Planning for Learning

History – Key Stage 5

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The Studio & Life Sciences UTC  [Company address]

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# 1.Sequencing Statement

Our intention, in A-level History, is to give students the opportunity to explore new and unfamiliar aspects of the past in an effort to broaden their historical experience and to take their historical skills to bridging level in preparation for a potential destination of academic study. Through the study of the entire Tudor period, Revolutionary America and a coursework centred around anti-Semitism, our curriculum presents intrigue through a multitude of different avenues. Academic skills such as historiography, source evaluation and extended essay writing provide students with a new challenge compared to that of GCSE History. Our subject links and compliments other areas of A-level study such as, but not limited to, English Literature, Film, Psychology and Criminology.

# 2.Specialism Statement

The History department prides itself on being able to support the ethos of both The Studio and Life Sciences UTC through a variety of means. Firstly, our course takes an academic approach through our use of the work of key historians, alongside the critical debate and thinking which is promoted within lessons. In addition, we have strong links with a variety of academic partners including Liverpool University and our partner school, Colchester High School, Vermont, USA.

# 3.Curriculum on a Page

The study of A-level History requires you to complete two examines topics, each worth 40% of the A-level, and a piece of coursework at 4,500 words, worth 20% of the A-level. You must study a British period of history and a period of history from a foreign country. There is a requirement from AQA that there must be a minimum of 200 years between the start dates of each unit. The coursework must not overlap with the examine units.

Here at the Studio/Liverpool Life Sciences UTC our curriculum is as follows:

**British History** – The Tudors: England, 1485-1603

**American History** – The Birth of the USA, 1760-1801

**Coursework** – ‘100 years European of anti-Semitism’, 1843-1945

# 4.Knowledge Acquisition

The ability to see how the information that you taught fits together related to the ‘Key Question’ for each unit, in addition to how knowledge can be used from one unit to another, is significantly vital in the study of A-level.

In order to help you with your knowledge acquisition we have developed a variety of resources and techniques that will be used over the two years of study:

* Knowledge tests will play a role in your A-level History study. You will be told in advance of when you will be given a knowledge test, in addition to the areas that it will be based upon
* Knowledge Summary booklets. For each unit there is a summary booklet that you will need to complete. We advise that you complete this following each lesson. The booklet follows the sequence of lessons that you are taught for each unit, along side a timeline and essay questions related to that unit. The booklet uses the ‘**Cornell Note Taking’** template. This is designed to help with knowledge acquisition and with your revision. Full instruction on how to use the template will be given to you in class.
* We use reading logs to give you guidance when asked to read text from a historian. The aim of the reading log is to give you focus and allow for the development of your understanding of what academic historians say, and how they write.
* Essays will give you an opportunity to develop your knowledge, related to the essay topic. You will be given essays to complete at home whereby you can develop a full answer to the question. You will also be given in-class essays to be completed under timed conditions – to replicate exam conditions. You will be told in advance of the in-class essays.

# 5.Routines

A-level History is taught across five lessons a week. The five lessons are split between Mr Challinor and Mrs Bonnesen.

Mrs Bonnesen teaches British History– The Tudors: England, 1485-1603

Mr Challinor teaches American History – The Birth of the USA, 1760-1801

This means that you learn both topics simultaneously across the two years. The coursework taught element is delivered in the summer term of Year 12 by both teachers. The completion of coursework is expected by the end of the first term in year 13.

You will be marked predominately via essays, source evaluations, and interpretation analyses. Feedback here will relate to the accuracy of the historical knowledge that you have used and the level of analysis/evaluation that you have displayed.

Feedback will be both written and verbal. During our feedback lessons, you will be provided with a template to complete that will allow you to understand the various mark schemes and it will offer you the opportunity to improve an aspect of your based upon the individual feedback that you will receive.

Knowledge tests will be used at various times by both teachers, in order to help you with your knowledge acquisition.

