

### Curriculum Overview: HISTORY – KS5

**Rationale:** The Southam College History Department follows the Edexcel Pearson History syllabus. There is a strong skills focus (interpretation and use of contemporary evidence) which we believe equip students with valuable skills that can be transferred to other subjects and further education. The modules chosen fulfil the exam board requirements re: a spread of world and British history, and chronological coverage. The subject areas allow for a mix of social and political history and it is thought that the variety in the topics appeals to a range of interests. There are 4 components that cover the 2 year qualification: 3 units examined in Year 13 and one coursework element worth 20%.

| Term / Length of Unit  | Outline                                                                    | Assessment                                                                                                      | Home Learning                                                                                                                         | Resources                                                                                                                                                      | Knowledge/Skills End Points                                                                                                                                                            | Reading / literacy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| Year 12:<br>Sept – May | <b>Unit 1: Britain, 1625 - 1701</b><br>Conflict, Revolution and Settlement | In class exam questions.<br>HL exam questions.<br>PPE as per whole school exam schedule.<br>Knowledge checkers. | Review / revision / retrieval activities.<br>Exam work – planning, writing, reviewing exam questions.<br>Wider reading / lesson prep. | Unit overviews / SoL.<br>Variety of resources on shared area.<br>Range of historical articles.<br>Edexcel Textbook.<br>Department produced revision materials. | <ul style="list-style-type: none"> <li>Tracking themes over time to evaluate change and continuity (AO1)</li> <li>Historical interpretations (AO3)</li> </ul>                          | <p>Key terms:</p> <ul style="list-style-type: none"> <li>Absolutists</li> <li>Blasphemy</li> <li>Constitution</li> <li>Monarchy</li> <li>Coup</li> <li>De facto / De jure</li> <li>Divine Right</li> <li>Glorious Revolution</li> <li>Impeachment</li> <li>Inflation</li> <li>Mercantilism</li> <li>Patriarchal</li> <li>Prerogative</li> <li>Protectorate</li> <li>Reformation</li> <li>Regicide</li> <li>Subsidy</li> <li>Tithes</li> <li>Tory</li> <li>Whig</li> </ul> <p>Guided reading<br/>Focus on interpretations<br/>Use of scholarly writing<br/>Core definitions of command words</p> |
| Year 12:<br>Sept – May | <b>Unit 2: Reaction and Revolution – Russia</b><br>1894 - 1924             | In class exam questions.<br>HL exam questions.<br>PPE as per whole school exam schedule.                        | Review / revision / retrieval activities.<br>Exam work – planning, writing,                                                           | Unit overviews / SoL.<br>Variety of resources on shared area.<br>Range of historical articles.<br>Edexcel Textbook.<br>Department produced revision materials. | <ul style="list-style-type: none"> <li>Narrative of key events, changes and people. Significance. Causation. Links / connections (AO1)</li> <li>Contemporary evidence (AO2)</li> </ul> | <p>Key terms:</p> <ul style="list-style-type: none"> <li>Anarchy</li> <li>Autonomy</li> <li>Bi-cameral</li> <li>Bolshevik</li> <li>Bourgeoisie</li> <li>Capitalists</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                  |

