

History

History fires students' curiosity to ask questions and know more about Britain's past and that of the wider world. Students are encouraged to develop a chronological knowledge of British history that will enable them to make sense of the new narrative of our country over the past 1000 years. This will also allow them to understand the process of change, to see how we arrived 'here' and help them to make sense of the present. We aim for students to know our past but also to challenge the interpretations of the past and to be able to question our understanding of what Britishness means.

Year 12 History

Term One

Content of study	AQA A Level History Unit 1C The Tudors: England, 1485–1603 Unit 2Q – The American Dream - Reality and Illusion 1945-1980
What are the aims and objectives of this term?	Prepare students with the knowledge and skills required for Paper 1 of the A Level examination. Unit 1 A full knowledge content guide can be found on AQA's website https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042/subject-content/1c-the-tudors-england,-14851603 This option allows students to study in breadth issues of change, continuity, cause and consequence in this period through the following key questions: • 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? Knowledge gained Part 1 - 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 • Relationships with Scotland and other foreign powers; securing the succession; marriage alliances Historical skills: • AO1 Demonstrate, organise and communicate knowledge and understanding to analyse key features and make substantiated judgements and explore concepts

- A02 Analyse and evaluate appropriate source material, primary and / or contemporary to the period, within the historical content
- A04 Understand how to evaluate and analyse different historical interpretations

Unit 2

A full knowledge content guide can be found on AQA's website

<https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042/subject-content/2q-the-american-dream-reality-and-illusion,-1945-1980>

This option allows students to study in depth issues of change, continuity, cause and consequence in this period through the following key questions:

- How united was America at the end of World War 2 and throughout the Truman Presidency – 1945-53?
- How prosperous was the US economy during this period, and to what extent did it benefit all Americans?
- How effectively did the US tackle foreign affairs in Europe, Asia and beyond between 1953 and 1960?
- Was Eisenhower's time in office (1953-1960) characterised by tranquillity or crisis?

Knowledge gained

Truman and Post-war America, 1945–1952

The United States in 1945 and the legacies of the world war: the powers of the presidency; the main political parties; post-war prosperity; regional, ethnic and social divisions

The USA as a Superpower: Truman's character and policies; post-war peace making; the Cold War and 'containment' in Europe and Asia; the response to the rise of Communism in Asia

Truman and post-war reconstruction: the economy; political divisions and domestic problems; the rise of McCarthyism

African-Americans in North and South: the impact of the Second World War; campaigns for Civil Rights; the responses of the federal and state authorities

Historical skills:

- A01 Demonstrate, organise and communicate knowledge and understanding to analyse key features and make substantiated judgements and explore concepts
- A02 Analyse and evaluate appropriate source material, primary and / or contemporary to the period, within the historical content
- A03 Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted

