

Year 13 History Curriculum Rationale

In Year 13, students will continue to follow the AQA A-level syllabus. The choice of topics: 1C The Tudors: England 1485-1603, 2Q The American Dream: reality and illusion, 1945-1980 and NEA focus on Russia 1825-1917. These allow students to explore a range of events within Europe and the wider world. Emerging from the course of study, students will develop skills in using sources and extracts to support judgements, writing essays, as well as developing complex analytical skills. Students will build on their Year 12 studies and prepare for terminal examinations by developing their skills as historians. By the end of the course students will be proficient in critical and logical thinking.

Unit:	Core knowledge/skill development:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
1C The Tudors: Part two : England: turmoil and triumph, 1547–1603 Sec 3: Instability and consolidation: 'the Mid-Tudor Crisis', 1547–1563	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	Builds on: students' historical knowledge developed at KS3/4 – understanding of monarchy / links to GCSE Elizabethan England unit Leads to: greater use/understanding of historical context / use of chronological terminology / understanding of second order concepts / understanding of Historical interpretations. Supports progress from yr12 into yr13.	Task 1 – Essay 1 – guided planning and writing Task 2 – Extract Essay 1 guided planning and writing Task 3 –Knowledge check Task 4 – Essay 2 Task 5 – Extract essay 2 Task 6 –Knowledge check	SPAG and reading for meaning and making inferences. Numeracy for understanding timelines, historical data etc.	Analysing – critical and logical thinking (deduce, hypothesise, reason, and seek evidence). Linking – Connection finding (use connections from past experiences to seek possible generalisations). Analysing - Precision (Ability to work effectively within the rules of a domain). Meta Thinking Meta Cognition (knowingly use a wide range of thinking approaches to transfer knowledge from one circumstance to another).	Homework is set after each lesson. Extra reading materials is available via Teams. Consolidation / Revision tasks set several times per unit.

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	<p>the social impact of religious and economic changes under Mary I; rebellion; intellectual developments; humanist and religious thought</p> <p>Elizabeth I: character and aims; consolidation of power, including the Act of Settlement and relations with foreign powers</p> <p>The impact of economic, social and religious developments in the early years of Elizabeth's rule</p> <p>Development of skills</p> <p>Analytical skills in using Historical interpretation and identifying thematic development.</p>	<p>Links to: NEA Russia – kingship / leadership</p>			<p>Realising – Speed and Accuracy</p>	

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1C The Tudors: Part two : England: turmoil and triumph, 1547–1603. Sec 4: The triumph of Elizabeth, 1563–1603	Key Knowledge: 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	Builds on: students' historical knowledge developed at KS3/4 – understanding of monarchy / links to GCSE Elizabethan England unit Leads to: greater use/understanding of historical context / use of chronological terminology / understanding of second order concepts / understanding of Historical interpretations. Supports progress from yr12 into yr13. Links to: NEA Russia – kingship / leadership	Task 1 – Essay 3 Task 2 – Extract Essay 13 Task 3 –Knowledge check Task 4 – Essay 4 Task 5 – Extract essay 4 Task 6 –Knowledge check Task 7 - PPE	SPAG and reading for meaning and making inferences. Numeracy for understanding timelines, historical data etc.	Analysing – critical and logical thinking (deduce, hypothesise, reason, and seek evidence). Linking – Connection finding (use connections from past experiences to seek possible generalisations). Analysing - Precision (Ability to work effectively within the rules of a domain). Meta Cognition – knowingly use a wide range of thinking approaches to transfer knowledge from one circumstance to another. Realising – Speed and Accuracy	Homework is set after each lesson. Extra reading materials is available via Teams. Consolidation / Revision tasks set several times per unit.

