

Subject: History

Teachers: Miss Davies, Ms Clarke, Mrs Griffin

Exam Board: AQA

NEWPORT GIRLS' HIGH SCHOOL

KS5 CURRICULUM OVERVIEW

Curriculum Intent & Organisation	
This course was chosen as it provides the opportunity for students to learn some Modern and Early Modern history, providing chronological breadth as well as an opportunity to study some of the topics in more depth. History is a subject that encourages students to critically evaluate and interpret evidence from the past in order to develop reasoned hypotheses and form balanced judgments.	
Examination Information	Facilitating Subject?
Option subject examined end of Year 13 with two examination papers and one NEA assignment worth 20% of the final grade.	Yes
Impact of Prior Learning from KS4	
There is no requirement for the subject to have been studied at GCSE, but if it has, we will build on these skills at A Level. For most students, the taught topics will be completely new. What is more important is that students have <i>chosen</i> to study this subject and have a genuine curiosity about the past. The summer tasks are designed to introduce students to the early topics studied in Year 12 and give a flavour of some of the key questions and concepts we will return to in more detail as the Course gets underway. It raises as many questions as it answers!	
Equipment Required for this course	
<ul style="list-style-type: none"> • Standard classroom stationery • A set of highlighter pens • Own lined paper • A keen mind! 	

Curriculum Implementation – Areas of Focus Year 12		
Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> • <u>Component 1: Russia under Tsarism and Communism 1855-1963</u> <u>PART 1: The Tsar Liberator, Alexander II 1855-1881</u> <p>-Russian society, economy and politics in 1855; -Reasons for reform, including the loss of the Crimean War; -The Emancipation of the Serfs – causes, process and impact; -Alexander II's other reforms, including economic developments; -Opposition to Alexander II – Populists, Land and Liberty, Black Partition and People's Will; -The assassination of Alexander II.</p>	<ul style="list-style-type: none"> • <u>Component 1: Russia under Tsarism and Communism 1855-1963</u> <u>PART 1: Reaction and repression under Alexander III 1881 -1894</u> <p>-Reaction and repression under Alexander III: Autocracy, Orthodoxy and Nationality -Russification -Social and economic developments including the Great Spurt</p>	<ul style="list-style-type: none"> • <u>Component 1: Russia under Tsarism and Communism 1855-1963</u> <u>PART 1: Russia under Nicholas II 1894-1917</u> <p>-Economic and political developments before 1905 -The 1905 Revolution – causes, events, outcome, why Nicholas survived -Emerging 'democracy' after 1905 -Political developments and the emergence of liberal and revolutionary parties -Stolypin's Wager on the Strong -The impact of the First World War -The February Revolution and the end of autocracy -The Provisional Government -The October Revolution</p>

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<ul style="list-style-type: none"> • Component 2: The Wars of the Roses 1450-1499 PART 1: The Fall of the House of Lancaster 1450-1471 - The Origins of the Conflict: English society and politics in 1450; - the weak rule of Henry VI and baronial factions; - the emerging power of Richard of York; - the outbreak of war in 1455; - the influence of Margaret of Anjou and factional rivalries. - the impact of the wars on English society. 	<ul style="list-style-type: none"> • Component 2: The Wars of the Roses 1450-1499 PART 1: The Fall of the House of Lancaster 1450-1471 - The War of the Barons, 1459-61: the renewal of war and the emergence of Warwick ‘Kingmaker’; - the rule of Richard of York as Protector of England; - shifting loyalties and the Lancastrian revival; • - proclamation of Edward IV as King of England following the Battle of Towton, 1461. 	<ul style="list-style-type: none"> • Component 2: The Wars of the Roses 1450-1499 PART 1: The Fall of the House of Lancaster 1450-1471 - The Triumph of the Yorkists, 1461-71: the first rule of Edward IV and the political impact of his marriage to Elizabeth Woodville; - the development of factional rivalries; - the crushing of the Lancastrian cause; - the impact of the baronial wars on English society by 1471.
<ul style="list-style-type: none"> • Component 3: The Golden Age of Spain, 1474 – 1598 <p>The NEA unit is introduced and taught in designated lessons from mid-Year 12 until its completion by mid Spring term in Year 13. Course breakdown is available at https://filestore.aqa.org.uk/resources/history/AQA-70411B-70421B-SOW.PDF</p>		

Curriculum Implementation – Areas of Focus Year 13		
Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> • Component 1: Russia under Tsarism and Communism 1855-1963 PART 2: The Bolsheviks in Power 1917-1929 -The Bolsheviks’ ideology and establishment of power -The Red Terror -The Civil War – causes and key events -1921, the year of crisis -War Communism and the NEP -Tightening political control -The role of Lenin -Society and Culture: the drive for Marxism -The death of Lenin, cult of personality and the contenders for power -Stalin’s rise to power 	<ul style="list-style-type: none"> • Component 1: Russia under Tsarism and Communism 1855-1963 PART 2: Stalin in Power 1919 – 1953 - The Great Turn and Collectivisation; transforming agriculture -The Five Year Plans; transforming industry -The purges - Propaganda and cultural change -The Cult of Stalin -The state of Russia in 1941 -The Second World War -High Stalinism 	<ul style="list-style-type: none"> • Component 1: Russia under Tsarism and Communism 1855-1963 PART 2: Khrushchev in Power 1953-1964 -Khrushchev’s rise to power -Policies and ideology: de-Stalinisation; political and party change -Industrial and agricultural developments and change - Social and cultural change -Cultural dissidents -Opposition to Khrushchev and his fall from power - Any remaining time, spent on revision.