What previous knowledge is required?	Contextual knowledge of the Tudor regime and England in the 15th century - Who were the Tudors? - What is the context of the Wars of the Roses? - What was power of the king like in the 15th century? - How was society organised in the 15th century? Contextual knowledge of the US in the 20th century - What is the geography of the US? - What challenges faced the US abroad after World War 2 (from GCSE Cold War unit) - What are the powers of US Presidents?
How will this term's content help with future learning?	This topic prepares students for Paper 1 and 2 of the A Level. This term focuses on Part 1 content. The skills developed for AO4 also help prepare students for the Historical Enquiry (Independent Unit 3 investigation).
Resources	Cornwallis Academy History Department's YouTube Channel has playlists of revision and support videos https://www.youtube.com/channel/UCNi6BbUzvcHv62zR6ifualA/featured Oxford AQA A Level: The Tudors: England, 1485–1603 – this can be purchased via the Academy's Parent Pay system. All lesson resources will be placed in each class's Teams area in Microsoft Teams. Students can also access a wide range of resources in the Student Shared Resources on SharePoint. They will find practise exam questions/papers along with exemplar material, revision guides, revision activities and knowledge retention activities. https://cornwallisacademy.sharepoint.com/cws/curriculum/hist/Student%20Shared%20Documents?viewid=9edd3619%2D778f%2D414c%2Db7a8%2Da7b0d8ed05f2&id=%2Fcws%2Fcurriculum%2Fhist%2FStudent%20Shared%20Documents
Links to the national curriculum/specification	AQA A Level History https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042 "AS and A level specifications in history must encourage 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." 2015 DfE History GCE A Level - https://www.gov.uk/government/publications/gce-as-and-a-level-for-history
Assessments	- Student will be assessed in a full hour assessment with sample questions taken from exam materials - In lessons, students will be assessed on individual exam style questions on a regular basis - Weekly Knowledge Tests will assess lesson learning and knowledge retention on each key topic Revision Resources can be found in the class group in Microsoft Teams and via the Student Shared Resources in SharePoint (see the link below) https://cornwallisacademy.sharepoint.com/cws/curriculum/hist/Student%20Shared%20Documents?viewid=9edd3619%2D778f%2D414c%2Db7a8%2Da7b0d8ed05f2&id=%2Fcws%2Fcriculum%2Fhist%2FStudent%20Shared%20Documents
Term Two	
Content of study	AQA A Level History Unit 1C The Tudors: England, 1485–1603 Unit 2Q – The American Dream - Reality and Illusion 1945-1980
What are the aims and objectives of this term?	Write a brief note on what the objectives of this term are. This can be bullet points if it makes it easier for you. Prepare students with the knowledge and skills required for Paper 1 of the A Level examination. Unit 1 A full knowledge content guide can be found on AQA's website https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042/subject-content/1c-the-tudors-england,-14851603 This option allows students to study in breadth issues of change, continuity, cause and consequence in this period through the following key questions: - 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?

Knowledge gained

Part 1 - Henry VII, 1485–1509

- 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

Historical skills:

- AO1 Demonstrate, organise and communicate knowledge and understanding to analyse key features and make substantiated judgements and explore concepts
- AO2 Analyse and evaluate appropriate source material, primary and / or contemporary to the period, within the historical content
- AO4 Understand how to evaluate and analyse different historical interpretations

Unit 2

A full knowledge content guide can be found on AQA's website

<https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042/subject-content/2q-the-american-dream-reality-and-illusion,-19451980>

This option allows students to study in depth issues of change, continuity, cause and consequence in this period through the following key questions:

- How united was America at the end of World War 2 and throughout the Truman Presidency – 1945-53?
- How prosperous was the US economy during this period, and to what extent did it benefit all Americans?
- How effectively did the US tackle foreign affairs in Europe, Asia and beyond between 1953 and 1960?
- Was Eisenhower's time in office (1953-1960) characterised by tranquillity or crisis?

Knowledge gained

Eisenhower: tranquillity and crisis, 1952–1960

The presidency: Eisenhower's personality and the policies of 'dynamic conservatism'; Nixon as Vice-President; the Republican Party; the end of McCarthyism

	The growth of the American economy in the 1950s and the impact of the 'consumer society' The USA and the Cold War: Superpower rivalry and conflict with the USSR; responses to developments in Western and Eastern Europe; reactions to the rise of Communism in Asia; responses to crises in the Middle East African-Americans in North and South: the emergence of the Civil Rights Movement; the policies and attitudes of the main political parties; the responses of the state and federal authorities Historical skills: • AO1 Demonstrate, organise and communicate knowledge and understanding to analyse key features and make substantiated judgements and explore concepts • AO2 Analyse and evaluate appropriate source material, primary and / or contemporary to the period, within the historical content • AO3 Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted
What previous knowledge is required?	Term 1 knowledge for both Unit 1 and Unit 2 Contextual knowledge of the Tudor regime and England in the 15th century - Who were the Tudors? - What is the context of the Wars of the Roses? - What was power of the king like in the 15th century? - How was society organised in the 15th century? Contextual knowledge of the US in the 20th century - What is the geography of the US? - What challenges faced the US abroad after World War 2 (from GCSE Cold War unit) - What are the powers of US Presidents?
How will this term's content help with future learning?	This topic prepares students for Paper 1 and 2 of the A Level. This term focuses on Part 1 content. The skills developed for AO4 also help prepare students for the Historical Enquiry (Independent Unit 3 investigation).
Resources	Cornwallis Academy History Department's YouTube Channel has playlists of revision and support videos https://www.youtube.com/channel/UCNi6BbUzvcHv62zR6ifualA/featured Oxford AQA A Level: The Tudors: England, 1485–1603 – this can be purchased via the Academy's Parent Pay system. All lesson resources will be placed in each class's Teams area in Microsoft Teams.

