

## Curriculum Intent, Implementation and Impact 2019-20

Subject (include exam board if examination subject): OCR A Level History

Year group: 12

Periods per fortnight: 8

### INTENT:

The A Level History curriculum at The Buckingham School is designed to develop students' interest in and enthusiasm for history and an understanding of its intrinsic value and significance. It will enable students to acquire an understanding of different identities within society and an appreciation of aspects such as social, cultural, religious and ethnic diversity, as appropriate. It will allow students to build on their understanding of the past through experiencing a broad and balanced course of study, and to improve as effective and independent learners and as critical and reflective thinkers with curious and enquiring minds. The History curriculum will enable students to develop the ability to ask relevant and significant questions about the past and to research them. It will also help students to 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. A Level History students at The Buckingham School will 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 will organise and communicate their historical knowledge and understanding in different ways, arguing a case and reaching substantiated judgements.

### IMPLEMENTATION:

Term	Topics studied Add dates and any assessments included	Extended learning opportunities (homework, controlled assessments, field work, trips etc.)	How parents could support students
Autumn Term	<p>N.B: both units are studied simultaneously with different teachers.</p> <p><b><u>England 1547-1603, the Later Tudors</u></b></p> <p>Mid-Tudor Crises:</p> <ul style="list-style-type: none"><li>• Issues of Edward VI's age and Mary Tudor's gender</li><li>• marriage of Mary Tudor and Philip</li><li>• the Devise and succession in 1553 and the succession in 1558</li><li>• faction and its impact during the rule of Somerset and Northumberland</li><li>• factional conflict between Paget and Gardiner under Mary</li><li>• The religious and ecclesiastical policies 1547–1558</li><li>• legislation, including the Prayer Books and Acts of</li></ul>	<p>Flipped learning is used at A Level. This means that students are given specific reading to do on Google Classroom in preparation for each lesson. Students are expected to make notes on the reading.</p>	<ul style="list-style-type: none"><li>• Revision guides</li><li>• Testing content knowledge</li><li>• Talking historically (use of specialist language)</li><li>• Encouraging the meeting of deadlines</li></ul>

	<p>Uniformity and the extent and results of religious change under Edward and Mary</p> <ul style="list-style-type: none"><li>• support for, and opposition to, the religious changes at a local level including unrest</li><li>• attitudes to Marian policies</li><li>• Catholic restoration and persecution</li><li>• Causes and nature of rebellion and unrest</li><li>• the rebellions of 1549 (Western and Kett)</li><li>• 1553 (Lady Jane Grey) and 1554 (Wyatt)</li><li>• social and economic developments, including inflation, poverty, price rise and enclosure and their link to unrest.</li></ul> <p><b><u>Democracy and Dictatorships in Germany 1919–1963</u></b></p> <ul style="list-style-type: none"><li>• Consequences of the First World War</li><li>• impact of the Treaty of Versailles</li><li>• the Weimar Constitution</li><li>• coalition governments</li><li>• challenges to Weimar</li><li>• Communist revolts, Kapp Putsch, Munich Putsch, invasion of the Ruhr, hyperinflation</li><li>• Stresemann and the ‘Golden Years’</li><li>• Dawes and Young Plans, economic recovery, foreign loans, political stability, improvements to working and living conditions</li><li>• the impact of the Great Depression, elections and governments 1928–1933</li><li>• rise and appeal of Nazism, role of propaganda and Hitler</li><li>• Papen, Schleicher and ‘backstairs intrigue’</li><li>• Hitler’s appointment as Chancellor</li></ul>		
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	<ul style="list-style-type: none"> <li>• Hitler's consolidation of power, the Reichstag Fire, March Elections and Enabling Act, Gleichschaltung, creation of the one-party state, Night of the Long Knives, army oath and death of Hindenburg</li> <li>• system of government and administration</li> <li>• censorship and propaganda, machinery of terror, including courts, SS, Gestapo</li> <li>• treatment of opposition</li> </ul> <p><b><u>Assessments</u></b> Assessments for both Tudors and Democracy and Dictatorships</p>		
Spring Term	<p><b><u>England 1547-1603, the Later Tudors</u></b> Elizabethan England:</p> <ul style="list-style-type: none"> <li>• The religious situation and problems in 1558</li> <li>• the foreign situation and its impact on religious developments</li> <li>• the Elizabethan Religious Settlement</li> <li>• the Puritan challenge and aims</li> <li>• support for Puritanism</li> <li>• the influence of Puritan leaders</li> <li>• attempts to change the church</li> <li>• the MP's tactics, separatists</li> <li>• the attitude of Elizabeth's archbishops</li> <li>• the Catholic threat and its nature, the increased threat after 1568</li> <li>• government reaction, the Northern Rebellion (1569)</li> <li>• Papal excommunication (1570)</li> <li>• Mary Queen of Scots, plots</li> <li>• seminary priests, Jesuits</li> <li>• the problems facing Catholics 1558–1589</li> <li>• The role of the court, ministers and Privy Council, including the role</li> </ul>	<p>Flipped learning is used at A Level. This means that students are given specific reading to do on Google Classroom in preparation for each lesson. Students are expected to make notes on the reading.</p>	<ul style="list-style-type: none"> <li>• Revision guides</li> <li>• Testing content knowledge</li> <li>• Talking historically (use of specialist language)</li> <li>• Encouraging the meeting of deadlines</li> </ul>