# 6.Literacy

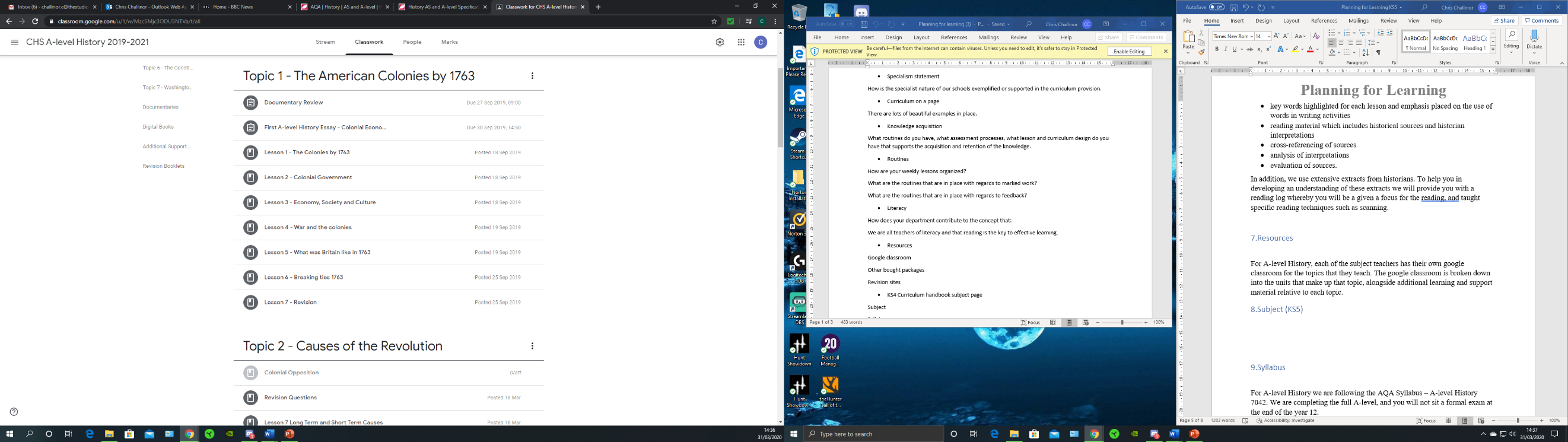
Throughout this course of study there are ample opportunities for pupils to develop their literacy skills. The nature of History warrants itself to such skills. Examples of literacy development include:

* development of complex paragraphs
* key words highlighted for each lesson and emphasis placed on the use of words in writing activities
* reading material which includes historical sources and historian interpretations
* cross-referencing of sources
* analysis of interpretations
* evaluation of sources.

In addition, we use extensive extracts from historians. To help you in developing an understanding of these extracts we will provide you with a reading log whereby you will be a given a focus for the reading and taught specific reading techniques such as scanning.

# 7.Resources

For A-level History, each of the subject teachers has their own Google classroom for the topics that they teach. The Google classroom is broken down into the units that make up that topic, alongside additional learning and support material relative to each topic – below there is an example of the A-level Google classroom.

On each Google classroom you will be provided with links to additional websites to improve your understanding of the topic. Additionally, there will be audio books, PDF’s of academic books, and relevant documentaries.

Below are examples of the resources that will be used regularly for each topic:

**The Tudors: England, 1485-1603**

The the compulsory textbook for the Tudor aspect of A-level History is David Ferriby *et al, The Tudors England 1485-1603*. It is recommended that you purchase your own copy so that you can make notes in your own book. A link can be found in the caption of the book.

<https://www.amazon.co.uk/AQA-level-History-England-1485-1603/dp/1471837580/ref=sr_1_4?ie=UTF8&qid=1516265413&sr=8-4&keywords=the+tudors+a-level>

John Guy’s *The Tudors* is the compulsory academic text for the Tudor aspect of A-level History. This unit requires you to have an understanding of different interpretations. Guy’s book will provided you with his understanding and you will be able to bring his interpretations into your essays.

<https://www.amazon.co.uk/Tudor-England-John-Guy/dp/0192852132/ref=sr_1_1?s=books&ie=UTF8&qid=1516265680&sr=1-1&keywords=the+tudors+john+guy>

**The Birth of the USA, 1760-1801**

The compulsory textbook for the Birth of the USA aspect of A-level History is Alan Farmer, *The American Revolution and the Birth of the USA 1740-1801*. It is recommended that you purchase your own copy so that you can make notes in your own book.

<https://www.amazon.co.uk/Access-History-American-Revolution-1740-1801/dp/1471838765/ref=sr_1_1?s=books&ie=UTF8&qid=1516268449&sr=1-1&keywords=birth+of+the+usa>

Harry Ward’s *The American Revolution* is the compulsory academic text for the Birth of the USA aspect of A-level History. This unit requires you to have an in-depth understanding of the period. Ward’s book will provided you with key statistics and a unique perspective that you will be able to incorporate in your essays.

As this book is from America, it can be difficult and expensive to purchase in the UK. Chapters will be photocopied and given to you in class for your educational use.