	Students can also access a wide range of resources in the Student Shared Resources on SharePoint. They will find practise exam questions/papers along with exemplar material, revision guides, revision activities and knowledge retention activities. https://cornwallisacademy.sharepoint.com/cws/curriculum/hist/Student%20Shared%20Documents?viewid=9edd3619%2D778f%2D414c%2Db7a8%2Da7b0d8ed05f2&id=%2Fcws%2Fcurriculum%2Fhist%2FStudent%20Shared%20Documents
Links to the national curriculum/specification	AQA A Level History https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042 “AS and A level specifications in history must encourage 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.” 2015 DfE History GCE A Level - https://www.gov.uk/government/publications/gce-as-and-a-level-for-history
Assessments	• Students will be assessed in a full hour assessment with sample questions taken from exam materials • In lessons, students will be assessed on individual exam style questions on a regular basis • Weekly Knowledge Tests will assess lesson learning and knowledge retention on each key topic Revision Resources can be found in the class group in Microsoft Teams and via the Student Shared Resources in SharePoint (see the link below) https://cornwallisacademy.sharepoint.com/cws/curriculum/hist/Student%20Shared%20Documents?viewid=9edd3619%2D778f%2D414c%2Db7a8%2Da7b0d8ed05f2&id=%2Fcws%2Fcurriculum%2Fhist%2FStudent%20Shared%20Documents
Term Three	
Content of study	AQA A Level History Unit 1C The Tudors: England, 1485–1603

	Unit 2Q – The American Dream - Reality and Illusion 1945-1980
What are the aims and objectives of this term?	<i>Write a brief note on what the objectives of this term are. This can be bullet points if it makes it easier for you.</i> <i>Prepare students with the knowledge and skills required for Paper 1 of the A Level examination.</i> Unit 1 A full knowledge content guide can be found on AQA's website https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042/subject-content/1c-the-tudors-england,-14851603 This option allows students to study in breadth issues of change, continuity, cause and consequence in this period through the following key questions: • 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? Knowledge gained: Henry VIII, 1509–1547 • Henry VIII: character and aims; addressing Henry VII's legacy • Government: Crown and Parliament, ministers, domestic policies including the establishment of Royal Supremacy • Relationships with Scotland and other foreign powers; securing the succession Historical skills: • AO1 Demonstrate, organise and communicate knowledge and understanding to analyse key features and make substantiated judgements and explore concepts • AO2 Analyse and evaluate appropriate source material, primary and / or contemporary to the period, within the historical content • AO4 Understand how to evaluate and analyse different historical interpretations Unit 2 A full knowledge content guide can be found on AQA's website https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042/subject-content/2q-the-american-dream-reality-and-illusion,-19451980 This option allows students to study in depth issues of change, continuity, cause and consequence in this period through the following key questions:

