

## 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 <b>vocabulary:</b> <b>Paper 1</b> Britain Transformed  <b>Paper 2H</b> 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 Republican Democrat	Emergence Liberal Society Personal Freedoms Immigration Commonwealth Racial Controversy Regional Differences  Environmentalism Inflation Popular Culture Counter-culture Escapism Red Power	Total War Austerity Consumerism Mass Popular Culture Spectator sports Mass tourism Car-ownership Thatcher Public Sector  Economic policies Tradition Values Campaigns Ethnic Minorities Racial tolerance Racial integration Reaganomics	Usurper Poll Tax Patronage Heretic Regent Age of Majority Yorkist Lancastrian Royal Progress	Pretender Trade (embargo) Gentry Justices of the Peace Excommunicate Over-mighty Subject Under-mighty Monarch Lollard Rebellion	Revision and exam preparation  Completion and submission of NEA
	Recall the <b>knowledge:</b>	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?	What were the crises of 1399-1405 and the impact of these events?  What was the role of Henry V in France, 1413-1421?  What were the renewed challenges of 1449-1461 between the Lancastrian and Yorkists?  Why were the Yorkists divided between 1478-1485?	What were the challenges facing Henry VII on his ascension to the throne from 1485?  What was the relationship between the crown and nobility between 1399-1509?  How did the balances of power change between 1399-1509?	NEA – personal study.
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	Demonstrate excellence in these <b>skills:</b>	Explain aspects of <b>causation</b> – what factors led to developments in society 1918-1997. – <u>depth studies</u> .  Pupils are able to make a substantiated judgement	Explain aspects of <b>causation</b> – what factors led to developments in society 1918-1997. – <u>depth studies</u> .  Pupils are able to make a substantiated judgement	Explain aspects of <b>causation</b> – what factors led to developments in society 1918-1997. – <u>depth studies</u> .  Pupils are able to make a substantiated judgement	Pupils are able to make a substantiated judgement regarding <b>historical significance across a significant time period</b> with specific reference to changes in British society between 1339- 1509– <u>depth</u>	Pupils are able to make a substantiated judgement regarding <b>historical significance across a significant time period</b> with specific reference to changes in British society between 1339- 1509– <u>depth</u>	

communication and literacy skills at a level equivalent to GCSE (9–1) grade 4+in English Language or GCSE (9–1) grade 4+ in English Literature.		<p>regarding <i>historical significance</i> and <i>turning points in history across a significant time period</i> with specific reference to changes in British society between 1918-1997 – <u>breadth studies</u>.</p> <p>Pupils are able to make a substantiated judgement regarding <i>historical significance</i> and <i>turning points in history across a significant time period</i> with specific reference to changes in American Society – <u>depth studies</u>.</p> <p>Pupils are able to <i>use historical evidence</i> to investigate about a Historic event – evidence must be analysed in it’s historical context, the content it contains relating to an enquiry and in <u>combination with each other</u>.</p>	<p>regarding <i>historical significance</i> and <i>turning points in history across a significant time period</i> with specific reference to changes in British society between 1918-1997 – <u>breadth studies</u>.</p> <p>Pupils are able to <i>use historical evidence</i> to investigate about a Historic event – evidence must be analysed in it’s historical context, the content it contains relating to an enquiry and in <u>combination with each other</u>.</p>	<p>regarding <i>historical significance</i> and <i>turning points in history across a significant time period</i> with specific reference to changes in British society between 1918-1997 – <u>breadth studies</u>.</p> <p>Use <i>historical interpretations</i> to explain the significance of Thatcher’s government and/or policies.</p>	<p><u>studies – choice of depth study questions.</u></p> <p>Pupils are able to <i>use historical evidence</i> to investigate about a Historic event – evidence must be analysed in it’s historical context, the content it contains relating to <b>two enquiries</b>.</p> <p>Pupils are able to make a substantiated judgement regarding <i>a turning points in history across a significant time period in relation to a theme studied</i> with specific reference to changes in British society between 1918-1997 – <u>breadth studies</u>.</p>	<p><u>studies – choice of depth study questions.</u></p> <p>Pupils are able to <i>use historical evidence</i> to investigate about a Historic event – evidence must be analysed in it’s historical context, the content it contains relating to <b>two enquiries</b>.</p> <p>Pupils are able to make a substantiated judgement regarding <i>a turning points in history across a significant time period in relation to a theme studied</i> with specific reference to changes in British society between 1918-1997 – <u>breadth studies</u>.</p>	
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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.

Key Assessment Questions:

Enquiry Questions:

How far did the Political and Economic environment of Britain change between 1918 and 1979?  
Did Britain create a Welfare State by 1979?

How far was the period of 1955-1963 an age of conformity?

What was the reaction to Civil Rights in 1963-1972?"

Deep Mark Questions:

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?

How far do you agree that the growth of university education was the most significant development in education in the years 1918–79?