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	<p>renaissance and 'the Golden Age' of art, literature and music</p> <p>The last years of Elizabeth: the state of England politically, economically, religiously and socially by 1603</p> <p>Development of skills</p> <p>Analytical skills in using Historical interpretation and identifying thematic development.</p>					
<p>2Q The American Dream: reality and illusion, 1945-1980</p> <p>Part two: challenges to the American Dream, 1963-1980</p> <p>Sec 4: The Johnson</p>	<p>Key Knowledge:</p> <p>Johnson as President: personality and policies; his pursuit of the 'Great Society'; the impact of the Kennedy legacy; economic developments</p>	<p>Builds on: students' historical knowledge developed at KS3/4 – links to GCSE America unit</p> <p>Leads to: greater use/understanding of historical context / use of chronological</p>	<p>Task 1 – Essay 1 – guided planning and writing</p> <p>Task 2 – Source Essay 1 guided planning and writing</p> <p>Task 3 – Essay 2</p> <p>Task 4 – Knowledge check</p>	<p>SPAG and reading for meaning and making inferences.</p> <p>Numeracy for understanding timelines, historical data etc.</p>	<p>Analysing – critical and logical thinking (deduce, hypothesise, reason, and seek evidence).</p> <p>Linking – Connection finding (use connections from past experiences to seek possible generalisations).</p>	<p>Homework is set after each lesson.</p> <p>Extra reading materials is available via Teams.</p> <p>Consolidation / Revision tasks set several times per unit.</p>

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Presidency, 1963–1968	<p>Maintaining American world power: escalation of the war in Vietnam; relations between the USA and its Western allies</p> <p>African-Americans in North and South: developments in the Civil Rights Movement; Johnson's role in passing Civil Rights legislation; the impact of change including urban riots</p> <p>Social divisions and protest movements: education and youth; feminism; radicalisation of African-Americans; anti-war movements; the role of the media</p> <p>Development of skills. Analytical skills in using primary source materials and</p>	<p>terminology / understanding of second order concepts / understanding of interpreting primary source material. Supports progress from yr12 into yr13.</p> <p>Links to: NEA Russia – Primary sources skills.</p>		<p>PSHE - empathy and diversity.</p>	<p>Analysing - Precision (Ability to work effectively within the rules of a domain).</p> <p>Meta Cognition – knowingly use a wide range of thinking approaches to transfer knowledge from one circumstance to another.</p> <p>Realising – Speed and Accuracy</p>	

Unit:	Core knowledge/skill development:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
	identifying extent of change development.					
<p>2Q The American Dream: reality and illusion, 1945-1980</p> <p>Part two: challenges to the American Dream, 1963-1980</p> <p>Sec 5: Republican reaction: the Nixon Presidency, 1968-1974</p>	<p>Key Knowledge:</p> <p>The Presidential election of 1968 and the reasons for Nixon's victory: divisions within the Democratic Party; the personalities and policies of the Nixon administration</p> <p>The restoration of conservative social policies; the reaction to protest movements and forces of social change; economic change and the end of the post-war boom</p> <p>The limits of American world power: peace negotiations and the continuation of the war in Vietnam and Cambodia; the</p>	<p>Builds on: students' historical knowledge developed at KS3/4 – links to GCSE America unit.</p> <p>Leads to: greater use/understanding of historical context / use of chronological terminology / understanding of second order concepts / understanding of interpreting primary source material. Supports progress from yr12 into yr13.</p> <p>Links to: NEA Russia – Primary sources skills.</p>	<p>Task 1 – Source Essay 2 Task 2 – Essay 3 Task 3 – Source Essay 3 Task 4 – Knowledge check</p>	<p>SPAG and reading for meaning and making inferences.</p> <p>Numeracy for understanding timelines, historical data etc.</p> <p>PSHE – empathy and diversity.</p>	<p>Analysing – critical and logical thinking (deduce, hypothesise, reason, and seek evidence).</p> <p>Linking – Connection finding (use connections from past experiences to seek possible generalisations).</p> <p>Analysing - Precision (Ability to work effectively within the rules of a domain).</p> <p>Meta Cognition – knowingly use a wide range of thinking approaches to transfer knowledge from one circumstance to another.</p> <p>Realising – Speed and Accuracy</p>	<p>Homework is set after each lesson.</p> <p>Extra reading materials is available via Teams.</p> <p>Consolidation / Revision tasks set several times per unit.</p>

