

Curriculum Intent, Implementation and Impact 2021-2022

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

Year group: 13

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><u>Popular Culture and the Witchcraze of the 16th and 17th Centuries</u></p> <p>Thematic study:</p> <ul style="list-style-type: none"> ● urban and rural popular culture ● popular and elite culture, their definitions ● participation in popular culture and the withdrawal of the elite ● the significance of ritual ● the role of pageants and the festivals of misrule ● public humiliation ● moral regulation ● the role of magic in society ● challenges to popular culture ● religious change ● political change ● economic change ● social control ● developments from the Papal Bull of 1484 and the 	<p>Coursework, called the 'topic based essay', will be completed between September and February.</p> <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"> ● Revision guides ● Testing content knowledge ● Talking historically (use of specialist language) ● Encouraging the meeting of deadlines

	<p>Malleus Maleficarum (1486) to the end of the period</p> <ul style="list-style-type: none"> ● causes of growth and decline, including religious changes and confessional strife, economic causes, social structure, changes and divisions within society, scapegoats and minorities, popular culture and cultural changes, growth of rationalism and enlightened thinking, understanding of medicine and remedies ● persecution from above or below ● the role of wars and natural disasters, including plague and the mini Ice Age ● the geography of the Witchcraze in Europe and North America ● regional variations ● towns ● countryside ● religious variations, gender, age, social and employment composition of those prosecuted for witchcraft 		
Spring Term	<p><u>Popular Culture and the Witchcraze of the 16th and 17th Centuries</u></p> <p>Thematic study:</p> <ul style="list-style-type: none"> ● legal developments including the Inquisitorial system of criminal procedure, secular courts on both a local and regional scale ● campaigns against medieval superstition; torture, trials, felony, burnings, sleep deprivation, confessions ● survival of popular beliefs, impact on the Reformation ● mistrust and fear, denunciations ● impact on legal procedure 	<p>Coursework, called the 'topic based essay', will be completed between September and February.</p> <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"> ● Revision guides ● Testing content knowledge ● Talking historically (use of specialist language) ● Encouraging the meeting of deadlines

Depth studies:

The Witchcraze in Southern Germany c.1590–1630

- Popular culture in Southern Germany
- the impact of the Reformation
- political, social and economic changes and their impact on order and conformity
- the reasons for the increase in persecution; the frequency, nature and geography of witchcraft in the region
- the responses of the authorities and its impact on society

Hopkins and the witch hunt of 1645–1647:

- the religious, political, social and economic situation and their impact on order and conformity
- moral regulation and the challenges to popular culture in the 1640s
- the reasons for the persecution
- the frequency, nature and geography of the persecutions
- the response of the authorities to witchcraft and its impact on society

The Salem witch trials:

- the religious, political, social and economic situation and their impact on order and conformity
- Salem's relationship with England and the legal situation
- the reasons for the persecution
- the frequency, nature and geography of the persecution
- the response of the authorities to witchcraft and its impact on society

Summer Term	Final revision and examination practice.	Revision	<ul style="list-style-type: none">• Revision guides• Testing content knowledge• Talking historically (use of specialist language)
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IMPACT:

The impact of the curriculum will be measured using classwork and assessments.