



Sir John Cass Red Coat School Programme of Study – Key Stage 5

Subject: History

Year 12	Year 13
<p><b>Topics Covered/ Areas of Focus:</b></p> <p>Edexcel examination board</p> <p>Option 1F: In search of the American dream: The USA c1917-96</p> <p>Option 2F.1: India c1914-48: the road to Independence</p> <p><b>AO1</b> Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance</p> <p><b>AO2</b> Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context</p> <p><b>AO3</b> Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted</p>	<p><b>Topics Covered/ Areas of Focus:</b></p> <p>Edexcel examination board</p> <p>Option 35.1: Britain: losing and gaining an empire, 1763-1914</p> <p>Coursework –why are there different interpretations on who started the Cold war?</p> <p><b>AO1</b> Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance</p> <p><b>AO2</b> Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context</p> <p><b>AO3</b> Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted</p>
<p><b>Skills Development &amp; Expected Progress:</b></p> <p>To develop their interest in and enthusiasm for history and an understanding of its intrinsic value and significance</p> <ul style="list-style-type: none"> <li>● acquire an understanding of different identities within society and an appreciation of aspects such as social, cultural, religious and ethnic diversity, as appropriate</li> <li>● build on their understanding of the past through experiencing a broad and balanced course of study</li> <li>● improve as effective and independent learners, and as critical and reflective thinkers with curious and enquiring minds</li> <li>● develop the ability to ask relevant and significant questions about the past and to research them</li> <li>● acquire an understanding of the nature of historical study, for example that history is concerned with judgements based on available evidence and that historical judgements are provisional</li> </ul>	

- develop their use and understanding of historical terms, concepts and skills
- make links and draw comparisons within and/or across different periods and aspects of the past; and
- organise and communicate their historical knowledge and understanding in different ways, arguing a case and reaching substantiated judgements.

**Assessment:**

Ongoing internally assessed activities at least twice a half term in line with school policy.

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Ongoing internally assessed activities at least twice a half term in line with school policy. In May/June they take 3 exams Unit 1 - Written exam lasting 2 hours and 15 minutes. Worth 30% of the A level grade. Students answer 3 questions one from section A, one from section B and one from section C. Sections A and B assess understanding of the period in breadth (AO1) section C assesses the ability to analyse and evaluate historical interpretations. (AO3). Unit 2 exam lasting 1 hour 30 minutes. Worth 20% of the A level grade. Students answer two questions one from section A and one from section B. Section A comprises one compulsory question for the option studied based on two sources. It assesses source analysis and evaluation skills (AO2). Section B comprises a choice of essays that assess understanding of the period in depth (AO1). Unit 3 exam lasting 2 hours and 15 minutes. Worth 30% of the A level grade. Students answer three questions: one from section A, one from section B and one from section C. A comprises one compulsory question for the option studied. It assesses source analysis and evaluation skills (AO2). Section B comprises a choice of essays that assess understanding of the period in depth (AO1). Section C comprises a choice of essays that assess understanding of the period in breadth (AO1). In addition students complete a piece of coursework. This is worth 20% of the A level grade and assesses the ability to carry out a historical enquiry analysing and evaluating historical interpretations and organising and communicating the findings. (AO1/AO3).

**Literacy:**

Essay writing and how to structure extended responses are key skills tested throughout the year. Reading complex articles, note taking and the ability to research information all crucial to success at A level history.

**Numeracy:**

Timelines, chronology.  
 Chart/graph interpretation  
 Economy statistics work

**ICT:**

Research to consolidate learning.  
 Essays are typed.

**ICT:**

Coursework has to be produced using ICT – 4000 word essay. Students have to research extensively on the internet to independently find at least five contemporary sources.

**Life in Modern Britain:**

History explicitly develops a respect for democracy and the rule of law, as well as the benefits of individual liberty, mutual respect and the importance of tolerance for different faiths and beliefs as it graphically illustrates how unpleasant it can be when these are not respected.

**SMSC:**

In History pupils are taught a lot about the religious and spiritual beliefs, and the customs, of different societies. They learn about how important those beliefs are to the different people. They also study the importance of different beliefs and how they have helped shape society today. Pupils are taught about persecution and the importance of tolerance. There may be discussion and the chance to share opinions. They will reflect upon what they learn and be encouraged to share their own beliefs. This may also include some aspects of moral, social and cultural dimensions.

**Meeting the needs of individual students & Additional Support:**

Academic tutor works with students on a one to one and small group basis.

**Extra-Curricular Activities & Club:**

Exam technique workshop.  
 A level conference opportunities.  
 Academic tutoring for targeted students.

**Independent Study/ Homework:**

Set at least twice a week with the expectation that at least one hour should be spent on each task. There is also an explicit expectation that students should be doing their own background reading and independent research into the topic.

**Resources for Learning Support and VLE:**

Extensive books in Sixth form library and VLE

Kindles loaded with books on middle East. Encourage students to join University libraries. Internet access.