# 8.Subject (KS5)

A-level History is an opportunity for you to develop a set of skills that will prepare you well for university and the world of employment.

Specifically, each examined topic is broken down into the following key areas of 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?

**The Birth of the USA: 1760-1801**

This option provides for the ‘study in depth’ of the years in which thirteen American colonies chose to sever their links with Great Britain and thus found the USA. This study explores the concepts of imperialism, mercantilism and legitimate government and encourages students to reflect upon the interplay of forces from below and above, the importance of ideology and the economy in political development and the issues facing those who attempt to challenge an established authority. As this study is the depth study, an understanding of key events, concepts and individuals is essential

# 9.Syllabus

For A-level History we are following the AQA Syllabus – A-level History 7042. We are completing the full A-level, and you will not sit a formal exam at the end of the year 12.

Please follow this link for a detailed look at the specification:

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

# 10.What Will I Learn?

Each of the examined topics is broken down, below, showing you how the sequence of learning developed across the two years of A-level History.

**The Tudors, England 1485-1603:**

**Year 12 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

**Year 13 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

• Regional 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

**The Birth of the USA: 1760-1801**

**Year 12 Part One: The origins of the American Revolution, 1760–1776**

Britain and the American Colonies, 1760–1763

• Britain and North America in 1760: British attitudes towards the colonies; the politics of Empire; rivalries with France

• The Thirteen Colonies: social, economic and political characteristics; divisions and rivalries within the colonies

• The price of victory: the impact on relations between Britain and the colonists of the successful outcome of the French and Indian War and the Seven Years War

• The dream of westward expansion: the expectations of the colonists; exploiting the territories acquired from French Canada

Enforcing the Colonial Relationship, 1763–1774

• British government legislation and policies towards the colonies; including the Proclamation of 1763; the Stamp Act and the Townshend Acts

• The reaction of the colonists: the attitude of the colonial elites

• The reaction of the colonists: pressure and reform movements from below• Escalating tensions: the Boston Tea Party; the ‘intolerable’ Five Acts; the organisation of colonial opposition in Massachusetts

Ending the Colonial Relationship, 1774–1776

• The hardening of colonial opposition: The First Continental Congress; the creation of new state constitutions

• The ideology of revolution: Paine’s Common Sense; the influence of ideas on colonial leaders such as Samuel Adams and Thomas Jefferson; divisions between loyalists and rebels

• The escalation of conflict: British actions to maintain control including the Quebec Act and the assertion of military control under General Gage; colonial militias and the outbreak of hostilities in 1775

• The Declaration of Independence: its political origins and its impact on the revolutionary cause

**Year 13 Part Two: Establishing the Nation, 1776–1801**

The War of Independence, 1776–1783

• The balance of military power in 1776: the strengths and weaknesses of Britain’s military position, the strengths and limitations of the revolutionary forces, geographical factors

• The international context: the part played by France, diplomacy and sea power; the part played by Spain

• The conduct of the war: American political leadership, the revolutionary armies and George Washington as military leader; the political and military failures of Britain’s war effort

• Recognition of the new nation: the conduct of the peace negotiations, the terms of the peace settlement 1783

Founding the Republic, 1776–1789

• The Articles of Confederation: drafting from 1776; ratification by the thirteen states

• Obstacles blocking the path to a republic: economic problems, social tensions and inter-state disputes, the issue of slavery

• Making the Constitution: the Philadelphia Convention and the constitutional debates between federalists and anti-federalists, the personalities and policies of the ‘Founding Fathers’

• Ratification of the new Republic: the forwarding of the constitution to the states by the

Continental Congress, ratification of the constitution by state conventions

Washington and Adams, 1789–1801

• The powers of the presidency: Washington and Adams as presidents, the implementation of the constitution

• Financing the new nation: Alexander Hamilton as Secretary of Finance, the balance between federal and state authority

• The rise and influence of political parties: the Jefferson Republican (Democratic Republican Party) under Jefferson and James Madison, the Federalist Party under Alexander Hamilton and John Adams

• The United States in 1801: the extent of national unity, relations with the world outside.

# 11.How Will I Be Assessed?

You will be assessed through a series of essays, source evaluations and interpretation analyses. Examples of the various types of assessment are included below. You will be provided with generic mark schemes at the start of your course with understanding of how to progress up the mark scheme taught throughout the two years. Your coursework brings together the skills that you develop in each of the areas of study.

