

# YEAR 12 | A LEVEL HISTORY

The curriculum and assessment of students at this stage of education has been carefully designed to promote mastery/deep learning of A01, A02 and A03. This will then provide a platform to ensure student greater depth through year 13. Throughout year 12 students will be developing substantive contextual knowledge (A01), forming skills of assessing contemporary sources (A02), and building an understanding of academic arguments including through the evaluation of historical interpretations (A03). They will also be developing strong skills of writing and forming evaluative judgements. In the Tudors, England 1485-1603, students explore depth/breadth issues including significance, change, continuity, cause and consequence through a series of key questions with a particular focus on A01 and A03. In Democracy and Nazism: Germany 1918-1945, students explore depth issues of significance, change, continuity, cause and consequence with a focus on A01 and A02. Furthermore, students will begin coursework culminating in an independently produced c3500-word essay on the development of African American Civil Rights 1863-1970. Within this they will use all the skills demanded of the A Level course: expressing contextual knowledge (A01) to evaluate both contemporary sources (A02) and historical interpretations (A03) to explain the issues of significance, change, continuity, cause and consequence during this period.

## HALF TERM 1 THE TUDORS, ENGLAND 1485-1603 / DEMOCRACY AND NAZISM: GERMANY 1918-1945

### All students will know:

#### The Tudors - Henry VII, 1485-1509

- » Henry Tudor's consolidation of power: character and aims; establishing the Tudor dynasty.
- » Government: councils, parliament, justice, royal finance, domestic policies.
- » Society: churchmen, nobles and commoners; regional division; social discontent and rebellions.

#### Germany – Weimar Republic: 1928-1933

- » The impact of war and the political crises of October to November 1918; the context for the establishment of the Weimar Constitution; terms, strengths and weaknesses.
- » The impact of war and the political crises of October to November 1918; the context for the establishment of the Weimar Constitution; terms, strengths and weaknesses.
- » The Peace Settlement: expectations and reality; terms and problems; attitudes within Germany and abroad.
- » Economic and social issues: post-war legacy and the state of the German economy and society; reparations, inflation and hyperinflation; the invasion of the Ruhr and its economic impact; social welfare and the social impact of hyperinflation.
- Political instability and extremism; risings on the left and right, including the Kapp Putsch; the political impact of the invasion of the Ruhr; the Munich Putsch; problems of coalition government and the state of the Republic by 1924
- Economic developments: Stresemann; the Dawes Plan; industry, agriculture and the extent of recovery; the reparations issue and the Young Plan

### All students will be assessed:

- » Knowledge quizzes – including key vocabulary and historical concepts.
- » Tudor essay question focusing on understanding of the question, knowledge, comment and balance, structure and judgement.
- » Germany essay question focusing on understanding of the question, knowledge, comment and balance, structure and judgement.
- » Testing understanding of a key concept e.g. causation, consequence, significance, change and continuity, will form part of all assessments.

### Reading skills needed for this unit:

- » Comprehension.
- » Finding the main argument.
- » Inference.
- » Independent reading (outside of lessons).

### Key vocabulary:

Dynasty, Consolidation, Act of Attainder, Miser, Star Chamber, Council Learned in Law, Succession, Enclosure, Lollards, Intercursus Magnus, Intercursus Malus, Democracy, Treaty of Versailles, Left / right wing, Convincing, Assess.

## ENRICHMENT OPPORTUNITIES

KS5 Birmingham library visit.

## HALF TERM 2 THE TUDORS, ENGLAND 1485-1603 / DEMOCRACY AND NAZISM: GERMANY 1918-1945, & COURSEWORK – AFRICAN AMERICAN CIVIL RIGHTS

### All students will know:

The Tudors - Henry VII, 1485-1509 continued:

- Relationships with Scotland and other foreign powers; securing the succession; marriage alliances
- Economic development: trade, exploration, prosperity and depression
- Religion; humanism; arts and learning

### The Tudors: Henry VIII, 1509-1547

- » Henry VIII: character and aims; addressing Henry VII's legacy.

### Germany – Weimar Republic, 1928-1933

- » Social developments: social welfare reforms; the development of Weimar culture; art, architecture, music, theatre, literature and film; living standards and lifestyles.
- Political developments and the workings of democracy: President Hindenburg; parties; elections and attitudes to the Republic from the elites and other social groups; the position of the extremists, including the Nazis and Communists; the extent of political stability
- Germany's international position; Stresemann's foreign policy aims and achievements including: Locarno; the League of Nations; the Treaty of Berlin; the end of allied occupation and the pursuit of disarmament.

