



PLUME ACADEMY - LEARNING OVERVIEW

Years	12 and 13
Course	A Level History
Specification Number/Exam Board	OCR History
End of course assessment and weightings	<p>History is a linear course assessed by a final examination series in the summer term of the Year 13. In addition, students submit an Essay of c.4,500 words (with an agreed title of their choosing). Units and exam papers:</p> <ol style="list-style-type: none"> 1. Liberal, Conservatives and the Rise of Labour, 1846-1918: 1h30mins: 25% 2. Democracy and Dictatorship in Germany, 1919-1963: 1 hour: 15% 3. Popular Culture and the Witchcraze in the 16th and 17th centuries: 2h30mins: 40% 4. Historical Essay: c.4,500 words: 20%

Prior Learning

The Year 12 and 13 History curriculum builds on prior learning from Years 7 to 11. History is a *cumulative* subject discipline, and as such knowledge learnt in one year is layered upon previous years, for example, knowledge learnt in Year 7 about Medieval trade across Europe, Asia and Africa combined with knowledge of growing world trade and British colonialism in Years 8 and 9, combined with knowledge of the economic forces and imperialism since c.1600 in GCSE supports explanations in A Level for a range of topics, such as Hitler's foreign and economic aims, Britain nineteenth-century foreign policy aim of maintaining trade routes to India or the impact of economic forces on the witchcraze of the sixteenth and seventeenth-centuries. Thus, prior learning in previous years forms an integral support for the learning in A Level History.

Curriculum Intent – What are the curriculum aims?



4 Key Principles of the History Curriculum

Four key principles guide the curriculum choices we make, in terms of both substantive knowledge and how students learn best in a history classroom. We want students to both learn History and do History.

Apprentice Historians learn best when:



Wrestling with an Historical Enquiry Question.

In every History lesson at Plume, students will be asked to think about a key historical enquiry question. This might be for one particular lesson as part of a 'bigger' wider question, or it might be an enquiry question that lasts for several lessons. Every task students do in the lesson, or series of lessons, will relate to that historical question.

Engaging with Subject Knowledge.

Students must engage with a wide range of different types of historical knowledge: *Clear, coherent narratives* concerning people, institutions, places or events, recalled/narrated with ease so that the narrative is at the students' fingertips (ready to be called up at will, used in argument/analysis or re-told differently); *Small-scale human stories* that make larger-scale historical stories, events or changes meaningful and memorable; *Macro-stories* conveyed through generalisations and categorisations; *Chronological frameworks*; *General sense of period* that helps students avoid anachronism and a *specific sense of period* that facilitates the assimilation of smaller narratives or case studies; *Knowledge acquired of historical periods, events or individuals that provides context for the study of a different period, event or individual*. Appropriate *period resonances* attached to substantive concepts such as 'Parliament', 'Church', 'Federalism', 'loyalty' or 'taxation' (lots of stories and examples that build and develop a concept across the curriculum).



Exploring the particulars.

In answering historical enquiry questions students must use *specific* accurate relevant knowledge - dates, statistics, proper names and technical vocab. This is acquired through a focus in lessons on the particular - what is specific to that moment then, the *small-scale human story*, the *specific sense of period*, or the *period resonance* of a substantive concept. E.g. The story of Leslie Kleinman a Holocaust survivor develops an understanding of the substantive concept of Genocide with period resonance and a specific sense of the era of WWII.

Teaching has a clear purpose.

Each historical enquiry question in the curriculum focuses on a specific area of historical thinking. As well as learning substantive knowledge, students also learn how history as an academic discipline works - disciplinary knowledge. In general, enquiries focus on either change, causation, significance or diversity (similarity and difference).



Making Progress as an Historian:

In history we want students to master a mental model of the past; we want them to have a deep sense of period, be able to tell stories with *historical thinking* just like an historian. We want them to *learn and do history*. And we want them to have a lot of fun as they do this! Student feedback will focus on 7 things we believe good historians are able to do. This will help students to set themselves targets and get better at History.