The make up of each exam is as follows:

* One compulsory question worth 30 marks
* A choice of three essays where you are required to complete two of them, both worth 25 marks each
* Each exam is 2hours 30minutes.

Specifically, essays are worth 25 marks in both The Tudors and the Birth of the USA. Each topic has a specific compulsory question, worth 30 marks, that assess a different historical skill.

For Tudors, the compulsory question requires the analysis of three historians’ interpretations requires you identify how convincing the arguments put forward by each historian are in relation to a key topic. You will need to use your developed knowledge of The Tudors in order to analyse the convincing nature of these interpretations.

For Birth of the USA, the compulsory question requires the evaluation of three primary sources from a specific part of the period of study. You will need to follow the evaluation criteria in order to develop three effective source evaluations. You will be taught these criteria in class prior to any source evaluation task.

As previously mentioned, the coursework brings together the various areas of assessment in A-level History. Firstly, the coursework is a 4,500-word essay focusing on a specific question set by the course teachers. You must analyse a period of 100 years’ worth of history, examining a key theme – in our case the key theme is the **development of anti-Semitism**. You will incorporate primary sources and historians’ interpretations within your essay to fully assess the historical period.

# 12.How Will This Prepare Me for My Next Steps?

A-level History offers you the opportunity to develop a variety of skills that are applicable to a vast multitude of different areas of study. When creating your UCAS personal statement, or putting together a CV and preparing for a job interview, the skills outlined below will help you to formulate a clear overview of the way in which History has prepared you for the next steps in your journey.

The abilities that A-level History will help you to develop include:

* critical reasoning and analytical skills, including the capacity for solving problems and thinking creatively
* intellectual rigour and independence, including the ability to conduct detailed research
* ability to construct an argument and communicate findings in a clear and persuasive manner, both orally and in writing
* ability to work without direct supervision and manage time and priorities effectively
* ability to discuss ideas in groups, and to negotiate, question and summarise
* capacity to think objectively and approach problems and new situations with an open mind
* appreciation of the different factors that influence the activities of groups and individuals in society.

# 13.Contribution to UTC & Studio Aims

**The Studio:**

“Our purpose is to prepare you for success in a fast-moving digital world and, in particular, help create opportunities to work or launch businesses in the creative and digital industries. We’ve created an environment to inspire creativity and critical thinking, fed by the industry knowledge of our partners, that lead the sector across the region.”[[1]](#footnote-1)

**Life Sciences UTC:**

“Our ethos is simple: we’re committed to providing the highest standards of teaching and learning, combined with real life industry experience which opens doors for our students. Our offer is unique, and we’re proud to work with some of the world-leaders in science and healthcare, giving our students the ability to build a strong and enviable portfolio of experience, so they can hit the ground running once they graduate from our UTC.”[[2]](#footnote-2)

The History department prides itself on being able to support the ethos of both The Studio and Life Sciences UTC through a variety of means. Firstly, our course takes an academic approach through our use of the work of key historians. In addition, we have strong links with a variety of academic partners including Liverpool University and our partner school, Colchester High School, Vermont, USA.

We believe in providing history students with experiential learning. Whilst studying A-level History, we offer opportunities to visit Tudor historical sites and a key site, pertinent to our coursework, Auschwitz.

Working with our partner school in the USA, we arrange video conferences which allow you to quiz and confer with similar aged students in the USA – and also an opportunity to talk with Mr Jim Price who has been teaching American and European History for over 21 years.

# 14.Career Planning

Typical employers of history graduates include banks, television and radio broadcasters, national and local government, management consultancies, law firms, schools, higher education institutions and retailers.

Some history graduates apply to the Civil Service Fast Stream or find work in public sector management roles. Charities and heritage organisations are also potential employers.

**Jobs directly related to your degree include:**

* + Academic librarian
  + Archivist
  + Civil Service administrator
  + Heritage manager
  + Information officer
  + Museum/gallery conservator
  + Politician's assistant
  + Records manager
  + Trade union research officer

**Jobs where your degree would be useful include:**

* + Barrister
  + Broadcast journalist
  + Magazine journalist
  + Newspaper journalist
  + Primary school teacher
  + Secondary school teacher
  + Solicitor

Remember that many employers accept qualifications from graduates with any degree subject, so don't restrict your thinking to the jobs listed here.

1. <https://thestudioliverpool.uk/who-we-are/about-us-and-ethos-2/> [↑](#footnote-ref-1)
2. <https://lifesciencesutc.co.uk/who-we-are/about-us-and-ethos/> [↑](#footnote-ref-2)