### History Coursework – African American Civil Rights 1863-1970.

- » Timeline of key events.
- » Research.
- » Choosing a coursework focus.

### All students will be assessed:

- » Knowledge quizzes – including key vocab and historical concepts.
- » Understanding of historical interpretation 10-mark question.
- » Understanding of contemporary sources 10-mark question.
- » Testing understanding of a key concept e.g. causation, consequence, significance, change and continuity, will form part of all assessments and the coursework.

### Reading skills needed for this unit:

- » Comprehension.
- » Finding the main argument.
- » Inference.
- » Independent reading (outside of lessons).

### Key vocabulary:

Legacy, Royal Supremacy, Chief Minister, Star Chamber, Reformation parliament, Groom of the stool, Rentenmark, Dawes Plan, Young Plan, Emancipation Proclamation, 13th Amendment, Jim Crow Laws, Segregation, Convincing, Valuable, Assess.

## HALF TERM 3 THE TUDORS, ENGLAND 1485-1603 / DEMOCRACY AND NAZISM: GERMANY 1918-1945, & COURSEWORK – AFRICAN AMERICAN CIVIL RIGHTS

### All students will know:

The Tudors: Henry VIII 1509-1547

- Government: Crown and Parliament, ministers, domestic policies including the establishment of Royal Supremacy
- Relationships with Scotland and other foreign powers; securing the succession
- Society: elites and commoners; regional issues and the social impact of religious upheaval; rebellion

### Germany – Weimar Republic, 1928-1933

- The economic, social and political impact of the Depression: elections; governments and policies
- The appeal of Nazism and Communism; the tactics and fortunes of the extremist parties, including the role of propaganda
- Hindenburg, Papen, Schleicher and the 'backstairs intrigue' leading to Hitler's appointment as chancellor

### History Coursework – African American Civil Rights 1863-1970

- » Research.
- » Finding and using appropriate historical interpretations.

### All students will be assessed:

- » Knowledge quizzes – including key vocab and historical concepts.
- » Tudor essay question focusing on understanding of the question, knowledge, comment and balance, structure and judgement.
- » Germany essay question focusing on understanding of the question, knowledge, comment and balance, structure and judgement.
- » Testing understanding of a key concept e.g. causation, consequence, significance, change and continuity, will form part of all assessments and the coursework.

### Reading skills needed for this unit:

- » Comprehension.
- » Finding the main argument.
- » Inference.
- » Independent reading (outside of lessons).

### Key vocabulary:

Prosperity, Depression, Renaissance, Reformation parliament, Heresy, Anti-clericalism, Calvinism, Erastian, Papal dispensation, Locarno Pact, League of Nations, Kellogg Briand Pact, Sit-ins, Revisionist, Political, Social, Economic, Legal, Cultural, Convincing, Valuable, Assess.

# CURRICULUM AND ASSESSMENT PLAN

## YEAR 12 | HISTORY

### HALF TERM 4 THE TUDORS, ENGLAND 1485-1603 / DEMOCRACY AND NAZISM: GERMANY 1918-1945, & COURSEWORK – AFRICAN AMERICAN CIVIL RIGHTS.

#### All students will know:

The Tudors: Henry VIII, 1509-1547 continued:

- Economic development: trade, exploration, prosperity and depression
- Religion: renaissance ideas; reform of the Church; continuity and change by 1547

#### The Tudors Mid Tudor Crisis, 1540s, Henry VIII

#### The Tudors Mid Tudor Crisis, 1547-1563 – Edward VI

- » 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.

#### Germany – Nazi Germany, 1933-1945

- Political developments: the Reichstag Fire; parties and elections; the Enabling Act and the end of democracy; the state of Germany by March 1933
- Hitler's consolidation of power, March 1933–1934: governmental and administrative change and the establishment of the one-party state; the Night of the Long Knives and the impact of the death of President Hindenburg
- The 'Terror State': the police, including the SS and Gestapo; the courts; extent, effectiveness and limitations of opposition and non-conformity; propaganda: aims, methods and impact; extent of totalitarianism

#### History Coursework – African American Civil Rights 1863-1970.

- » Research.
- » Finding and using appropriate historical interpretations.
- » Finding and using appropriate contemporary sources.

#### All students will be assessed:

- » Knowledge quizzes – including key vocab and historical concepts.
- » Understanding of historical interpretation 10-mark question.
- » Understanding of contemporary sources 10- mark question.
- » Testing understanding of a key concept e.g. causation, consequence, significance, change and continuity, will form part of all assessments and the coursework.

