



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 13 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 3: Instability and consolidation: 'the Mid-Tudor Crisis', 1547–1563</p> <ul style="list-style-type: none"> • Edward VI, Somerset, and Northumberland; royal authority; problems of succession; relations with foreign powers • The social impact of religious and economic changes under Edward VI; rebellion; intellectual developments; humanist and religious thought • Mary I and her ministers; royal authority; problems of succession; relations with foreign powers • The social impact of religious and economic changes under Mary I; rebellion; intellectual developments; humanist and religious thought 	<p>Topic 4: The Directory and Napoleon's rise to power, 1795–1799</p> <ul style="list-style-type: none"> • The aftermath of the Terror: The Thermidorian reaction and White Terror; the 1795 Parisian Risings • The establishment of the Directory: the constitution; financial and political problems and policies; strengths and weaknesses of the Directory • Military campaigns and expansion abroad: Napoleon's contribution to French success; background, character, and military leadership; the Italian campaign and Egypt • The coup of Brumaire and the establishment of the Consulate: the strengths and weaknesses of the new constitution; Napoleon's position and the state of France by 1799 	<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>Regular knowledge-based assessment and health checks 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> <p>Component 3:</p> <ul style="list-style-type: none"> - October deadline for finalising NEA question for submission of coursework question forms to AQA. - End of term deadline for a full-length draft of NEA essay.

	<ul style="list-style-type: none"> Elizabeth I: character and aims; consolidation of power, including the Elizabethan Settlement and relations with foreign powers The impact of economic, social and religious developments in the early years of Elizabeth's rule 	Topic 5: The impact of Napoleon's rule on France, 1799–1815 <ul style="list-style-type: none"> Political change: Napoleon's consolidation of power and establishment of Emperor status; constitutional developments Social change: class distinctions and titles; education and attitude to women; censorship and propaganda; the position of the Church; the Concordat and its aftermath 	AO3 Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.	
Lent	Topic 4: The triumph of Elizabeth, 1563–1603 <ul style="list-style-type: none"> Elizabethan government: court, ministers, and parliament; factional rivalries Foreign affairs: issues of succession; Mary, Queen of Scots; relations with Spain Society: continuity and change; problems in the regions; social discontent and rebellions Economic development: trade, exploration, and colonisation; prosperity and depression Religious developments, change and continuity; the English renaissance and 'the Golden Age' of art, literature and music. The last years of Elizabeth: the state of England politically, economically, religiously and socially by 1603 	Topic 5 continued: <ul style="list-style-type: none"> Legal and administrative change: the Napoleonic codes; the prefects, police and control Financial and economic policies and problems: taxation; the central economy; the impact of war and the Continental System; degree of economic change Topic 6: The impact of Napoleon's rule on Europe, 1799–1815 <ul style="list-style-type: none"> The army and conquest during the consulate and Empire: reasons for military success by 1808 and the part played by Napoleon; the reasons for expansion and the building of an empire, its value and problems <ul style="list-style-type: none"> The control of the Grand Empire: administration; economic and social policies Challenges to the Empire: the continental blockade; the Peninsular War; the Austrian campaign; the Russian campaign; the war of the Fourth Coalition The collapse of the Empire: the first Peace of Paris; the 100 days; Napoleon's abdication and second Peace of Paris; treatment of France by the Vienna settlement; the condition of France in 1815; Napoleon's reputation and legacy 	As above with additional focus on examination practice for mock examinations.	Regular knowledge-based assessment and health checks and retrieval practice. Mock exams for both Paper 1 and Paper 2 in January. 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. Component 3: - March deadline for finished NEA essay.
Trinity	Exam readiness and revision.	Exam readiness and revision.	As above with additional focus on examination practice for mock examinations.	Mock exams for both Paper 1 and Paper 2 in April. A Level Examinations.

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 the 'Mid Tudor Crisis'		
Key terminology	Crisis; coup; regency; protectorate; debasement; enclosure; foldcourse; arable; pastoral; inflation; tenant; liturgy; chantry; homily ; transubstantiation; Zwinglian; Calvinist; evangelical; iconoclasm; heretic; vestments; communion in both kinds; garrison; mercenary; Elizabethan Settlement; Puritan; patronage; Counter-reformation; Jesuit; Seminary; Recusant; deserving poor; undeserving poor; parish relief; monopoly. Ancien Regime; Absolute monarchy; Estates General; Estate; clergy; aristocracy; the Enlightenment; salon; Girondin; Jacobin; Sans Culottes; National Assembly; National Convention; Tennis Court Oath; Bastille; Tuilliers; déficit; Flight to Varrenes; Versailles; Federalists; Committee of Public Security; Terreur; October Days; Great Fear; legislative; judiciary; executive;		
Super-curricular enrichment and scholarly extension	Membership and attendance of History Society at Forest School comes highly recommended. Read: For full reading lists, see course packs for Tudors and French Revolution units. By Year 13 pupils should have already put together a wider reading list for the coursework essays. Watch: <i>Tudors - Royal History's Greatest Fibs: The Reformation (2017)</i> ; <i>Elizabeth (1999)</i> ; <i>Elizabeth: The Golden Age (2003)</i> ; <i>Mary Queen of Scots (2018)</i> ; <i>David Starkey's Elizabeth (2003)</i> . France in Revolution - Royal History's Greatest Fibs: The French Revolution (2017); <i>Napoleon (2000 TV series)</i>; <i>Napoleon (Ridley Scott, 2023)</i>; <i>Waterloo (1970)</i>; <i>Sharpe (TV Series 1996-99, especially Sharpe's Eagle or Sharpe's Waterloo)</i>. 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> 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. 		
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		
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