

HISTORY

KS5 (A Level)

Curriculum Purpose

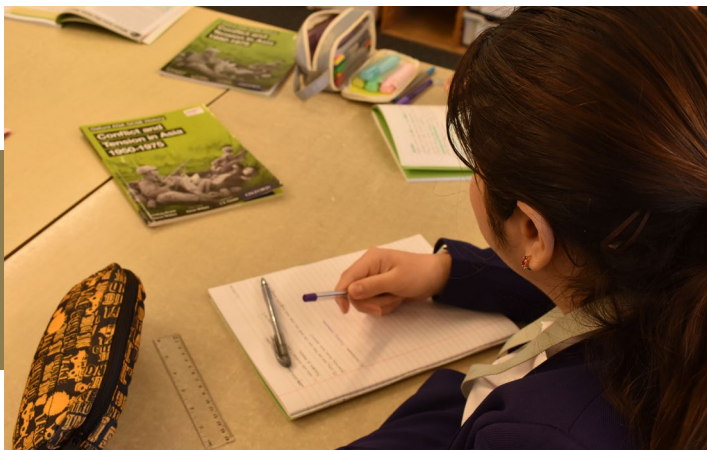
“History cannot give us a program for the future, but it can give us a fuller understanding of ourselves, and of our common humanity, so that we can better face the future.”

History teaches us about the world in which we live today, who we are, where we come from and asks why? It is the memories of the past that provide a sense of identity, culture and a sense of the community we live in. History is a challenging & interesting subject, which deals with big issues like power, discrimination and war. It can inspire students’ curiosity about the past in Britain and around the world. Through the study of History, students are able to comprehend and understand the enormity of past events and the influence it has on their lives in modern-day Britain. It helps them to develop respect, appreciate diversity and to understand more about themselves and the impact they can have on society. Students have the opportunity to use knowledge of historic events to influence their personal choices, attitudes and values they hold.

YR12&13



The A Level History course provides students with a thorough understanding of the nature of causes, consequences, change, continuity, similarity and differences through the breadth and depth study. This course will help them to gain a deeper understanding of the past through political, social, economic and cultural perspectives as well as appreciating the role played by individuals, groups, ideas or ideology. Study of the content enables students to develop a secure understanding and knowledge of the period. The key questions inform and guide how the content should be studied. This combination of historical content, informed by key questions, seeks to combine ‘periods or themes’ in a manner which is manageable and historically valid. Thus, ‘understanding of the process of change over time’ stems from secure knowledge of shorter periods which enable the development of a broader understanding as the study progresses.



A Level History provides skills and development with sufficient depth and breadth to allow students to develop the knowledge, skills and understanding needed to access the course content. A-level History provides a broad and coherent course of study for all students whether they progress to further study in the subject or not. The history of more than one country or state, including one outside the British Isles, aspects of the past in breadth and in depth, significant individuals, societies, events, developments and issues within a broad historical context, developments affecting different groups within the societies studied and a range of appropriate historical perspectives. History A Level prepares students for further education in History and related fields, developing skills in critical thinking, analysis, and research, while fostering a deep understanding of social structures and contemporary social issues

Component I: Breadth study - The Tudors: England, 1485–1603

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?

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

Part two: England: turmoil and triumph, 1547–1603

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
- Elizabeth I: character and aims; consolidation of power, including the Act of Settlement and relations with foreign powers
- The impact of economic, social and religious developments in the early years of Elizabeth's rule

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
- 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

Component 2: Depth study - Revolution and dictatorship: Russia, 1917–1953

This option provides for the study in depth of the coming and practice of communism in Russia. It explores concepts such as Marxism, communism, Leninism, and Stalinism, ideological control and dictatorship. It also enables students to consider issues of political authority, the power of individuals and the inter-relationship of governmental and economic and social change.

Part one: The Russian Revolution and the Rise of Stalin, 1917–1929

Dissent and Revolution, 1917

- The condition of Russia before the revolution of February/March 1917: the Tsar and political authority; the war effort; the economic and social state of Russia; discontent
- The February/March revolution of 1917: causes and course of revolution; issues of leadership and the Tsar's abdication; the establishment of Provisional Government and the Petrograd Soviet; the workings of the Dual authority
- Developments between the revolutions including: the return of Lenin; Lenin's ideology and the April Theses; the July Days; the Kornilov coup and the roles of both the Provisional Government and Trotsky; Lenin and the Central Committee of the Bolshevik Party
- The October/November 1917 revolution: causes, course and extent of revolution; leadership and the establishment of Bolshevik authority; Sovnarkom and decrees and actions to December

Bolshevik consolidation, 1918–1924

- The consolidation of the Communist dictatorship: the establishment of one-party control; the removal of the Constituent Assembly; the ending of involvement in the First World War
- The Civil War: causes and course; the role of Trotsky; the murder of the Tsar; the reasons for the Red victory; government and control in wartime
- Economic and social developments: state capitalism; social change; conditions in cities and countryside during the Civil War; war communism; the Red Terror: revolts of 1920–1921 including the Tambov revolt and Kronstadt rising; the NEP and its political and economic impact
- Foreign relations and attitudes of foreign powers: foreign intervention in the Civil War; Comintern; the Russo-Polish War; discussions leading to the Rapallo Treaty; official recognition and the repercussions of the 'Zinoviev letter'; Lenin's rule by 1924