#### Reading skills needed for this unit:

- » Comprehension.
- » Finding the main argument.
- » Inference.
- » Independent reading (outside of lessons).

#### Key vocabulary:

Mid Tudor Crisis, Subsistence crisis, Iconoclasm, Humanism, Transubstantiation, Emancipation, Civil rights, Contemporary, Revisionist, Modern, Communism, 'Backstairs intrigue', Contemporary, Convincing, Valuable, Assess.

### HALF TERM 5 THE TUDORS 1485-1603 / GERMANY 1918-1945. / COURSEWORK – AFRICAN AMERICAN CIVIL RIGHTS.

#### All students will know:

The Tudors Mid Tudor Crisis, 1547-1563 -Mary I

- 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.

#### Germany – Nazi Germany, 1933-1945

- » Economic policies and the degree of economic recovery; Schacht; Goering; the industrial elites.
- » Social policies: young people; women; workers; the churches; the degree of Volksgemeinschaft; benefits and drawbacks of Nazi rule.

#### History Coursework – African American Civil Rights 1863-1970.

- » Research.
- » Writing coursework – main body.

#### All students will be assessed:

- » Knowledge quizzes – including key vocab and historical concepts.
- » Tudor essay question focusing on understanding of the question, knowledge, comment and balance, structure and judgement.
- » Germany essay question focusing on understanding of the question, knowledge, comment and balance, structure and judgement.
- » Testing understanding of a key concept e.g. causation, consequence, significance, change and continuity, will form part of all assessments and the coursework.

#### Reading skills needed for this unit:

- » Comprehension.
- » Finding the main argument.
- » Inference.
- » Independent reading (outside of lessons).

#### Key vocabulary:

Recusant, Religious Settlement, Night of the Long Knives, Enabling Act, Reichstag Fire, Convincing, Valuable, Assess.

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## HALF TERM 6 THE TUDORS 1485-1603 /GERMANY 1918-1945. / COURSEWORK –AFRICAN AMERICAN CIVIL RIGHTS.

### All students will know:

#### Revision and consolidation of The Tudors

- » Henry VII 1485-1509.
- » Henry VIII 1509-1547.
- » Edward VI 1547-1553.
- » Mary I 1553-1558.

#### Germany – Nazi Germany, 1933-1945

- » The radicalisation of the state: Nazi racial ideology; policies towards the mentally ill, asocials, homosexuals, members of religious sects, the Roma and Sinti.

#### History Coursework – African American Civil Rights 1863-1970.

- » Ongoing research.
- » How to write a good introduction.
- » How to write a good conclusion.

### All students will be assessed:

#### Mock Exams:

- » In Tudors England, student understanding will be tested of two historical interpretations including their ability to evaluate them using the contextual knowledge they are developing. Two essays will also be completed focusing on student understanding of the question, knowledge, comment and balance, structure and judgement.
- » In Democracy and Nazism: Germany, student understanding will be tested on two contemporary sources including their ability to evaluate them using the contextual knowledge they are developing. Two essays will also be completed focusing on student understanding of the question, knowledge, comment and balance, structure and judgement.

Testing understanding of key concepts e.g., causation, consequence, significance, change and continuity, will form part of all assessments and the coursework.

### Reading skills needed for this unit:

- » Comprehension.
- » Finding the main argument.
- » Inference.
- » Independent reading (outside of lessons).

### Key vocabulary:

Emancipation, Civil rights, Contemporary, Revisionist, Modern, Ayrán, Untermenschen, Darwinism, Convincing, Valuable, Assess.

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## HOW STUDENTS CAN BE SUPPORTED AT HOME

See A Level history self-directed study guide and reading lists. Parents can also encourage this independent learning and ensure students meet the deadlines set on Satchel and the coursework tracker.

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## HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

The skills taught for the Tudors England and Democracy and Nazism in Germany link directly to the history coursework (NEA).

# YEAR 13 | A LEVEL HISTORY

The curriculum and assessment of students at this stage of education has been carefully designed to promote greater depth/deep learning of A01, A02, and A03, building on year 12 studies.