What Do Good Historians Do?



1 Good Historians Explain Why Things Happen.

They can show how events have many causes and how these link together. They can see that some causes are more important than others and that things happen due to the actions of people but also other causes e.g. the economy or religious beliefs. They also characterise events into different types of causes e.g. long term, political, root, triggers, etc. They realise that some actions lead to unintended consequences.



2 Good Historians Are Skilful At Using Evidence.

They can use evidence to make suggestions about what the past was like. They can compare different sources. They think about which pieces of evidence are best for answering questions. They think about the purpose of the source and the context in which it was made.



3 Good Historians Think About Different Views In The Past.

They understand that people in the past had very different ideas about the world than people today. They think about the time in which people lived and how this affected them. They understand that historical people had very different (diverse) experiences and views of the events in which they were involved.



4 Good Historians Understand How Things Changed Or Stayed The Same.

They understand that things in the past developed and changed over time. They understand that sometimes things stayed the same whilst other things changed. They know that changes happen at different speeds, and some changes are bigger than others. They identify pace of change, trends and turning-points.



5 Good Historians Understand Other Historians Interpretations Of The Past.

They can identify what other people have said about the past and understand people's opinions of historical people, events and developments. They understand that writing about the past is made by people at a particular point in time.



6 Good Historians Think About Why Something Is Historically Significant.

They understand that people, events or developments are significant not just because they result in change but because they reveal things about life in the past. They identify reasons why things in the past are included or excluded from history.



7 Good Historians Have Detailed Knowledge And Can Write Clearly.

They have a detailed understanding of different periods of history and can use this knowledge to explain things. They are able to write in clear paragraphs, use connectives and reach judgements, using evidence to support their answers. Literacy Mats, History Bingo and other teaching strategies will help them do this.



Curriculum Implementation – What will my child be learning?

Unit 1: Liberals, Conservatives and the Rise of Labour 1846-1918: British Period Study and historical sources:

This unit provides an overview of developments in the British State and its people during nineteenth-century, charting the rise of political parties, the extension of the franchise for working men and women, and the establishment of a democracy. It includes illustrious figures such as Gladstone, Disraeli and Churchill, social and economic changes, and the causes and conduct of the First World War. There is a particular enquiry focus on England and the New Century c.1900 to 1918, which will form a focus in examinations, and considers the establishment of the Welfare State, the Constitutional Crisis of 1909-11, the demand for women's suffrage, the crisis of Nationalism in Ireland and the rise of the Labour Party. Examination 25% of A Level; Studied in Year 12 and 13.

Unit 2: Democracy and Dictatorship in Germany, 1919–1963: Non-British Period Study:

This unit provides an opportunity to investigate the consequences of the First World War in Germany. Students will study the establishment and development of the Weimar Republic: 1919–Jan 1933; The establishment of the Nazi Dictatorship and its domestic policies Feb 1933–1939; The impact of war and defeat on Germany: 1939–1949; and Divided Germany: The Federal Republic and the DDR 1949–1963. It is an important area of study for students as it reveals how fragile democracy and human rights are in the modern world. Examination 15% of A Level, Studied in Year 12 and 13.

Unit 3: Popular Culture and the Witchcraze of the 16th and 17th Centuries: Thematic study and historical interpretations:

This theme focuses on the large scale witch trials and executions during the 16th and 17th centuries and how far they emerged out of the popular culture of the time. It will examine the reasons for the increase and subsequent decline in persecutions, the nature of the Witchcraze, the reactions of the authorities and its impact on society. Students will consider the Witchcraze in a wide variety of European geographical areas in order to be able to establish patterns and make comparisons. Students will study a wide range of historians accounts and interpretations. In addition, they will consider three locations as depth studies: Southern Germany; North America, including Salem; and locally the East Anglian witch hunt of 1645-47, involving the self-appointed Witchfinder General, Matthew Hopkins. Examination 40% of A Level, Studied in Year 12 and 13.