	• How united was America at the end of World War 2 and throughout the Truman Presidency – 1945-53? • How prosperous was the US economy during this period, and to what extent did it benefit all Americans? • How effectively did the US tackle foreign affairs in Europe, Asia and beyond between 1953 and 1960? • Was Eisenhower's time in office (1953-1960) characterised by tranquillity or crisis? <i>Knowledge gained:</i> John F Kennedy and the 'New Frontier', 1960–1963 • The presidential election of 1960 and reasons for Kennedy's victory; the policies and personalities of the Kennedy administration; the ideas behind the 'New Frontier' • Challenges to American power: the legacy of crises over Berlin and relations with Khrushchev; the challenge of Castro's Cuba; deepening involvement in Vietnam <i>Historical skills:</i> • <i>AO1 Demonstrate, organise and communicate knowledge and understanding to analyse key features and make substantiated judgements and explore concepts</i> • <i>AO2 Analyse and evaluate appropriate source material, primary and / or contemporary to the period, within the historical content</i> • <i>AO3 Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted</i>
What previous knowledge is required?	<i>Term 1 and 2 knowledge for both Unit 1 and Unit 2</i> <i>Contextual knowledge of the Tudor regime and England in the 15th century</i> - <i>Who were the Tudors?</i> - <i>What is the context of the Wars of the Roses?</i> - <i>What was power of the king like in the 15th century?</i> - <i>How was society organised in the 15th century?</i> <i>Contextual knowledge of the US in the 20th century</i> - <i>What is the geography of the US?</i> - <i>What challenges faced the US abroad after World War 2 (from GCSE Cold War unit)</i> - <i>What are the powers of US Presidents?</i>
How will this term's content	<i>This topic prepares students for Paper 1 and 2 of the A Level. This term focuses on Part 1 content. The skills developed for AO4 also help prepare students for the Historical Enquiry (Independent Unit 3 investigation).</i>

help with future learning?	
Resources	<i>Cornwallis Academy History Department's YouTube Channel has playlists of revision and support videos https://www.youtube.com/channel/UCNi6BbUzvcHv62zR6ifualA/featured</i> Oxford AQA A Level: The Tudors: England, 1485–1603 – this can be purchased via the Academy's Parent Pay system. <i>All lesson resources will be placed in each class's Teams area in Microsoft Teams.</i> <i>Students can also access a wide range of resources in the Student Shared Resources on SharePoint. They will find practise exam questions/papers along with exemplar material, revision guides, revision activities and knowledge retention activities.</i> https://cornwallisacademy.sharepoint.com/cws/curriculum/hist/Student%20Shared%20Documents?viewid=9edd3619%2D778f%2D414c%2Db7a8%2Da7b0d8ed05f2&id=%2Fcws%2Fcurriculum%2Fhist%2FStudent%20Shared%20Documents
Links to the national curriculum/specification	AQA A Level History https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042 "AS and A level specifications in history must encourage 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." 2015 DfE History GCE A Level - https://www.gov.uk/government/publications/gce-as-and-a-level-for-history
Assessments	• <i>Student will be assessed in a full hour assessment with sample questions taken from exam materials</i> • <i>In lessons, students will be assessed on individual exam style questions on a regular basis</i> • <i>Weekly Knowledge Tests will assess lesson learning and knowledge retention on each key topic</i>

	Revision Resources can be found in the class group in Microsoft Teams and via the Student Shared Resources in SharePoint (see the link below) https://cornwallisacademy.sharepoint.com/cws/curriculum/hist/Student%20Shared%20Documents?viewid=9edd3619%2D778f%2D414c%2Db7a8%2Da7b0d8ed05f2&id=%2Fcws%2Fcurriculum%2Fhist%2FStudent%20Shared%20Documents
Term Four	
Content of study	AQA A Level History Unit 1C The Tudors: England, 1485–1603 Unit 2Q – The American Dream - Reality and Illusion 1945-1980
What are the aims and objectives of this term?	Write a brief note on what the objectives of this term are. This can be bullet points if it makes it easier for you. Prepare students with the knowledge and skills required for Paper 1 of the A Level examination. Unit 1 A full knowledge content guide can be found on AQA's website https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042/subject-content/1c-the-tudors-england,-14851603 This option allows students to study in breadth issues of change, continuity, cause and consequence in this period through the following key questions: • 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? Knowledge gained: Henry VIII, 1509–1547 • Society: elites and commoners; regional issues and the social impact of religious upheaval; rebellion • Economic development: trade, exploration, prosperity and depression • Religion: renaissance ideas; reform of the Church; continuity and change by 1547 Historical skills: • AO1 Demonstrate, organise and communicate knowledge and understanding to analyse key features and make substantiated judgements and explore concepts • AO2 Analyse and evaluate appropriate source material, primary and / or contemporary to the period, within the historical content

