



Learning Aims and Curriculum Intent:

A Level History encourages students to:

- develop their interest in, and enthusiasm for, history and an understanding of its intrinsic value and significance
- acquire an understanding of different identities within society and an appreciation of aspects such as social, cultural, religious and ethnic diversity, as appropriate
- build on their understanding of the past through experiencing a broad and balanced course of study
- improve as effective and independent students and as critical and reflective thinkers with curious and enquiring minds
- develop the ability to ask relevant and significant questions about the past and to research them
- acquire an understanding of the nature of historical study, for example that history is concerned with judgements based on available evidence and that historical judgements are provisional
- develop their use and understanding of historical terms, concepts and skills
- make links and draw comparisons within and/or across different periods and aspects of the past
- organise and communicate their historical knowledge and understanding in different ways, arguing a case and reaching substantiated judgements.

Pupils in Year 12 History B study the AQA A Level. The exam is divided into three components. Components 1 and 2 are both worth 40% of the exam mark and are examined at the end of Year 13. Component 3 is Non-Examined Assessment (coursework) worth 20% of the mark. For this, pupils submit an independently written 4000 word essay in March of Year 13. For History B, Component 1 considers Tudor England from 1485-1603, studying in breadth issues of change, continuity, cause and consequence. Component 2 considers France in Revolution (1784-1815). This embraces concepts such as absolutism, enlightenment, constitutionalism, democracy, republic and dictatorship. It also encourages consideration of issues such as the relationship between rulers and the ruled, the place of the Church in the State, the power of the people and promotes reflection on what makes and perpetuates revolution. Component 3 (NEA) looks at witchcraft, witch-hunting and persecution across early modern Europe c. 1500-1700, considering the reasons for the rise and fall of the 'witch-craze'.

Key concepts for the Tudors Component as specified by AQA:

- How effectively did the Tudors restore and develop the powers of the monarchy?
- In what ways and how effectively was England governed during this period?
- How did relations with foreign powers change and how was the succession secured?
- How did English society and economy change and with what effects?
- How far did intellectual and religious ideas change and develop and with what effects?
- How important was the role of key individuals and groups and how were they affected by developments?

Term	Component 1 (Tudors)	Component 2 (France in Revolution)	Skills	Assessment
Michaelmas	<p>Topic 1: Henry VIII, 1485–1509</p> <ul style="list-style-type: none"> • Henry Tudor's consolidation of power: character and aims; establishing the Tudor dynasty • Government: councils, parliament, justice, royal finance, domestic policies • Relationships with Scotland and other foreign powers; securing the succession; marriage alliances • Society: churchmen, nobles and commoners; regional division; social discontent and rebellions • Economic development: trade, exploration, prosperity and depression • Religion; humanism; arts and learning 	<p>Topic 1: The origins of the French Revolution, 1774–1789</p> <ul style="list-style-type: none"> • Absolutism and the structure of the Ancien Régime: Louis XVI as King; government; social divisions; privileges and burdens; strengths and weaknesses • The ideas of the Enlightened philosophes: extent of influence in France; the salons; impact of the American revolution and War of Independence • Economic problems and royal finance: attempts to improve royal finances under Turgot, Necker and Calonne • The Assembly of Notables and political developments, February 1787 to May 1789; the state of France, politically, economically and socially by the meeting of the Estates-General <p>Topic 2: The experiment in constitutional monarchy, 1789–1792</p> <ul style="list-style-type: none"> • The revolution May-October 1789: developments in Versailles and Paris; developments in the country, including the Great Fear; the October Days • The attempts to establish a constitutional monarchy: church reforms; political, judicial and administrative reforms; economic and social change 	<p>All of assessment objectives below are explicitly taught and practised with pupils in the context of Components 1, 2 and 3.</p> <p>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.</p> <p>AO2 Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.</p> <p>AO3 Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</p>	<p>Regular knowledge based assessment and healthchecks and retrieval practice.</p> <p>Common Departmental Assessment each half term for Component 1 and 2 teachers which consists of a past paper question (or a portion of one) at the discretion of the subject teacher.</p>