Unit 4: Historical Enquiry Question: Topic Based Essay:

Candidates will be required to submit a Historical Enquiry, based on the investigation of a historical issue of their choice. This could be a topic within one of the other units above that they wish to explore further and in greater depth. Alternatively, students may choose to widen the breadth of their History A Level by exploring an historical debate from a different period or area. It will enable students to develop their historical thinking and read widely from historiography about an area of particular interest to them. Coursework 20% of A Level. Completed over a calendar year, between the January of Year 12 and December of Year 13.

Curriculum Impact – How will progress be assessed as I learn?

Formal: Open Book Essays (with notes) as well as Essays in exam conditions, narrative writing, creative assessments – all addressing a wide range of relevant and engaging historical questions.

In their essay writing students will be encouraged to **focus on the question**, include a wide **range of analysis**, supported by a wide **range of specific accurate relevant knowledge**. High achieving answers will include a **balanced argument**, considering all sides of the historical debate with a **clinching argument** that is developed from the introduction to conclusion.

Health Checks: Every week, outside of the class students will be expected to complete two 'green sheets' of comprehension and thinking questions using a *pre-reading* text. In addition, students will produce evidence of *further reading*, which they have identified from a biography. In the classroom students will complete weekly 'test revision guides' which will review previous aspects of the specification. In addition, online quizzes, timelines, narratives; folder checks, home learning and directed revision tasks.



Super-Curricular Opportunities – Support and Extending Learning

Useful supporting resources:	If a student is really passionate about this subject, they could:	As a parent/carer, I can assist my child in this subject by:
<ul style="list-style-type: none"> • Each week 'green' sheets, pre-readings or further reading are issued via school on-line platforms (See SMWK, Teams, email) • A bibliography for each unit is available for students. • Please visit FrogOS and the History A Level pages for activities and resources. 	<p>Read:</p> <ul style="list-style-type: none"> • <i>The Silk Roads: A New History of the World - Illustrated Edition</i>, by Peter Frankopan (historian) • <i>The Book Thief</i>, by Marcus Zupas (fiction) • <i>The House by the Lake: A Story of Germany</i>, by Thomas Harding (popular history – reads like a novel) • <i>The Coming of the Third Reich or The Third Reich in Power</i>, by Richard Evans (historian) • <i>The Hitler Myth</i>, by Ian Kershaw (historian) • <i>The Lion and the Unicorn, Gladstone vs Disraeli</i>, by Richard Aldous (popular history) • <i>Witchfinders: A Seventeenth-century English Tragedy</i>, by Malcolm Gaskill (historian, but like a novel) <p>Watch:</p> <ul style="list-style-type: none"> • Nazis: A Warning From History, The Rise of the Nazis, The Dark Charisma of Adolf Hitler, The Crucible • Clash of Titans, Disraeli & Gladstone • Any of the documentaries on our Microsoft Streams A Level History channels – one for each unit. <p>Surf:</p> <p>https://www.holocaust.org.uk/ https://www.nationalarchives.gov.uk/ https://www.historyextra.com/bbc-history-magazine/ Please visit FrogOS and the History A Level page for activities, resources and links.</p> <p>Visit:</p> <ul style="list-style-type: none"> • Hughenden Manor • Museum of London Docklands • Imperial War Museum London • Thomas Plume Library • Colchester Castle • Chelmsford City Museum • Any historical sites of interest. 	<ul style="list-style-type: none"> • Talking to your child about what they have been learning in History, ask them further questions and get them to explain 'stuff' to you. • Read this book with your child: <i>The Silk Roads: A New History of the World - Illustrated Edition</i>, by Peter Frankopan • Watch historical documentaries together • Visit local or national sites of historical interest.