

Year 12 Curriculum Overview: **History**



Unit 1: Britain Challenge and Transformation, c.1851-1914

Topics/ content outline:

1. Britain 1851-1867 including Parliament and the workings of the system, the mid-Victorian boom, society and social structure, and the development of Irish Nationalism.
2. Britain 1867-1885 including political reform, onset of the economic depression, development of trade unions and Ireland.
3. Britain 1886-1905 including Conservative dominance, division in the Liberal Party, economic readjustment, social change and the Conservative policy in Ireland.
4. Britain 1905-1914 including New Liberalism, social policy and change, and the Ulster Crisis.

Powerful Knowledge (key concepts, skills)

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

- How did democracy and political organisations develop in Britain?
- How important were ideas and ideologies?
- How and with what effects did the economy develop?
- How and with what effects did society and social policy develop?
- How and why did Britain's relationship with Ireland change?
- How important was the role of key individuals and groups and how were they affected by developments

More detail about this unit can be found here:
<https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042/subject-content/1g-challenge-and-transformation-britain,-c18511964>

What will you be assessed on?

The examination paper for this component is designed to test students' ability in relation to AO1 and AO3. There are two sections to the paper.

In Section A there will be a compulsory question which tests students' ability to analyse and evaluate the views of historians (AO3).

In Section B, three questions will be set of which students answer one. Either question tests AO1 and is designed to test historical understanding over an extended period.

Students will practice these questions across Year 12 before completing a mock exam at the end of the year.

How can you help at home?

Visit the Ripon Workhouse Museum to consider the treatment of the poor in the nineteenth century.

There are a wide variety of book written about this period in British history. Reading anything relating to the second half of the 19th century in Britain will help to develop student's sense of period.

Unit 2: France in Revolution, c.1774-1795

1. Origins of the French Revolution, including the Ancien Regime and the structure of government, the challenges of the Enlightenment, economic problems and the collapse of absolutism.
2. The Experiment in Constitutional Monarchy including, the events of 1789, reforms and change, the flight to Varennes and the September massacres
3. The Emergence and Spread of the Terror including the establishment of a Republic, the execution of the king, progress of the war and the development of the terror.

This option provides for the study in-depth of a key period of history which was to change the relationship between the ruler and the governed, not only in France but throughout Europe and, in time, the wider world. A study of France in revolution embraces concepts such as absolutism, enlightenment, constitutionalism, democracy, republic and dictatorship. It also encourages consideration of issues such as the relationship between rulers and the ruled, the place of the Church in the State, the power of the people and promotes reflection on what makes and perpetuates revolution.

More detail about this unit can be found here:
<https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042/subject-content/2h-france-in-revolution,-17741815>

The examination paper for this component is designed to test students' ability in relation to AO1 and AO2. There are two sections to the examination paper.

In Section A there will be a compulsory question testing students' ability to analyse and evaluate the value of primary sources to an historian studying a particular issue or development (AO2).

Section B will contain three essay questions of which students are required to answer two. Each essay tests AO1 and is designed to test historical understanding in depth, by a focus on events, issues and developments and the interrelationships of various perspectives as they apply to the question.

Students will practice these questions across Year 12 before completing a mock exam at the end of the year.

There are a wide variety of book written about the French Revolution. Reading anything relating to the French Revolution will help to develop student's sense of period and wider subject knowledge

Year 13 Curriculum Overview: **History**



Unit 1: Britain Challenge and Transformation, c.1851-1914

Topics/ content outline:

1. Britain 1914-1928 including the impact of the First World War, changing fortunes of the political parties, economic problems and the Irish revolution.
2. Britain 1929-39 including national government and economic crisis.
3. Britain 1939-64 including impact of the Second World War, changing political fortunes, economic prosperity and social change.

Powerful Knowledge (key concepts, skills)

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

- How did democracy and political organisations develop in Britain?
- How important were ideas and ideologies?
- How and with what effects did the economy develop?
- How and with what effects did society and social policy develop?
- How and why did Britain's relationship with Ireland change?
- How important was the role of key individuals and groups and how were they affected by developments

More detail about this unit can be found here:
<https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042/subject-content/1g-challenge-and-transformation-britain,-c18511964>

What will you be assessed on?

The examination paper for this component is designed to test students' ability in relation to AO1 and AO3. There are two sections to the paper.

In Section A there will be a compulsory question which tests students' ability to analyse and evaluate the views of historians (AO3).

In Section B, three questions will be set of which students answer one. Either question tests AO1 and is designed to test historical understanding over an extended period.

Students will practice these questions across Year 12 before completing a mock exam at the end of the year.

How can you help at home?

There are a wide variety of book written about this period in British history. Reading anything relating to the first half of the 20th century in Britain will help to develop student's sense of period.

Watch the BBC documentary *The Making of Modern Britain* by Andrew Marr

Unit 2: France in Revolution, c.1774-1795

1. The Directory and Napoleon's rise to power, including the Thermidorian reaction, the Directory, military campaigns aboard and Napoleon's rise to power.
2. Napoleon's impact on France including political, social, economic and social changes.
3. Napoleon's impact on Europe, including expansion and empire, control and challenge, and Napoleon's defeat.

This option provides for the study in-depth of a key period of history which was to change the relationship between the ruler and the governed, not only in France but throughout Europe and, in time, the wider world. A study of France in revolution embraces concepts such as absolutism, enlightenment, constitutionalism, democracy, republic and dictatorship. It also encourages consideration of issues such as the relationship between rulers and the ruled, the place of the Church in the State, the power of the people and promotes reflection on what makes and perpetuates revolution.

More detail about this unit can be found here:
<https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042/subject-content/2h-france-in-revolution,-17741815>

The examination paper for this component is designed to test students' ability in relation to AO1 and AO2. There are two sections to the examination paper.

In Section A there will be a compulsory question testing students' ability to analyse and evaluate the value of primary sources to an historian studying a particular issue or development (AO2).

Section B will contain three essay questions of which students are required to answer two. Each essay tests AO1 and is designed to test historical understanding in depth, by a focus on events, issues and developments and the interrelationships of various perspectives as they apply to the question.

Students will practice these questions across Year 12 before completing a mock exam at the end of the year.

There are a wide variety of book written about the French Revolution and Napoleon. Reading anything relating to the French Revolution will help to develop student's sense of period and wider subject knowledge

Watch the BBC documentary *Napoleon* by Andrew Roberts

Unit 3: Non-Examined Assessment

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 must complete a Historical Investigation. This tests AO1, AO2 and AO3. The Historical Investigation must:

- be independently researched and written by the student
- take the form of a question in the context of approximately 100 years that does not duplicate content within option chosen for Components 1 and 2
- 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.

The Historical Investigation carries 40 marks.