In the Tudors, students will have a far greater understanding of the period 1485-1563, so will now revisit and consider this period from a wider breadth of knowledge and often simultaneous disciplinary perspectives including issues of significance, change, continuity, cause and consequence. This will also aid revision. Students will further study the reign of Elizabeth I 1558-1603. Essays will require a broader view and multiple historical interpretations will be considered on single topics. Alongside this, Germany focuses more on source questions with larger overarching essays to support revision exploring depth issues of significance, change, continuity, cause and consequence in this period. Policies towards Jews, opposition and resistance 1939-1945 are also fully and additionally considered. In both Tudors and Germany, students will be expected to make more substantiated and developed judgements using an array of evidence across the relevant features of the period they have learnt about. They will also be required to demonstrate a deeper understanding of historical academic debates and contemporary issues. Should coursework still need completing, students will be expected to do this independently outside of class.

## HALF TERM 1 THE TUDORS, ENGLAND 1485-1603 / DEMOCRACY AND NAZISM: GERMANY 1918-1945

### All students will know:

#### The Tudors - Henry VII, 1485-1509

- » Breadth overview of consolidation of power (across society, government and foreign contexts), society considered from multiple and often simultaneous perspectives.

#### The Tudors - Elizabeth I, 1558-1603

- » Elizabethan government: court, ministers and parliament; factional rivalries.
- » Foreign affairs: issues of succession; Mary, Queen of Scots; relations with Spain.
- » Society: continuity and change.

#### Nazi Germany

- » The radicalisation of the state: Nazi racial ideology; policies towards the mentally ill, asocials, homosexuals, members of religious sects, the Roma and Sinti.
- » Anti-Semitism: policies and actions towards the Jews, including the boycott of Jewish shops and the Nuremberg Laws.
- » The development of anti-Semitic policies and actions; the effect of the Anschluss; Reichkristallnacht; emigration; the impact of the war against Poland.
- » The treatment of Jews in the early years of war: the Einsatzgruppen; ghettos and deportation.

### All students will be assessed:

- » Knowledge quizzes.
- » Tudors, understanding of historical interpretation, 30-mark question.
- » Essay question in Germany focusing on understanding of the question, knowledge, comment and balance, structure and judgement.
- » Testing understanding of the key concepts e.g., causation, consequence, significance, change and continuity, will form part of all assessments.

### Reading skills needed for this unit:

- » Comprehension.
- » Finding the main argument.
- » Inference.
- » Independent reading (outside of lessons).

### Key vocabulary:

Privy councilors, Royal prerogative, Parsimony, Mercenaries, Democracy, Radicalisation, Anti-Semitism, Reich Kristallnacht, Anschluss, Asocials.

**Exam key words:** Assess, How convincing, How valuable.

## ENRICHMENT OPPORTUNITIES

KS5 Birmingham library visit.

### HALF TERM 2 THE TUDORS, ENGLAND 1485-1603 / DEMOCRACY AND NAZISM: GERMANY 1918-1945.

#### All students will know:

##### The Tudors - Henry VII, 1485-1509

- » Government, economy, foreign, religion.

##### Henry VIII

- » Character, aims and addressing his father's legacy.

##### The Tudors - Elizabeth I, 1558-1603

- » Society: problems in the regions; social discontent and rebellions.
- » Economic development introduction.

##### Nazi Germany

- » Rationing, indoctrination, propaganda and morale; the changing impact of war on different sections of society including the elites, workers, women and youth.
- » The wartime economy and the work of Speer; the impact of bombing; the mobilisation of the labour force and prisoners of war.
- » Policies towards the Jews and the 'untermenschen' during wartime; the Wannsee Conference and the 'Final Solution'.
- » Opposition and resistance in wartime including students, churchmen, the army and civilian critics; assassination attempts and the July Bomb Plot; overview of the Nazi state by 1945.

#### All students will be assessed:

- » Knowledge quizzes.
- » 2-hour 30-minute mock exam in Tudors testing understanding of 3 historical interpretations.
- » Two essays focusing on understanding of the question, knowledge, comment and balance, structure and judgement.
- » 2-hour 30-minute mock exam in Germany, testing understanding of 3 contemporary sources.
- » Two essays focusing on understanding of the question, knowledge, comment and balance, structure and judgement.
- » Testing understanding of the key concepts e.g., causation, consequence, significance, change and continuity, will form part of all assessments.

#### Reading skills needed for this unit:

- » Comprehension.
- » Finding the main argument.
- » Inference.
- » Independent reading (outside of lessons).

#### Key vocabulary:

Regicide, Untermenschen, Albert Speer, Mobilisation, War economy.

**Exam key words:** Assess, How convincing, How valuable.

### HOW STUDENTS CAN BE SUPPORTED AT HOME

See A Level history self-directed study guide and reading lists. Parents can also encourage this independent learning and ensure students meet the deadlines set on Show My Homework.

