

Subject: History

Teachers: Miss Davies, Mrs
Seys and 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. Students have 4 hours of history a week, equally divided between the two examination papers [as well as the Coursework element, taught from the end of Year 12 – see below].

Examination Information

Option subject examined end of Year 13 with two examination papers with one coursework assignment worth 20% of the final grade.

Facilitating Subject?

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. There is also no requirement for prior subject knowledge as for most students, these topics will be completely new. What is important is that students have *chosen* 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

- Standard classroom stationery
- A set of highlighter pens
- Own lined paper
- A keen mind!

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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><ul style="list-style-type: none">-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.• <u>Component 2: The Wars of the Roses 1450-1499</u> <u>PART 1: The Fall of the House of Lancaster 1450-1471</u><ul style="list-style-type: none">- <u>The Origins of the Conflict:</u> 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">• <u>Component 1: Russia under Tsarism and Communism 1855-1963</u> <u>PART 1: Reaction and repression under Alexander III 1881 -1894</u><ul style="list-style-type: none">-Reaction and repression under Alexander III: Autocracy, Orthodoxy and Nationality-Russification-Social and economic developments including the Great Spurt• <u>Component 2: The Wars of the Roses 1450-1499</u> <u>PART 1: The Fall of the House of Lancaster 1450-1471</u><ul style="list-style-type: none">- <u>The War of the Barons, 1459-61:</u> 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">• <u>Component 1: Russia under Tsarism and Communism 1855-1963</u> <u>PART 1: Russia under Nicholas II 1894-1917</u><ul style="list-style-type: none">-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• <u>Component 2: The Wars of the Roses 1450-1499</u> <u>PART 1: The Fall of the House of Lancaster 1450-1471</u><ul style="list-style-type: none">- <u>The Triumph of the Yorkists, 1461-71:</u> 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.• <u>Component 3: The Golden Age of Spain, 1474 – 1598</u> During term 3, the Coursework unit is introduced and taught in designated lessons until early in the Spring term of Year 13.

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<ul style="list-style-type: none">• <u>Component 1: Russia under Tsarism and Communism 1855-1963</u> <u>PART 2: The Bolsheviks in Power 1917-1929</u><ul style="list-style-type: none">-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• <u>Paper 2: The Wars of the Roses 1450-1499</u> <u>PART 2: The Fall of the House of York 1471-1499</u><ul style="list-style-type: none">- <u>The Reign of Edward IV, 1471-83</u>: the consolidation of Yorkist rule and development of new methods of government;<ul style="list-style-type: none">- 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">• <u>Component 1: Russia under Tsarism and Communism 1855-1963</u> <u>PART 2: Stalin in Power 1919 – 1953</u><ul style="list-style-type: none">-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• <u>Paper 2: The Wars of the Roses 1450-1499</u> <u>PART 1: The Fall of the House of Lancaster 1450-1471</u><ul style="list-style-type: none">- <u>The downfall of the Yorkist Monarchy, 1483-86</u>: the coup d'état of Richard of Gloucester [Princes in the Tower];<ul style="list-style-type: none">- 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">• <u>Component 1: Russia under Tsarism and Communism 1855-1963</u> <u>PART 2: Krushchev in Power 1953-1964</u><ul style="list-style-type: none">-Krushchev'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 Krushchev and his fall from power• <u>Paper 2: The Wars of the Roses 1450-1499</u> <u>PART 1: The Fall of the House of Lancaster 1450-1471</u><ul style="list-style-type: none">- <u>The end of the Yorkist Dynasty, 1486-1499</u>: Yorkist opposition to Henry VII including Lambert Simnel and Perkin Warbeck;<ul style="list-style-type: none">- the impact of the Wars of the Roses on society by 1499.

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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.

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

- History clubs such as the Genocide Awareness Group which meets weekly, is open to all age groups and supports the school's Beacon status in Holocaust Education;
- Visits are made to support learning such as to the Richard III Exhibition Centre, Leicester, as well as to Moscow, Russia [2019] and annual lectures in Birmingham support the Russia Component 1 course.
- Further enrichment opportunities are provided each year – the focus this year is researching our school's history to mark the school's Centenary year and involvement in planning the celebration day in the summer term. 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

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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.

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