns Ethnic Minorities Racial tolerance Racial integration Reaganomics | Ancient Regime absolutism Constitutional Monarchy Citizens Terror Left wing/Right wing Jacobin Marxist interpretation Sans - culottes | Consulate Coup d'etat Patronage Civil Code Continental System Grande Armee Secular | Revision and exam preparation Completion and submission of NEA |
| | Recall the knowledge : | What were the changing political party fortunes of 1920s British government? Why were there industrial changes in the workplace in the 20s and 30s? What were the reasons for increasing challenges to state welfare provision? How far was conformity demonstrated by suburbia and consumerism? What were the Civil Rights protests of the 50s and 60s? What were the achievements of President Kennedy and President Johnson for American society? | How did the role and status of women change by 1979? How did WWII impact on immigration? How significant were regional differences on living standards in the 1920s? What were the political leadership issues of the 70s? How did economic change impact society? How far did individual and civil rights progress in the 1970s? | What were the effects of total war and austerity for the British up to 1951? What was the influence of popular culture on the youth in the 1960s? What was the effect of Thatcherism on politics? What were the new directions of the economic policy of Reagan? What were the aims of the 'Religious Right'? How far had racial integration occurred by 1992? | Develop a chronology of the phases of the French Revolution from the causes through to the overthrow of the Monarchy Give examples and profile key individuals including Robespierre and Danton Gain an understanding of the debate surrounding the causes and events of the Revolutionary period Students will identify an area of interest and design a question for the NEA component | Describe the changes made to France by Napoleon Explain the reasons for military success 1803 - 1807 Spanish ulcer or Russian heart attack? | |
| No prior knowledge of the subject is required. The specification builds on, but does not depend on, the knowledge, understanding and skills specified for GCSE History. It is recommended that learners have attained communication and literacy skills at a level equivalent to GCSE (9–1) grade 4+in English Language or GCSE | Demonstrate excellence in these skills : | Writing an effective introduction that lays out a substantiated argument. Demonstrate an ability to explain how far a statement is accurate using evidence and analysis to reach a substantiated conclusion – showing an understanding of the challenge and conformity | Writing an effective introduction that lays out a substantiated argument. Develop the skills to analyse historical and contemporary interpretations to argue a point of a view in relation to the changing nature of Britain in the 20 th Century. | Develop the skills to analyse historical and contemporary interpretations of Thatcher's Government Argue convincingly, using two differing interpretations and explain your opinion using inferences, content, context and analysis, your opinion of a view regarding | Writing a substantiated judgement analysing key events of the revolutionary period Compare the relative importance of two key events/developments/causes /consequences Write an outline of an argument exploring an area of debate in their chosen personal study title (NEA) | Make a balance sheet of Napoleons impact on French government and society Provide at least 5 reasons for Napoleons military success Make a judgement on why the Napoleonic Empire was ultimately defeated | |

| | | | | | | | |
|--|----------------------------------|--|---|--|---|---|--|
| (9–1) grade 4+ in English Literature. | | <p>presented in the USA, 1955-1992.</p> <p>Analyse two contemporary source with reference to the content, provenance and contextual knowledge of the source, explaining how they can be used for an Historian to develop an understanding of the USA in the set period.</p> | <p>Demonstrate an ability to explain how far a statement is accurate using evidence and analysis to reach a substantiated conclusion – showing an understanding of the challenge and conformity presented in the USA, 1955-1992.</p> <p>Analyse two contemporary source with reference to the content, provenance and contextual knowledge of the source, explaining how they can be used for an Historian to develop an understanding of the USA in the set period.</p> | <p>the transformation of Britain by 1979.</p> <p>Demonstrate an ability to explain how far a statement is accurate using evidence and analysis to reach a substantiated conclusion – showing an understanding of the challenge and conformity presented in the USA, 1955-1992.</p> <p>Analyse two contemporary source with reference to the content, provenance and contextual knowledge of the source, explaining how they can be used for an Historian to develop an understanding of the USA in the set period.</p> | | | |