Stalin's rise to power, 1924–1929

- The power vacuum and power struggle: ideology and the nature of leadership; Lenin's testament; divisions and contenders for power: character, strengths and weaknesses of Stalin, Trotsky, Bukharin, Kamenev, Rykov, Tomsky and Zinoviev
- Ideological debates and issues in the leadership struggle: NEP and industrialisation; 'permanent revolution' versus 'Socialism in One Country'; how and why Stalin became party leader and the outcome for the other contenders
- Economic developments: reasons for and impact of the 'Great Turn'; the economic shift; the launch of the first Five Year Plan and the decision to collectivise
- Government, propaganda and the beginning of the Stalinist cult; Stalin's attitude to foreign powers: China; Germany and the Treaty of Berlin; changes in the Comintern

Part two: Stalin's Rule, 1929–1953

Economy and society, 1929–1941

- Agricultural and social developments in the countryside: voluntary and forced collectivisation; state farms; mechanisation; the impact of collectivisation on the kulaks and other peasants; the famine of 1932–1934; the success of collectivisation
- Industrial and social developments in towns and cities: Gosplan; the organisation, aims and results of the first three Five Year Plans; new industrial centres and projects; the involvement of foreign companies; the working and living conditions of managers, workers and women; Stakhanovites; the success of the Five Year Plans
- The development of the Stalin cult: literature, the arts and other propaganda; Socialist Realism
- The social and economic condition of the Soviet Union by 1941: strengths and weaknesses

Stalinism, politics and control, 1929–1941

- Dictatorship and Stalinism: the machinery of state terror; the NKVD; the early purges; Kirov's murder; the show trials; the Stalin constitution
- The Yezhovshchina: mass terror and repression at central and local levels; treatment of national minorities; the gulags; the end of the purges; the death of Trotsky; responsibility for and impact of the Terror and purges
- Culture and society: church; women, young people and working men; urban and rural differences; 'socialist man' and the impact of cultural change; similarities and differences between Lenin and Stalin's USSR
- Stalin and international relations: cooperation with Germany; entry into the League of Nations; pacts with France and Czechoslovakia; intervention in the Spanish Civil War; reaction to Western appeasement and Japanese aggression; the Nazi-Soviet Pact and its outcome

The Great Patriotic War and Stalin's Dictatorship, 1941–1953

- The impact of the war on the Soviet Union: Operation Barbarossa and the Stalinist reaction; the course of the war; the USSR under occupation and the fight-back; the Soviet economy; mobilisation and evacuation of industry; foreign aid
- The defeat of the Germans: reasons and results; post-war reconstruction; industry and agriculture
- High Stalinism: dictatorship and totalitarianism; renewed Terror; the NKVD under Beria; Zhdanovism and the cultural purge; Stalin's cult of personality; the Leningrad affair; purges and the Doctors' Plot
- The transformation of the Soviet Union's international position: the emergence of a 'superpower'; the formation of a soviet bloc; conflict with USA and the capitalist West; death of Stalin and Stalin's legacy at home and abroad

Component 3: Historical investigation (non-exam assessment)

Purpose of the Historical investigation

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

Choice of issue and question to be studied

Students will be required to identify an issue or topic they wish to study and develop a question from this issue or topic as the focus of the Historical Investigation. The issue or topic to be studied and the question which stems from it must place the issue or topic in the context of approximately 100 years of history. The question could be based on British history or non-British history or could be a multi-country issue. However, it must not duplicate content studied in Components 1 and 2.

Numeracy

History students need strong numeracy skills to analyse and interpret quantitative data effectively. This includes calculating measures like mean, median, mode, range. Understanding percentages, and interpreting graphs such as scattergrams, bar charts, and histograms. They also learn to assess correlations (positive, negative, zero) and recognise distributions (normal, skewed) in historical contexts. These skills are crucial for conducting and understanding historical research, applying statistical methods appropriately, and drawing meaningful conclusions from data.

Specification Link

<https://filestore.aqa.org.uk/resources/history/specifications/AQA-7041-7042-SP-2015.PDF>

When and how assessment of learning will happen

Students are assessed via an 'End of Topic Assessment' at the end of each module. There is one formal set of mock exams at the end of the first year (June), followed by two formal mock exam sessions during year 13.

Self and peer assessment will happen regularly in lessons. Students will engage with exam style assessment activities in most lessons. Some independent learning tasks will also be formatively assessed.

The final exams/ assessment:

Students are required to complete two terminal examination papers. Each written paper is 2 hours 30 minutes. Alongside the NEA

- **Paper 1:** The Tudors: England, 1485–1603 - 40% final mark
- **Paper 2:** Revolution and dictatorship: Russia, 1917–1953 - 40% final mark
- **NEA:** 20% final mark

Independent Learning expectations

Students will complete exam style essay questions regularly as independent tasks. They will be required to extend their research and learning beyond the classroom via a variety of mediums e.g. websites, films, webinars, podcasts etc...

Students will need to consolidate their notes and develop effective revision strategies. They should also complete examination style questions and self-assess these against the published mark schemes.

Useful Information

Students will be issued with text books for the course. They will be joined to a Google Classroom in which all lesson resources will be stored. There will also be access to extended research and information via the Google Classroom.

