



## **KS5 Curriculum: History**

### **Curriculum Vision**

AQA History

#### KEY STAGE 5

### **VISION**

The aim of the History Department is to allow students to develop a well-rounded knowledge and understanding of the world in which they live. We also want them to understand how past and current actions and processes have had, and will have, implications for our global future. In addition to this, the Department aims to provide students with the opportunity to explore and discover their own and different cultures, which will serve to broaden their spiritual, moral, social and cultural understanding of the world in which they live.

We want our students to relish the opportunity to grapple with some of the great themes of human history, and to use the knowledge they gain to help them understand the society in which they live. We provide them with a safe space to discuss controversial issues. They should learn to analyse evidence and to write in an informed and analytical way about the events of the past. They should also learn to question orthodoxies and to argue with clarity and rigour. History is the subject which under-pins all others and is an excellent way to introduce other academic disciplines of politics, English, economics, drama, the arts and science. The Department is proud to be one that is deeply committed to our subject for its own sake, and to making our students aware of its fascination, its importance for human affairs, and its relevance to and resonance with life today. Studying history is, we are convinced a humanising process.

We aim to transform our learners from students to historians, with the ability to explore, investigate and understand our world from a variety of perspectives using a wide range of information sources and forms. We hope, through this, that our students will look at their world – locally, nationally and globally – through a historical lens, seeking to understand its nuances, its complexities and to critically evaluate the ways in which such intricacies are presented to them.

## Curriculum Profile

### Year 12

Autumn Term 1		Autumn Term 2	
19 <sup>th</sup> Century India. 19 <sup>th</sup> Century North Africa.	Ancient Regime Enlightenment.	Scramble for Africa.	Financial crisis The events of 1789.

Spring Term 1		Spring Term 2	
Boer War Colonies of Settlement.	Reforms of the National Constituent Assembly. The Revolutionary clubs.	Informal Empire. Attitudes to Empire.	September massacres and execution of the King. Terror.

Summer Term 1		Summer Term 2	
Key Figures.	The Terror Exams.	Non Examined Assessment Teaching (Civil Rights).	Thermidorian reaction France by 1795.

### Year 13

Autumn Term 1		Autumn Term 2	
India to 1947 Middle East (Palestine). Attitudes	The Directory Italian Campaign.	African between the War.	Egyptian Campaign. Coup of Brumaire. Napoleon's reforms.

Spring Term 1		Spring Term 2	
Suez. Africa post 1945. Decolonisation.	Napoleon's reforms Empire. Military failure.	Trade Impact Attitudes	100 Days France by 1815.

Summer Term 1		Summer Term 2	
Revision for external exams (whole course) and Examination technique.		Public Examinations.	

*Please note that this timeline may be subject to change.*

## Assessment and Feedback

All students will:

- Have at least one piece of assessed work reviewed by their teacher per half-term (this increases to two pieces of assessed work if students receive five or more taught hours per fortnight).
- Receive feedback which outlines how they should develop their learning. This feedback should be summative, highlighting both key strengths and key areas for development in students' work.
- Be given the opportunity to act upon their feedback in a structured task. This task should then be reviewed again by the subject teacher. A review of this task can act as the second assessed task.

## Resources to support learning beyond the classroom

### Links to relevant websites/online resources

- <https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042/subject-content/1j-the-british-empire,-c18571967>
- <https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042/subject-content/2h-france-in-revolution,-17741815>
- <https://alphahistory.com/frenchrevolution/>

Students are provided with a wide range of resources to support their learning beyond the classroom. These include:

- A comprehensive student guide for each paper.
- A reading list for each paper.
- A list of useful online resources and YouTube links for the Empire paper; it is in the nature of the French Revolution paper that fewer online resources are available.
- Additional reading material to support each paper is made available via each class's Teams page.

All students are provided with these resources as a matter of course; they can be provided to parents on request.

Students are encouraged to make use of a wide range of resources beyond those immediately suggested by their teachers. These include:

- A wide range of resources provided by the school library.
- Other books and material which are available in print or online.
- Specific websites are relevant to different topics and it is not possible list all the websites which may be useful at this level. However:
  - <https://www.britishempire.co.uk/> is useful for many topics on the empire paper.

- The Internet History Sourcebook  
<https://sourcebooks.fordham.edu/mod/modsbook.asp> continues to be a very useful way to access a wide variety of source material. See especially the sections on 'Imperialism', 'Asia since 1900', and on '19<sup>th</sup> Century Britain'.
- Additional reading for French Revolution is in a separate teams channel entitled 'French Revolution and Napolean reading' with compulsory and additional areas for each unit. Look at the useful links folder for a collection of useful links.