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<ul style="list-style-type: none">• Paper 2: The Wars of the Roses 1450-1499 PART 2: The Fall of the House of York 1471-1499- The Reign of Edward IV, 1471-83: the consolidation of Yorkist rule and development of new methods of government;- factional rivalries against the influence of the Woodvilles;- change and continuity in English society;- premature death of Edward IV and the crisis of the Yorkist succession.	<ul style="list-style-type: none">• Paper 2: The Wars of the Roses 1450-1499 PART 1: The Fall of the House of Lancaster 1450-1471- The downfall of the Yorkist Monarchy, 1483-86: the coup d'état of Richard of Gloucester [Princes in the Tower];- the emergence of Henry Tudor and Buckingham's rebellion;- the strengths and weaknesses of Richard III's position in 1484;• - the battle of Bosworth, downfall of Richard III and proclamation of the Tudor Dynasty.	<ul style="list-style-type: none">• Paper 2: The Wars of the Roses 1450-1499 PART 1: The Fall of the House of Lancaster 1450-1471- The end of the Yorkist Dynasty, 1486-1499: Yorkist opposition to Henry VII including Lambert Simnel and Perkin Warbeck;• - the impact of the Wars of the Roses on society by 1499.• Any remaining time, spent on revision.
<ul style="list-style-type: none">• Component 3: The Golden Age of Spain, 1474 – 1598 <p>The NEA unit is introduced and taught in designated lessons from mid-Year 12 until its completion by mid Spring term in Year 13. Course breakdown is available at https://filestore.aqa.org.uk/resources/history/AQA-70411B-70421B-SOW.PDF</p>		

Impact / Outcomes

Learning will be assessed throughout the course by:

- End of topic assessments based on past paper style questions;
- Regular fact tests and quizzes;
- Self and peer assessment opportunities ['green pen work'] embedded in students' learning;
- End of year internal examination and mock examination in Year 13.

Homework / Self Study

Homework will be set each week for both components of this course. This may include research and consolidation of learning activities, exam question planning and essay writing, extension reading, source analysis and revision of coursework. Useful activities to engage in during study periods include the creation of revision resources such as thematic timelines, extension and consolidation reading about topics covered in class, especially in terms of increasing depth of knowledge through exploration of the works of academics, deconstructing sample exam questions and planning answers to these and timed exam answer practice. It may also be helpful to access online materials and documentaries to extend, enhance and consolidate your understanding.

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Ways to support learning

- Component 1:
A comprehensive list of useful extension materials, reading recommendations etc can be found at <https://filestore.aqa.org.uk/resources/history/AQA-70411H-70421H-RL.PDF>
 - Component 2:
A comprehensive list useful extension materials, reading recommendations etc. can be found at <https://filestore.aqa.org.uk/resources/history/AQA-70412B-70422B-RL.PDF>
 - Component 3:
A comprehensive list of useful extension materials, reading recommendations etc can be found at <https://filestore.aqa.org.uk/resources/history/AQA-70411B-70421B-RL.PDF>
- Sample examination material including question papers, examiner reports and mark schemes can be accessed at <https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042/assessment-resources>

Field Work / Extension / Enrichment Opportunities

- As a department we have corporate membership of the Historical Association which provides access to resources and competitions for staff and students.
- Visits to support learning could include going to the Richard III Exhibition Centre, Leicester, as well as to Moscow, Russia [2019] and annual lectures to support the Russia Component 1 course. The department participates annually in the online Wars of the Roses Conference with leading academics.
- Further enrichment opportunities are provided each year. Previous enrichment has included groups presenting in parliament and at the Imperial War Museum, involvement in the Remembering Srebrenica Future Leaders in Schools scheme and participation in the Holocaust Educational Trust's Lessons From Auschwitz programme.
- Opportunity to take part in the HA Great Debate competition

Next Steps

With such transferable skills, History provides an excellent foundation for various higher education courses, as well as increasing employability in a range of career areas, especially those that require developed communication skills. Some examples include Journalism, Law, Politics and Management.

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Inclusion	Inclusion in History at KS5
<ul style="list-style-type: none">• Teachers follow student passports to ensure that the needs of all students with SEND are met.• Work is enlarged to the necessary size for visually impaired students.• Teachers will ensure that classrooms are quiet learning environments where possible and will dim lights to support students with sensory needs.• Students have the use of laptop if they have a SEND need whereby use of a laptop supports them.• Hearing impaired students are supported through use a radio aid and teachers ensure that students can lip read at all times during lessons.• Dyslexic students are encouraged to use coloured overlays when they are required to read long passages.• Use of dyslexic friendly fonts and coloured backgrounds used in PowerPoints/resources.• Students with ADHD are given movement breaks, fidget toys and lessons are 'chunked' to aid concentration.• Students are seated according to their needs, students work with the SENDCo to decide upon this.	<ul style="list-style-type: none">• Extra-curricular opportunities in the history department are available for all students, with all being encouraged to attend and take a leading role.• Resources are digitised and uploaded onto Teams to allow all students to access them from home or with additional technology to support students with visual needs.• A range of activities are used within lessons to address the needs of all learners.• Documentaries and interviews with leading historians are used with full subtitles / captions.• A range of resources for additional learning and further / extension reading are provided on Teams including Podcasts to address the needs of all learners.• All students have the option to complete their notes digitally or in their own way to ensure understanding and flexibility in learning styles.

For more information, contact: Miss Davies, Ms Clarke or Mrs Griffin.