



### 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 C, Component 1 considers Tsarist and Communist Russia from 1855-1964, studying in breadth issues of change, continuity, cause, and consequence. Component 2 considers the English Revolution (1625-1660). This embraces concepts such as Divine Right, arbitrary government, Arminianism, and political and religious radicalism. It also encourages an in-depth understanding of how government works, arbitrary government and consensus, authority and opposition and issues of settlement. Component 3 (NEA) looks at the British Empire in India from 1857-1947, considering the reasons for the rise and fall of the Raj as well as the impact of British rule on the Indian subcontinent.

#### Key concepts for the Russia Component as specified by AQA:

- How far were the rulers of Russia able to establish and maintain authority?
- How and why did Russian society and the economy develop?
- How important were ideology and ideas?
- How far were objectives in foreign policy achieved
- How significant was opposition and how effectively was it dealt with?
- 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>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 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"> <li>- October deadline for finalising NEA question for submission of coursework question forms to AQA.</li> <li>- End of term deadline for a full-length draft of NEA essay.</li> </ul>

<b>Lent</b>			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.
<b>Trinity</b>			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.

<b>Examples of Homework</b>	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 'Tsar Nicholas II.		
<b>Key terminology</b>	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;		
<b>Super-curricular enrichment and scholarly extension</b>	Membership and attendance of History Society at Forest School comes highly recommended. <b>Read:</b> For full reading lists, see course packs for <a href="#">Tudors</a> and <a href="#">French Revolution</a> units. By Year 13 pupils should have already put together a wider reading list for the coursework essays. <b>Watch: Tudors</b> - <i>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> . <b>France in Revolution</b> - <i>Royal History's Greatest Fibs: The French Revolution (2017)</i> ; <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> . <b>Listen:</b> 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> <b>Visit: Tudors</b> - Tower of London, Hampton Court Palace; The London Charterhouse; St Bartholomew the Great; Maritime Greenwich (pack a picnic!) <b>France in Revolution</b> - 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.		
<b>Useful websites</b>	<a href="http://www.audiopi.com">www.audiopi.com</a> <a href="https://www.historylearningsite.co.uk/">https://www.historylearningsite.co.uk/</a> <a href="https://www.historytoday.com/">https://www.historytoday.com/</a> (we have a school subscription- ask the library) SharePoint- the Tudors <a href="https://forestschoolessex.sharepoint.com/sites/History/SitePages/1C--The-Tudors.aspx">https://forestschoolessex.sharepoint.com/sites/History/SitePages/1C--The-Tudors.aspx</a> SharePoint- France in Revolution <a href="https://forestschoolessex.sharepoint.com/sites/History/SitePages/2H--France-in-Revolution.aspx">https://forestschoolessex.sharepoint.com/sites/History/SitePages/2H--France-in-Revolution.aspx</a>		
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