How significant were Martin Luther King’s non-violent campaigns in achieving civil rights for black Americans in the years 1955–63?

To what extent did the work of the women’s movement improve the quality of life for American women in the years 1963–80?

Enquiry Questions:

How far did society transition and become more 'liberal' by 1979?

How far did society and the political landscape of the USA change by 1980?

Deep Mark Questions:

How far do you agree that the main reason women saw advancements in their role and status in the years 1945–79 was as a result of their war work in the years 1939–45?

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?

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

Enquiry Questions:

What factors affected the quality of life for the British public between 1919-1979?

What was the role of Thatcher and her government in transforming Britain?

Why did the Republicans dominate American politics in 1981 – 1992 and what was the opposition to this?

Deep Mark Questions:

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?

How far do you agree that in the years 1918-1979 the most significant factor in improving leisure and travel was the growth of car ownership?

'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?

'Campaigns for traditional values were most responsible for political divisions in the USA in the years 1981-92.' How far do you agree with this statement?

Enquiry Questions:

How far were Kings challenged between 1399-1509? (Focus on crises of the period, challenges to the throne and threats from abroad).

How far were Kings triumphant between 1399-1509? (Focus on crises of the period, challenges to the throne and threats from abroad).

Deep Mark Questions:

(D3) Assess the value of the source for revealing the nature of the rule of Henry VI and the behaviour of Margaret of Anjou in the years 1459–60.

(D3) How accurate is it to say that the growing ambitions of the Duke of York were the most significant threat to Henry VI's hold on the throne in the years 1454–60?

(D4) 'Divisions among the Yorkists allowed Richard III to seize the throne in 1483.' How far do you agree with this judgement?

Enquiry Questions:

What were the changing relationships between crown and the nobility: 'over-mighty subjects'?

What were the changes in the sinews of power?

Deep Mark Questions:

(D5) Assess the value of the source for revealing the nature of support for Henry Tudor and the reasons for his victory at Bosworth in 1485.

(B1) How accurate is it to say that retaining decreased in importance in the years 1399–1509?

(B2) 'In the strengthening of the English crown, it was the Spanish Marriage (1499) that was the key diplomatic development in the years 1399–1509.'

<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><b><i>Disciplinary Rigour.</i></b></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: <b><u>Democracies in Change: Britain and the USA in the 20<sup>th</sup> century.</u></b></p> <p>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.</p> <p>The demands of this course is that pupils will gain an understanding of the changing political and social landscape of Great Britain and the USA providing them with a foundation of contextual understanding for life in both countries . Students will be required to understand the <b><u>complexity of a society or historical situation and the interplay of different</u></b> aspects within it.</p>	<p>Route H: <b><u>Democracies in Change: Britain and the USA in the 20<sup>th</sup> century.</u></b></p> <p>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.</p> <p>The demands of this course is that pupils will gain an understanding of the changing political and social landscape of Great Britain and the USA providing them with a foundation of contextual understanding for life in both countries . Students will be required to understand the <b><u>complexity of a society or historical situation and the interplay of different</u></b> aspects within it.</p>	<p>Route H: <b><u>Democracies in Change: Britain and the USA in the 20<sup>th</sup> century.</u></b></p> <p>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.</p> <p>The demands of this course is that pupils will gain an understanding of the changing political and social landscape of Great Britain and the USA providing them with a foundation of contextual understanding for life in both countries . Students will be required to understand the <b><u>complexity of a society or historical situation and the interplay of different</u></b> aspects within it.</p>	<p>Paper 3 option has two focuses: <b><u>Aspects in breadth (containing themes)</u></b> and <b><u>Aspects in depth (containing key topics)</u></b>. The Aspects in breadth focus on developments and changes over an extended timescale of at least 100 years.</p> <p>As well as understanding the content, students will need to develop the skills needed to be able to answer questions that target understanding of long-term changes (AO1). The Aspects in breadth also help to contextualise the Aspects in depth, but without duplicating content. The Aspects in depth require a more in-depth understanding than the Aspects in breadth. As well as understanding the specified content, students will need to develop the skills needed to be able to answer questions that target knowledge and understanding of the period (AO1) and questions that target the ability to analyse and evaluate sources (AO2).</p>	<p>Paper 3 option has two focuses: <b><u>Aspects in breadth (containing themes)</u></b> and <b><u>Aspects in depth (containing key topics)</u></b>. The Aspects in breadth focus on developments and changes over an extended timescale of at least 100 years.</p> <p>As well as understanding the content, students will need to develop the skills needed to be able to answer questions that target understanding of long-term changes (AO1). The Aspects in breadth also help to contextualise the Aspects in depth, but without duplicating content. The Aspects in depth require a more in-depth understanding than the Aspects in breadth. As well as understanding the specified content, students will need to develop the skills needed to be able to answer questions that target knowledge and understanding of the period (AO1) and questions that target the ability to analyse and evaluate sources (AO2).</p>	
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