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|                          |                                                                                            | Knowledge checkers.                                                                                                             | reviewing exam questions.<br>Wider reading / lesson prep. |                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• Comintern</li> <li>• Constitutional monarchy</li> <li>• De facto</li> <li>• De jure</li> <li>• Dialectic</li> <li>• Diktat</li> <li>• Dual Authority</li> <li>• Duma</li> <li>• Economism</li> <li>• Émigré</li> <li>• Homo sovieticus</li> <li>• Intelligentsia</li> <li>• Kulaks</li> <li>• Mensheviks</li> <li>• Mir</li> <li>• Monarchists</li> <li>• Nepotism</li> <li>• Pogroms</li> <li>• Politburo</li> <li>• Proletariat</li> <li>• Radicalism / radicalisation</li> <li>• Reparations</li> <li>• Romanov</li> <li>• Secretariat</li> <li>• Stavka</li> <li>• Vesenkha</li> <li>• Zemgor</li> <li>• Zemstva</li> </ul> <p>Guided reading<br/>Focus on contemporary evidence<br/>Use of scholarly writing<br/>Core definitions of command words</p> |
| Year 12 – 13: June – Dec | <b>Coursework</b><br>Review taught element<br>Research and planning phase<br>Writing phase | Class discussion / individual discussion – there are limits to the feedback that can be provided, as per exam board regulations | Researching / planning / writing of NEA.                  | Coursework conference packs. Department 'textbooks' and resources for narrative overview. Range of historians' articles / books. | <ul style="list-style-type: none"> <li>• Content linked to Russia unit (AO1)</li> <li>• Concept of change and continuity over time (AO1)</li> <li>• Evaluation – causes of change / scale of change, comparisons between factors (AO1)</li> <li>• Contemporary evidence (AO2)</li> <li>• Historical interpretations (AO3)</li> </ul> | Key terms: <ul style="list-style-type: none"> <li>• Change / continuity over time</li> <li>• Interpretation</li> <li>• Historiography</li> </ul> <p>Guided reading</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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|                          |                                                                     |                                                                                                                 |                                                                                                                                       |                                                                                                                                                                              |                                                                                                                                                                                                                                                                | Focus on interpretations & contemporary evidence<br>Use of scholarly writing<br>Core definitions of command words                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Year 12 – 13: June - Feb | <b>Unit 3: Rebellion and disorder under the Tudors, 1485 - 1603</b> | In class exam questions.<br>HL exam questions.<br>PPE as per whole school exam schedule.<br>Knowledge checkers. | Review / revision / retrieval activities.<br>Exam work – planning, writing, reviewing exam questions.<br>Wider reading / lesson prep. | Unit overviews / SoL.<br>Variety of resources on shared area.<br>Range of historical articles.<br>AQA Textbook.<br>Department produced revision materials.                   | <ul style="list-style-type: none"> <li>Tracking themes over time to evaluate change and continuity (power, rebellion, economy, government, authority, society, religion, culture) (AO1)</li> <li>Historical interpretations (AO3)</li> </ul>                   | <p>Key terms:</p> <ul style="list-style-type: none"> <li>Dynasty</li> <li>Heir</li> <li>Monarchy</li> <li>Succession</li> <li>Attainder</li> <li>Anglicanism</li> <li>Annulment</li> <li>Papists</li> <li>Debasement</li> <li>Doctrine</li> <li>Enclosure</li> <li>Erastian</li> <li>Humanist</li> <li>Jesuits</li> <li>Jury</li> <li>Martial law</li> <li>Patronage</li> <li>Pretender</li> <li>Recognisances</li> <li>Recusancy</li> <li>Retaining</li> <li>Prerogative</li> <li>Sacraments</li> </ul> <p>Guided reading<br/>Focus on interpretations<br/>Use of scholarly writing<br/>Core definitions of command words</p> |
| Year 13: March - May     | Units 1, 2, &3: review / revision / exam skills                     | In class exam questions.<br>HL exam questions.                                                                  | Review / revision / retrieval activities.<br>Exam work – planning, writing,                                                           | Unit overviews / SoL.<br>Variety of resources on shared area.<br>Range of historical articles.<br>Exam board textbook & resources<br>Department produced revision materials. | <ul style="list-style-type: none"> <li>Review / recap of key knowledge (AO1)</li> <li>Big picture of knowledge – change and continuity / links and connections (AO1)</li> <li>Historical interpretations (AO3)</li> <li>Contemporary evidence (AO2)</li> </ul> | See exam units above                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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|  |  |  | reviewing exam questions.<br>Wider reading / lesson prep. |  |  |  |
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