

KS5 Long Term Curriculum Plan: Year 13, History

Curriculum Aim: The Year 12 Curriculum attempts to give students a broad understanding of where rights and freedoms have been challenged in the 20th Century world, and takes two modern-day case studies to investigate the ways in which rights and freedoms have been attacked, and supported, in the 20th Century. The Year 13 curriculum seeks to build on this through a study of the development of Parliamentary democracy and the erosion of the Divine Right in the Tudors course, but before that gives students the opportunity to complete a piece of university-level coursework as part of the Non-Examined Assessment, where they must weigh up the historiographical arguments on responsibility for the Holocaust.

Link to prior learning: The Year 13 curriculum builds on the skills and concepts of Year 12, looking at cause and effect, change and continuity, and evidence handling, as well as developing a range of resources and understandings to give students an understanding of the historiography of the Holocaust.

Rationale of sequencing: The NEA component is completed first within the curriculum plan as it requires a lot of time to research and formulate an argument. It also means that as the year progresses, students can be completing the NEA write up. The Tudor course is organised so that students build a clear understanding of the different structures of the Tudor state and their development, while in tandem studying the rebellions that were caused by these structural changes.

	Focus / Topic	Knowledge & Skills (from NC/Programmes of Study)	Assessment
Autumn 1	The Holocaust Debates surrounding the Holocaust	The Year 13 course begins with an introduction to the events and themes of the Holocaust, before moving into an understanding of the issues surrounding Historiography and Interpretation . <ul style="list-style-type: none"> • Definitions • Nazi Germany • Holocaust • Persecution • Structuralist • Functionalist • Intentionalist • Revisionist • Psycho-Historian 	Year 12 Topics Exam Papers Reading Log
Autumn 2	Reading and Research on the NEA Writing the NEA	The reading and research requirement of the NEA gives students the opportunity to read and examine different historiographical arguments on the Holocaust, and to build this into their understandings of the Course. <ul style="list-style-type: none"> • Structuring an essay • Unpicking and evaluating historical interpretations • Development of persecution: Legal approach, Isolation, Violence, Murder • Responsibility of: Hitler, Nazi leadership, German people, Allies • Evaluation of written interpretations 	Reading Log Paragraphs PPE
Spring 1	The foundations of the British Empire and the changing nature of trade and security	The Year 13 course now begins the study of the British Empire and the changing fortunes of Empire both in Britain and in the colonies areas of the world, including North America and Canada, Australia, India, Egypt and Sudan. Students will have the opportunity to explore the changing nature of trade and security in the British Empire, and then explore the impact of Empire through five case studies, looking at both colonisers and colonised. <ul style="list-style-type: none"> • The foundations of the Empire – Customer Smythe and the foundations of the East India Company • The changing nature of trade from Mercantilism and Slavery to Free Trade 	End of slavery question Free trade exam question

	Continuing work on NEA independently outside of lessons excepting occasional check-ins	<ul style="list-style-type: none"> The development of the British Navy from the Age of Sail to the Age of Steam <p>Writing up NEA essays, reading logs, etc.</p>	Naval power source question
Spring 2	<p>The impact of the British Empire on the colonised, and the colonisers</p> <p>Final drafts of NEA to be submitted</p>	<p>The Empire unit continues with an exploration of five case studies surrounding the impact of the British Empire on the different areas of the world under its control, with particular focus on five specific areas of the world.</p> <ul style="list-style-type: none"> The rebellion in the 13 colonies The loss of the 13 colonies The Decision to colonies Australia The impact of colonisation on Australia and Van Diemen's Land and the Aboriginal peoples The impact of Lachlan Macquarie How far had Australia become a fully fledged colony by 1850? The Revolts in Upper and Lower Canada The Durham Report <p>Students to submit final drafts of their NEAs</p>	<p>Reasons for British defeat question</p> <p>Impact of Macquarie source question</p> <p>Durham report question</p> <p>NEA final submission</p>
Summer 1	The impact of the British Empire on the colonised, and the colonisers	<ul style="list-style-type: none"> The British in India Company Rule in India The Indian Rebellion vs. The Indian Mutiny The impact of the Indian Rebellion The British in Egypt The death of General Gordon and war with Sudan The actions of Kitchener at Omdurman 	<p>Indian Rebellion Question</p> <p>Question on Kitchener's actions</p>
Summer 2	Exams.		Exams

Further Information

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/history-2015.html>

<https://spartacus-educational.com/>

<https://www.bbc.co.uk/history/british/>