	<p>and influence of William Cecil</p> <ul style="list-style-type: none"> <li>• Elizabeth's use and management of faction</li> <li>• the role of gender</li> <li>• the roles of the House of Commons and Lords</li> <li>• Parliament's relationship with the Queen</li> <li>• the attitudes of Elizabeth, the Privy Council and Parliament to the issues of marriage, succession and parliamentary privilege</li> <li>• the impact of marriage and succession on domestic and foreign affairs</li> <li>• the impact of Mary Queen of Scots and James VI.</li> </ul> <p><b><u>Democracy and Dictatorships in Germany 1919–1963</u></b></p> <ul style="list-style-type: none"> <li>• religious policies</li> <li>• economic policies, Schacht's New Plan, Goering's Four Year Plan, public works, conscription and autarky</li> <li>• German Labour Front; 'Strength through Joy'</li> <li>• policy towards women</li> <li>• education and policy towards youth</li> <li>• racial policies to 1939</li> <li>• benefits of Nazi rule</li> <li>• The war economy and Total War</li> <li>• impact of bombing; war and racial policies, the Final Solution</li> <li>• morale and rationing.</li> </ul> <p><b><u>Assessments</u></b> Assessments for both Tudors and Democracy and Dictatorships</p>		
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<p>Summer Term</p>	<p><b><u>England 1547-1603, the Later Tudors</u></b>  Elizabethan England:</p> <ul style="list-style-type: none"> <li>• The financial and economic situation in 1558</li> <li>• sources of crown income</li> <li>• the problem of inflation; methods of raising finances</li> <li>• ordinary revenue, parliamentary taxation</li> <li>• methods of reducing costs, financial administration, the impact of war; overseas trade</li> <li>• the issue of purveyances and monopolies</li> <li>• the Statute of Artificers, poverty and the poor law</li> <li>• the defence of the royal prerogative</li> <li>• relations with Parliament</li> <li>• the domestic effects of war with Spain</li> <li>• economic and social problems, harvests and the impact of rising prices, local unrest, food riots, the Oxfordshire rising</li> <li>• the Irish rebellion, Essex's rebellion</li> <li>• Elizabeth's reputation in the latter part of her reign.</li> </ul> <p><b><u>Democracy and Dictatorships in Germany 1919–1963</u></b></p> <ul style="list-style-type: none"> <li>• opposition and resistance; consequences of the Second World War</li> <li>• Cold War, Potsdam, division of Germany, Bizonia and developments in the Soviet Zone, currency and the Berlin Blockade</li> <li>• The creation of West Germany and the DDR</li> <li>• the Basic Law and constitution of West Germany</li> <li>• the 1949 election; the economic miracle</li> <li>• political and social stability</li> <li>• foreign policy, rapprochement with France, EEC, rearmament,</li> </ul>	<p>Flipped learning is used at A Level. This means that students are given specific reading to do on Google Classroom in preparation for each lesson. Students are expected to make notes on the reading.</p>	<ul style="list-style-type: none"> <li>• Revision guides</li> <li>• Testing content knowledge</li> <li>• Talking historically (use of specialist language)</li> <li>• Encouraging the meeting of deadlines</li> </ul>
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	<p>NATO, policy towards USA and USSR, DDR; elections of 1953, 1957 and 1961</p> <ul style="list-style-type: none"> <li>• Berlin Wall</li> <li>• Adenauer's decline and the Der Spiegel Crisis of 1962</li> <li>• West Germany in 1963; the GDR in 1949</li> <li>• uprising 1953</li> <li>• economic change, land reform, collectivisation, nationalisation and heavy industry</li> <li>• social change, churches, Trade Unions, education and youth.</li> </ul> <p><b><u>Assessments</u></b> Mock examinations for both Tudors and Democracy and Dictatorships</p>		
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**IMPACT:** The impact of the curriculum will be measured using classwork and assessments.