

History

History fires pupils' curiosity to ask questions and know more about Britain's past and that of the wider world. Pupils 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 13 A Level History

Term One

Content of study	<i>AQA A Level History</i> 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> <i>Unit 1</i> <i>A full knowledge content guide can be found on AQA's website</i> 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? <i>Knowledge gained</i> Part 2 - 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
- The social impact of religious and economic changes under Mary I; rebellion; intellectual developments; humanist and religious thought

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 effectively did Lyndon Johnson pick up John F Kennedy's legacy?
- How successful was LBJ in dealing with the issues which the US faced in the Vietnam conflict?
- How successfully did LBJ tackle the issues of civil rights / inequality at home between 1963 and 1968?
- How and why did protest groups grow in strength throughout the 1960s?

Knowledge gained

The Johnson Presidency, 1963–1968 (A-level only)

- *Johnson as President: personality and policies; his pursuit of the 'Great Society'; the impact of the Kennedy legacy; economic developments*
- *Maintaining American world power: escalation of the war in Vietnam; relations between the USA and its Western allies*
- *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*
- *Social divisions and protest movements: education and youth; feminism; radicalisation of African-Americans; anti-war movements; the role of the media*

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?	<i>A Level Part 1 Knowledge is required.</i> Part One - Consolidation of the Tudor Dynasty: England, 1485–1547 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 • Society: churchmen, nobles and commoners; regional division; social discontent and rebellions • Economic development: trade, exploration, prosperity and depression • Religion; humanism; arts and learning 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 • 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 <i>Part One – The American Dream</i> • 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 • 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
How will this term's content help with future learning?	<i>This topic prepares students for Paper 1 and 2 of the A Level. This term focuses on Part 2 content.</i> <i>The skills developed for AO4 also help prepare students for the Historical Enquiry (Independent Unit 3 investigation).</i>
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> <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)</i> https://cornwallisacademy.sharepoint.com/cws/curriculum/hist/Student%20Shared%20Documents?viewid=9edd3619%2D778f%2D414c%2Db7a8%2Da7b0d8ed05f2&id=%2Fcws%2Fcurriculum%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?	<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 <i>A full knowledge content guide can be found on AQA's website</i> 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

Instability and consolidation: 'the Mid-Tudor Crisis', 1547–1563

- The social impact of religious and economic changes under Mary I; rebellion; intellectual developments; humanist and religious thought
- 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

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

The Johnson Presidency, 1963–1968

- Johnson as President: personality and policies; his pursuit of the 'Great Society'; the impact of the Kennedy legacy; economic developments
- Maintaining American world power: escalation of the war in Vietnam; relations between the USA and its Western allies
- 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 - Social divisions and protest movements: education and youth; feminism; radicalisation of African-Americans; anti-war movements; the role of the media <i>Historical skills:</i> - 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?	<i>Term 1 knowledge for both Unit 1 and Unit 2</i> <i>Complete Part One Knowledge from Year 12 History (for both Unit 1 and 2)</i>
How will this term's content help with future learning?	<i>This topic prepares students for Paper 1 and 2 of the A Level. This term focuses on Part 2 content.</i> <i>The skills developed for AO4 also help prepare students for the Historical Enquiry (Independent Unit 3 investigation).</i>
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. <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> <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)</i> https://cornwallisacademy.sharepoint.com/cws/curriculum/hist/Student%20Shared%20Documents?viewid=9edd3619%2D778f%2D414c%2Ddb7a8%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 <i>A full knowledge content guide can be found on AQA’s website</i> 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:

The triumph of Elizabeth, 1563–1603

- Elizabethan government: court, ministers and parliament; factional rivalries
- Foreign affairs: issues of succession; Mary, Queen of Scots; relations with Spain
- Society: continuity and change; problems in the regions; social discontent and rebellions

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:

	Republican reaction: the Nixon Presidency, 1968–1974 • 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 • 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 • The limits of American world power: peace negotiations and the continuation of the war in Vietnam and Cambodia; the influence of Kissinger on US policies towards the USSR, Latin America and China • The Watergate Affair and its aftermath: the role of Congress; the resignation of the President; Nixon’s political legacy <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, 2 and 3 knowledge for both Unit 1 and Unit 2</i> <i>Complete Part One study from year 12 History for both units</i>
How will this term’s content help with future learning?	<i>This topic prepares students for Paper 1 and 2 of the A Level. This term focuses on Part 2 content. The skills developed for AO4 also help prepare students for the Historical Enquiry (Independent Unit 3 investigation).</i>
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. <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%2Ddb7a8%2Da7b0d8ed05f2&id=%2F%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> <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)</i> https://cornwallisacademy.sharepoint.com/cws/curriculum/hist/Student%20Shared%20Documents?viewid=9edd3619%2D778f%2D414c%2Db7a8%2Da7b0d8ed05f2&id=%2F%2Fcws%2Fcurriculum%2Fhist%2FStudent%20Shared%20Documents
Term Five	
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	<i>Prepare students with the knowledge and skills required for Paper 1 of the A Level examination.</i>

and objectives of this term?	Unit 1 <i>A full knowledge content guide can be found on AQA's website</i> 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? <i>Knowledge gained:</i> The triumph of Elizabeth, 1563–1603 • 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 • The last years of Elizabeth: the state of England politically, economically, religiously and socially by 1603 <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>AO4 Understand how to evaluate and analyse different historical interpretations</i> Unit 2 <i>A full knowledge content guide can be found on AQA's website</i> 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?
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	- 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> The USA after Nixon, 1974–1980 - Ford and Carter as presidents: responses to social divisions; political corruption and the loss of national self-confidence - The position of the USA as a world power: the final withdrawal from Vietnam; relations with the USSR and China; the response to crises in the Middle East; Iran and Afghanistan - African-Americans in North and South: the impact of civil rights legislation; change and continuity in the 'New South' - 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. <i>Historical skills:</i> - 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?	<i>Term 1, 2, 3 and 4 knowledge for unit 1 and 2</i> <i>Complete Part One knowledge from Year 12 History study</i>
How will this term's content help with future learning?	<i>This topic prepares students for Paper 1 and 2 of the A Level.</i> <i>The skills developed for AO4 also help prepare students for the Historical Enquiry (Independent Unit 3 investigation).</i>
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> <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)</i> 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 History A Level Revision
What are the aims and objectives of this term?	The two external examination elements take place this term, therefore the objective of term 5 is to help prepare for that exam with revision of core knowledge linked to the key questions of the specification of each topic. 1C The Tudors: England, 1485–1603 • 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 2Q The American Dream: reality and illusion, 1945–1980 • This option provides for a study in depth of the challenges faced by the USA at home and abroad as it emerged from the Second World War as a Superpower. • For many Americans, post-war prosperity realised the ‘American dream’ but the prosperity was not shared by all and significant problems at home and abroad challenged the extent to which the ‘American dream’ was a reality. • It explores concepts and ideas such as American identity at home and abroad, anti-communism, social equality, ethnic identities and federal versus states’ rights. • It also encourages students to reflect on the nature of democracy in a pluralist society, political protest and the power of the media.
What previous knowledge is required?	Full two year study of both Unit 1 and Unit 2 of the A Level specification. Component 3 (NEA) must have been submitted by Term 5.
How will this term’s content help with future learning?	The two external examination elements take place this term, therefore the objective of term 5 is to help prepare for that exam with revision of core knowledge linked to the key questions of the specification of each topic.
Resources	<i>Cornwallis Academy History Department’s YouTube Channel has playlists of revision and support videos</i> 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. <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	2 x 2hr30min externally assessed examination