| <i>These are subject to change depending on availability of past papers. They will however follow the guidelines outlined here and will be supported by additional in class regular essay assessments.</i> | Key Assessment Questions: | <p><i>Enquiry Questions:</i></p> <p>How far did the Political and Economic environment of Britain change between 1918 and 1979? Did Britain create a Welfare State by 1979?</p> <p>How far was the period of 1955-1963 an age of conformity? What was the reaction to Civil Rights in 1963-1972?”</p> <p><i>Deep Mark Questions:</i></p> <p>How accurate is it to say that, in the years 1945–79, there were very limited differences in the policies of the Conservative and Labour parties?</p> <p>How far do you agree that the growth of university education was the most significant development in education in the years 1918–79?</p> <p>How significant were Martin Luther King’s non-violent campaigns in achieving civil rights for black Americans in the years 1955–63?</p> | <p><i>Enquiry Questions:</i></p> <p>How far did society transition and become more 'liberal’ by 1979?</p> <p>How far did society and the political landscape change by 1980?</p> <p><i>Deep Mark Questions:</i></p> <p>How far do you agree that the main reason women saw advancements in their role and status in the years1945–79 was as a result of their war work in the years 1939–45?</p> <p>How accurate is it to say that new Commonwealth immigration was the most significant development in immigration and race relations in the years 1918-79?</p> <p>How far could the historian make use of Sources 3 and 4 together to investigate the reasons for President Nixon’s decision to resign the presidency? Explain your answer, using both sources, the information given about them and your own knowledge of the historical context</p> | <p><i>Enquiry Questions:</i></p> <p>What factors affected the quality of life for the British public between 1919-1979?</p> <p>Why did the Republicans dominate American politics in 1981 – 1992 and what was the opposition to this?</p> <p><i>Deep Mark Questions:</i></p> <p>How accurate is it to say that the most significant influence on quality of life in Britain in the years 1918-51 was regional differences?</p> <p>How accurate is it to say that the main consequence of television from the 1950s through to 1979 was a decline in other forms of entertainment?</p> <p>‘In the years 1981–92, it was film, rather than television, that was more prominent in highlighting controversial social issues in the USA.’ How far do you agree with this statement?</p> <p>‘Campaigns for traditional values were most responsible for political divisions in the USA in the</p> | <p>Were political or economic causes more important to the outbreak of revolution in France (Enquiry) Which had the greater impact on the development of the French Revolution - the rise of the Jacobins or Louis XVI flight to Varennes (curriculum assessment) Why did the Directory fail (Enquiry) Was war the major cause of the Terror? (Curriculum Assessment)</p> | <p>Did Napoleon preserve or destroy the ideals of the French Revolution (Enquiry) Civil Code - how important was it ? (Curriculum Assessment) Was Napoleon Bonaparte a military genius (enquiry) Which of the following had a greater impact on the course of the Napoleonic Wars - The Battle of Trafalgar or the Battle of Austerlitz (Curriculum Assessment)</p> | |

| | | | | | | | |
|---|---|---|---|---|--|--|--|
| | | To what extent did the work of the women’s movement improve the quality of life for American women in the years 1963–80? | | years 1981-92.’ How far do you agree with this statement? | | | |
| <p>Edexcel’s A Level in History A provides a suitable foundation for the study of History or related courses in further and higher education.</p> <p>At the same time, it also offers a worthwhile course of study for learners who do not wish to progress further in the subject as the various skills required by the specifications provide opportunities for progression directly into employment.</p> | <p><i>Disciplinary Rigour.</i></p> <p>What makes your subject different to other subjects? What are the expectations for students in your subject area in the KS5 qualification specification?</p> | <p>Route H: Democracies in Change: Britain and the USA in the 20th century. The study of Britain is undertaken thematically which gives the students the opportunity for regular retrieval of the chronology and change in Britain in this period. The demands of this course is that pupils will gain an understanding of the changing political and social landscape of Great Britain providing them with a foundation of contextual understanding for life in Modern Britain. Students will be required to understand the complexity of a society or historical situation and the interplay of different aspects within it.</p> | <p>Route H: Democracies in Change: Britain and the USA in the 20th century. The USA study is divided into four chronological themes and will support the later 20th century study of Britain transformed by offering a parallel display of change and challenge in a political and social sense.</p> <p>This focus will be on a smaller yet substantial time span (40 years) and require students to demonstrate an in depth knowledge of political, social and economic factors of change.</p> | <p>Route H: Democracies in Change: Britain and the USA in the 20th century. Students will become increasing sophisticated in their ability to construct substantiated arguments and reach valid conclusions as this is a feature of both papers assessment. They will identify and frame valid questions regarding an area of historical controversy and use interpretations (Paper 1) and sophisticated knowledge to support their arguments.</p> | <p>Students will become increasing sophisticated in their ability to construct substantiated arguments and reach valid conclusions. They will identify and frame valid questions regarding an area of historical controversy</p> | <p>Students will become increasing sophisticated in their ability to construct substantiated arguments and reach valid conclusions. They will identify and frame valid questions regarding an area of historical controversy Students will identify 10-15 sources/interpretations pertinent to their NA question and incorporate analysis of these into their argument</p> | |