	• AO4 Understand how to evaluate and analyse different historical interpretations Unit 2 A full knowledge content guide can be found on AQA's website https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042/subject-content/2q-the-american-dream-reality-and-illusion,-1945-1980 This option allows students to study in depth issues of change, continuity, cause and consequence in this period through the following key questions: • How united was America at the end of World War 2 and throughout the Truman Presidency – 1945-53? • How prosperous was the US economy during this period, and to what extent did it benefit all Americans? • How effectively did the US tackle foreign affairs in Europe, Asia and beyond between 1953 and 1960? • Was Eisenhower's time in office (1953-1960) characterised by tranquillity or crisis? Knowledge gained: John F Kennedy and the 'New Frontier', 1960–1963 • African-Americans in North and South: the rise of the Civil Rights Movement; the opponents of Civil Rights, including within the Democratic Party; Kennedy's policies in response to the pressures for change • The United States by 1963: its position as a world power; economic prosperity; the growing pressures for social change from women and youth Historical skills: • AO1 Demonstrate, organise and communicate knowledge and understanding to analyse key features and make substantiated judgements and explore concepts • AO2 Analyse and evaluate appropriate source material, primary and / or contemporary to the period, within the historical content • AO3 Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted
What previous knowledge is required?	Term 1, 2 and 3 knowledge for both Unit 1 and Unit 2 Contextual knowledge of the Tudor regime and England in the 15th century - Who were the Tudors? - What is the context of the Wars of the Roses? - What was power of the king like in the 15th century?

	- How was society organised in the 15th century? Contextual knowledge of the US in the 20th century - What is the geography of the US? - What challenges faced the US abroad after World War 2 (from GCSE Cold War unit) - What are the powers of US Presidents?
How will this term's content help with future learning?	This topic prepares students for Paper 1 and 2 of the A Level. This term focuses on Part 1 content. The skills developed for AO4 also help prepare students for the Historical Enquiry (Independent Unit 3 investigation).
Resources	Cornwallis Academy History Department's YouTube Channel has playlists of revision and support videos https://www.youtube.com/channel/UCNi6BbUzvcHv62zR6ifualA/featured Oxford AQA A Level: The Tudors: England, 1485–1603 – this can be purchased via the Academy's Parent Pay system. All lesson resources will be placed in each class's Teams area in Microsoft Teams. Students can also access a wide range of resources in the Student Shared Resources on SharePoint. They will find practise exam questions/papers along with exemplar material, revision guides, revision activities and knowledge retention activities. https://cornwallisacademy.sharepoint.com/cws/curriculum/hist/Student%20Shared%20Documents?viewid=9edd3619%2D778f%2D414c%2Db7a8%2Da7b0d8ed05f2&id=%2Fcws%2Fcurriculum%2Fhist%2FStudent%20Shared%20Documents
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	• 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.” 2015 DfE History GCE A Level - https://www.gov.uk/government/publications/gce-as-and-a-level-for-history
Assessments	• Student will be assessed in a full hour assessment with sample questions taken from exam materials • In lessons, students will be assessed on individual exam style questions on a regular basis • Weekly Knowledge Tests will assess lesson learning and knowledge retention on each key topic Revision Resources can be found in the class group in Microsoft Teams and via the Student Shared Resources in SharePoint (see the link below) https://cornwallisacademy.sharepoint.com/cws/curriculum/hist/Student%20Shared%20Documents?viewid=9edd3619%2D778f%2D414c%2Db7a8%2Da7b0d8ed05f2&id=%2Fcws%2Fcurriculum%2Fhist%2FStudent%20Shared%20Documents
Term Five	
Content of study	AQA A Level – Component 3 Non-Examined Assessment (NEA)
What are the aims and objectives of this term?	This term begins preparation for students coursework element of the A Level. This NEA is completed over the next 5 terms. Purpose of the Historical investigation The purpose of the Historical Investigation is to enable students to develop the skills, knowledge and historical understanding acquired through the study of the examined components of the specification. Through undertaking the Historical Investigation students will develop an enhanced understanding of the nature and purpose of history as a discipline and how historians work. The Historical Investigation contributes towards meeting the aims and objectives of the A-level specification. In particular it encourages students to: • ask relevant and significant questions about the past and undertake research • develop as independent learners and critical and reflective thinkers • acquire an understanding of the nature of historical study • organise and communicate their knowledge and understanding in a piece of sustained writing Students will be required to submit a Historical Investigation based on a development or issue which has been subject to different historical interpretations. The Historical Investigation must: • be independently researched and written by the student • be presented in the form of a piece of extended writing of between 3500 and 4500 words in length, with a limit of 4500 words