# CURRICULUM AND ASSESSMENT PLAN

## YEAR 13 | HISTORY

### HALF TERM 3 THE TUDORS, ENGLAND 1485-1603 / DEMOCRACY AND NAZISM: GERMANY 1918-1945.

#### All students will know:

##### The Tudors – Henry VIII, 1509-1547

- » Government, foreign, society.

##### The Tudors - Elizabeth I, 1558-1603

- » 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.
- » Introduction to the last years of Elizabeth: the state of England politically, economically, religiously and socially by 1603.

##### Germany revision

- » The instability of the Weimar Republic 1919-1923.
- » The Golden age 1924-1929 under Stresemann.

#### All students will be assessed:

- » Knowledge quizzes.
- » Essay question in the Tudors focusing on understanding of the question, knowledge, comment and balance, structure and judgement.
- » Germany, understanding of contemporary sources. 30- mark question.
- » Testing understanding of the key concepts e.g. causation, consequence, significance, change and continuity, will form part of all assessments.

#### Reading skills needed for this unit:

- » Comprehension.
- » Finding the main argument.
- » Inference.
- » Independent reading (outside of lessons).

#### Key vocabulary:

Recusant, Puritanism, Anti-clericalism, Sectaries, Catholic/Counter Reformation, Autocracy, Democracy.

**Exam key words:** Assess, How convincing, How valuable.

### HALF TERM 4 THE TUDORS, ENGLAND 1485-1603 / DEMOCRACY AND NAZISM: GERMANY 1918-1945.

#### All students will know:

##### The Tudors – Henry VIII, 1509-1547

- » Economy, religion, renaissance.

##### The Tudors - Elizabeth I, 1558-1603

- » The last years of Elizabeth: the state of England politically, economically, religiously and socially by 1603.
- » Instability & consolidation, Mid Tudor Crisis breadth study – from Henry VIII to Elizabeth I.

##### Germany revision

- » The rise of the Nazis 1929-1933.
- » The consolidation of power 1933-1934.
- » Control 1933-1939.

#### All students will be assessed:

- » Knowledge quizzes.
- » 2-hour 30-minute mock exam in Tudors testing understanding of 3 historical interpretations.
- » Two essays focusing on understanding of the question, knowledge, comment and balance, structure and judgement.
- » 2-hour 30-minute mock exam in Germany, testing understanding of 3 contemporary sources.
- » Two essays focusing on understanding of the question, knowledge, comment and balance, structure and judgement.
- » Testing understanding of the key concepts e.g. causation, consequence, significance, change and continuity, will form part of all assessments.

#### Reading skills needed for this unit:

- » Comprehension.
- » Finding the main argument.
- » Inference.
- » Independent reading (outside of lessons).

#### Key vocabulary:

Myth, Subsistence crisis, Chancellor, Dictator, Reichstag Fire, Enabling Act, Volksgemeinschaft, Gleichschaltung.

**Exam key words:** Assess, How convincing, How valuable.

## HALF TERM 5 THE TUDORS, ENGLAND 1485-1603 / DEMOCRACY AND NAZISM:GERMANY 1918-1945.

### All students will know:

#### The Tudors – Henry VIII, 1509-1547

- » Religion, renaissance.

#### The Tudors – Elizabeth I, 1558-1603

- » Instability & consolidation, Mid Tudor Crisis breadth study –from Henry VIII to Elizabeth I.
- » Tudor final AQA examination at the end of this half term so some lessons are focused on revision which will be bespoke to the needs of students at this time.

#### Germany Revision

- » Exam practice and application to questions.

### All students will be assessed:

Final exams begin. Usually the Tudor AQA exam falls at the end of this term.

### Reading skills needed for this unit:

- » Comprehension.
- » Finding the main argument.
- » Inference.
- » Independent reading (outside of lessons).

### Key vocabulary:

**Exam key words:** Assess, How convincing, How valuable.

## HALF TERM 6 THE TUDORS, ENGLAND 1485-1603 / DEMOCRACY AND NAZISM:GERMANY 1918-1945.

### All students will know:

Germany AQA examination during this half term so all lessons are focused on revision which will be bespoke to the needs of students at this time.

### All students will be assessed:

Germany final AQA exam.

### Reading skills needed for this unit:

- » Comprehension.
- » Finding the main argument.
- » Inference.
- » Independent reading (outside of lessons).

### Key vocabulary:

**Exam key words:** Assess, How convincing, How valuable.

## HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

The skills taught whilst studying these topics link directly to the history coursework.