Unit:	Core knowledge/skill development:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
	<p>influence of Kissinger on US policies towards the USSR, Latin America and China</p> <p>The Watergate Affair and its aftermath: the role of Congress; the resignation of the President; Nixon's political legacy</p> <p>Development of skills Analytical skills in using primary source materials and identifying extent of change development.</p>					
<p>2Q The American Dream: reality and illusion, 1945-1980</p> <p>Part two: challenges to the</p>	<p>Key Knowledge:</p> <p>political corruption and the loss of national self-confidence</p> <p>The position of the USA as a world</p>	<p>Builds on: students' historical knowledge developed at KS3/4 – links to GCSE America unit.</p> <p>Leads to: greater use/understanding of historical context</p>	<p>Task 1 – Essay 4 Task 2 – Source Essay 4 Task 3 – Knowledge check Task 4 – PPE</p>	<p>SPAG and reading for meaning and making inferences.</p> <p>Numeracy for understanding timelines,</p>	<p>Analysing – critical and logical thinking (deduce, hypothesise, reason, and seek evidence).</p> <p>Linking – Connection finding (use connections from past experiences to</p>	<p>Homework is set after each lesson.</p> <p>Extra reading materials is available via Teams.</p> <p>Consolidation / Revision tasks set several times per unit.</p>

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<p>American Dream, 1963–1980</p> <p>Sec 6: The USA after Nixon, 1974–1980</p>	<p>power: the final withdrawal from Vietnam; relations with the USSR and China; the response to crises in the Middle East; Iran and Afghanistan</p> <p>African-Americans in North and South: the impact of civil rights legislation; change and continuity in the 'New South'</p> <p>The USA by 1980: its position as a Superpower; the extent of social and economic change; the reasons for Reagan's victory in the presidential election.</p> <p>Development of skills</p> <p>Analytical skills in using primary source materials and</p>	<p>/ use of chronological terminology / understanding of second order concepts / understanding of interpreting primary source material.</p> <p>Supports progress from yr12 into yr13.</p> <p>Links to: NEA Russia – Primary sources skills.</p>		<p>historical data etc.</p> <p>PSHE – empathy and diversity.</p>	<p>seek possible generalisations).</p> <p>Analysing - Precision (Ability to work effectively within the rules of a domain).</p> <p>Meta Cognition – knowingly use a wide range of thinking approaches to transfer knowledge from one circumstance to another.</p> <p>Realising – Speed and Accuracy</p>	

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NEA: Russia 1825-1917 Taught Course unit (10 lessons) <i>Started in year 12 and continued into year 13.</i>	Key Knowledge: Tsarist regime under Nicholas I, Alexander II, Alexander III and Nicholas II Economic, social and political developments in Russia from 1825-1917. Impact of foreign policy and war on Russia. Growth of new ideas, ideologies and opposition. Why revolution in 1917 was successful in overthrowing the Tsarist regime.	Builds on: students' historical knowledge developed at KS3/4 – understanding of revolutions, monarchy etc Leads to: greater use/understanding of historical context / use of chronological terminology / understanding of second order concepts / understanding of interpreting primary source material. Supports progress from yr12 into yr13. Links to: Unit 1 The Tudors – rebellion, leadership etc.	Task 1 – Knowledge check Task 2 – Source evaluation Task 3 – Interpretation evaluation Task 4 – Knowledge check	SPAG and reading for meaning and making inferences. Numeracy for understanding timelines, historical data etc. PSHE – considering feelings of others.	Analysing – critical and logical thinking (deduce, hypothesise, reason, and seek evidence). Linking – Connection finding (use connections from past experiences to seek possible generalisations). Analysing - Precision (Ability to work effectively within the rules of a domain). Meta Cognition – knowingly use a wide range of thinking approaches to transfer knowledge from one circumstance to another. Realising – Speed and Accuracy	Homework is set after each lesson. Extra reading materials is available via Teams.

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	Development of skills Analytical skills in using primary source materials and identifying extent of change development.					