	- draw upon the student's investigation of sources (both primary and secondary) which relate to the development or issue chosen and the differing interpretations that have been placed on this - place the issue to be investigated within a context of approximately 100 years - be an issue which does not duplicate the content of Components 1 and 2.
What previous knowledge is required?	The skills developed in Unit 1 (AO4 interpretations) and Unit 2 (AO3 sources) are valuable to their study this term.
How will this term's content help with future learning?	Students will draft their coursework in Term 1 and 2 of Year 13, so this term prepares students with the knowledge and framework to do this.
Resources	<i>All lesson resources will be placed in each class's Teams area in Microsoft Teams.</i> The History Library also has a wide variety of academic textbooks for students to access for their wider independent research. The History Department also provides access to historical academia through www.jstor.org, www.historytoday.com, and the Historical Association.
Links to the national curriculum/specification	AQA A Level History https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042 "AS and A level specifications in history must encourage 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."

	2015 DfE History GCE A Level - https://www.gov.uk/government/publications/gce-as-and-a-level-for-history
Assessments	This is worth 20% of their overall A Level Qualification.
Term Six	
Content of study	AQA A Level – Component 3 Non-Examined Assessment (NEA)
What are the aims and objectives of this term?	This term begins preparation for students coursework element of the A Level. This NEA is completed over the next 5 terms. Purpose of the Historical investigation The purpose of the Historical Investigation is to enable students to develop the skills, knowledge and historical understanding acquired through the study of the examined components of the specification. Through undertaking the Historical Investigation students will develop an enhanced understanding of the nature and purpose of history as a discipline and how historians work. The Historical Investigation contributes towards meeting the aims and objectives of the A-level specification. In particular it encourages students to: - ask relevant and significant questions about the past and undertake research - develop as independent learners and critical and reflective thinkers - acquire an understanding of the nature of historical study - organise and communicate their knowledge and understanding in a piece of sustained writing Students will be required to submit a Historical Investigation based on a development or issue which has been subject to different historical interpretations. The Historical Investigation must: - be independently researched and written by the student - be presented in the form of a piece of extended writing of between 3500 and 4500 words in length, with a limit of 4500 words - draw upon the student's investigation of sources (both primary and secondary) which relate to the development or issue chosen and the differing interpretations that have been placed on this - place the issue to be investigated within a context of approximately 100 years - be an issue which does not duplicate the content of Components 1 and 2.
What previous knowledge is required?	The skills developed in Unit 1 (AO4 interpretations) and Unit 2 (AO3 sources) are valuable to their study this term.
How will this term's content	Students will draft their coursework in Term 1 and 2 of Year 13, so this term prepares students with the knowledge and framework to do this.

help with future learning?	
Resources	<i>All lesson resources will be placed in each class's Teams area in Microsoft Teams.</i> The History Library also has a wide variety of academic textbooks for students to access for their wider independent research. The History Department also provides access to historical academia through www.jstor.org, www.historytoday.com, and the Historical Association.
Links to the national curriculum/specification	AQA A Level History https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042 "AS and A level specifications in history must encourage 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." 2015 DfE History GCE A Level - https://www.gov.uk/government/publications/gce-as-and-a-level-for-history
Assessments	This is worth 20% of their overall A Level Qualification.