Lent	<p>Topic 2: Henry VIII, 1509-1547</p> <ul style="list-style-type: none"> Henry VIII: character and aims; addressing Henry VII's legacy Government: Crown and Parliament, ministers, domestic policies including the establishment of Royal Supremacy Religion: renaissance ideas; reform of the Church; continuity and change by 1547 Relationships with Scotland and other foreign powers; securing the succession 	<p>Topic 2 continued:</p> <ul style="list-style-type: none"> Reaction to change internally and externally: the political clubs; the King and the flight to Varennes; the demonstration at the Champs de Mars; the origins and impact of war Sans-culottes and the collapse of the constitutional experiment; the September massacres and elections to the national Convention <p>Topic 3: The emergence and spread of the Terror, September 1792–1795</p> <ul style="list-style-type: none"> The establishment of a Republic: problems and policies; debate leading to the execution of the King 	<p>Regular knowledge-based assessment and healthchecks and retrieval practice.</p> <p>Common Departmental Assessment each half term for Component 1 and 2 teachers which consists of a past paper question (or a portion of one) at the discretion of the subject teacher.</p>
Trinity	<p>Topic 2 continued:</p> <ul style="list-style-type: none"> Society: elites and commoners; regional issues and the social impact of religious upheaval; rebellion Economic development: trade, exploration, prosperity and depression 	<p>Topic 3 continued:</p> <ul style="list-style-type: none"> Internal and external war: the spread of war; the rising in the Vendée; attempts to establish wartime control; Robespierre; the fall of the Girondins and the Federalist revolt The progress of the war: the levée en masse and the coming of the Terror The spread of the Terror: executions; the influence of Robespierre and the sans culottes; the role of the CPS; Robespierre's fall and the collapse of the Terror 	<p>End of Year examinations for both Component 1 and Component 2 each consisting of one 30-mark sources/interpretations questions and one 25- mark essay question.</p>

Examples of Homework	Preparatory reading for seminars or discussion; Past paper questions or planning of longer extended writing questions; re-writing of essay questions or paragraphs after teacher feedback; listening to Audiopi or other podcast with comprehension; source analysis e.g. of historians interpretations on Henry VIII;	
Key terminology	Usurper; Parliament; Feudal; nobility; gentry; commons; patronage; pretender; court; council; royal household; privy chamber; common law; justice of the peace; sheriff; succession; order of the garter; prerogative; wardship; relief; customs duties; extraordinary revenue; ordinary revenue; clergy; monastery; Lollard; scripture; evangelical; heretic; parish; diocese; bishop; priest; monk; nun; chief minister; Amicable Grant; Council Learned in the Law; Court of Star Chamber; enclosure; arable; pastoral; treatise; Leviticus; Holy Roman Empire; Papal States; Catholic; Lutheran; the Reformation; break with Rome; King's Great Matter; annulment. Ancien Regime; Absolute monarchy; Estates General; Estate; clergy; aristocracy; the Enlightenment; salon; Girondin; Jacobin; Sans Culottes; National Assembly ; National Convention; Tennis Court Oath; Bastille; Tuilleries; déficit; Flight to Varrenes; Versailles; Federalists; Committee of Public Security; Terreur; October Days; Great Fear; legislative; judiciary; executive;	
Super-curricular enrichment and scholarly extension	<p>Membership and attendance of History Society at Forest School comes highly recommended.</p> <p>Read: For full reading lists, see course packs for Tudors and French Revolution units. For Component 3, Levack's <i>The Witch Hunt in Early Modern Europe</i> is a good idea for wider reading.</p> <p>Watch: Tudors: <i>Henry VII: The Winter King</i> (2013); <i>Six Wives with Lucy Worsley</i> (2016); <i>Royal History's Greatest Fibs: The Reformation</i> (2017); <i>Wolf Hall</i> (2015); <i>The Other Boleyn Girl</i> (2008); <i>The Tudors</i> (2007-2010). France in Revolution: <i>Royal History's Greatest Fibs: The French Revolution</i> (2017); BBC, <i>The French Revolution: Tearing Up History</i> (2016); <i>The French Revolution</i> (1989) <i>The French Revolution</i> (Apple TV, 2020), <i>One Nation, One King</i> (2018), <i>Danton</i> (1983)</p> <p>Listen: Audiopi; <i>The Rest is History</i>; <i>History Hit</i>; <i>GCSE Pod</i>; <i>BBC Radio 4</i>; <i>Mr Key's Youtube Channel!</i></p> <p>Visit: Tudors: Tower of London, Hampton Court Palace; The London Charterhouse; St Bartholomew the Great; Maritime Greenwich (pack a picnic!) France in Revolution: We have run Year 12 and Year 13 visits to Paris in February half term and look to do so in future. In London, you could do worse than a visit to the Wallace Collection near Bond Street.</p>	
Useful websites	www.audiopi.com https://www.historylearningsite.co.uk/ https://www.historytoday.com/ (we have a school subscription- ask the library) SharePoint- the Tudors https://forestschoolessex.sharepoint.com/sites/History/SitePages/1C--The-Tudors.aspx SharePoint- France in Revolution https://forestschoolessex.sharepoint.com/sites/History/SitePages/2H--France-in-Revolution.aspx	
Who can I contact?	Head of History	Harris Clough , hwc@forest.org.uk
	Year 12 HIB Teachers	Emily Newman , een@forest.org.uk ; Jack Sage , jgs@forest.org.uk Matthew Key , mek@forest.org.uk