

Year 13 History

The Year 13 History curriculum builds on the work started at the end of Year 12 and addresses the remaining two units of the Edexcel History course. Students study Tudor Rebellions 1485-1603 for five lessons a fortnight as part of their British element of the course and complete a 4,000 word essay on an aspect of American Civil Rights as their coursework, which is 20% of their final grade. At the end of the course there is time for revision of the units from Year 12 and Year 13 in preparation for the final exam.

The Tudor Rebellions unit is made up of two studies; one study in breadth and another in-depth. Our breadth studies cover the changing nature of government in Tudor England, and look at the entire time period of 1485-1603. This means students learn about changes made to the workings of government starting from the reign of the lesser known Henry VII, through to his particularly famous granddaughter, Elizabeth I. This breadth study covers two topics; changes in governance at the centre, and the challenges in governing the localities. Students answer one essay on the breadth study in their final exam, from a choice of two questions.

The depth studies cover five different rebellions that challenged the Tudor State: the pretenders during the reign of Henry VII; the Pilgrimage of Grace against Henry VIII's religious upheavals; Kett's Rebellion in East Anglia; the Rising of the Northern Earls against Elizabeth I; and Tyrone's Rebellion in Ireland, directed against Elizabeth's plantations in the country. Students enjoy looking at all of these rebellions in depth and are able to see clear patterns between them. In their final exam, students will answer two questions on the depth studies. The first is a source analysis essay, which focuses on an extended contemporary Tudor source. Students will analyse this evidence in their exam, looking for points to assess two different strands of a question. There is no choice in the source question. Secondly, students will have a choice from a further two questions on two other rebellions, and will choose one to answer. They will provide evidence for both sides of the argument before reaching a thoughtful and substantiated judgement on the question they were asked. Our groups find the Tudor unit more interesting than expected in every academic year, and perform very well in their exams.

Students are taught about American civil rights from 1863 to the 1970s at the end of Year 12 and the beginning of Year 13. They study the whole time period and focus specifically at the changes in the 1950s and 1960s and the individuals of Martin Luther King and Malcolm X. Students then chose a topic within the whole time frame to study further and independently research different historians' points of view of the subject. In recent years, students have produced coursework on topics such as the Harlem Renaissance, Red Summer of 1919, impact of the Second World War and the Cold War on the civil rights movement and the role of women. Students work independently on their coursework, analysing and evaluating historians' views using their own knowledge and further wider reading. The standard of coursework produced has been consistently of a very high standard as students are really engaged with their subject matter and have been rigorous in their approach.

Methods of deepening and securing knowledge:	
Spaced practice	Revision of the Year 12 units takes place in April/May of Year 13 and students will be expected to do practice timed essays as well as completing revision tasks.
Retrieval practice	Retrieval practice is evident through starter activities where students use prior learning to complete a low stakes quiz, give definitions for key words or put events in chronological order. An image or cartoon is often used to aid students' retrieval of information. Reflective plenaries often link to prior learning as well as to current learning therefore checking students' knowledge and understanding and students are asked to offer their opinion on a topic.

Elaboration	Students are regularly encouraged to elaborate on written sources and historians' interpretations using their own knowledge to help them assess how useful the source/interpretation is to an historian. This is a skill that they are examined on. They expand verbally and in written form on their ideas and justify their opinions and these are often shared with the whole class. This is again part of the exam as students are expected to make an evaluative judgement as part of essay writing.
Concrete examples	Concrete examples are used with assessment work or longer pieces of written work as students can see how to structure their ideas and include precise examples and explanation to improve their marks. Past papers are used in marking exercises with students able to see a variety of answers and how to access the highest levels of the mark scheme.
Dual coding	Dual coding is a strategy that students use to aid revision with use of highlighting and symbols etc.

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Topic(s)	<p>Tudors:</p> <p>Depth 1:</p> <ul style="list-style-type: none"> - Henry VII - Role of the pretenders; Henry secures his throne <p>Depth 2:</p> <ul style="list-style-type: none"> - Henry VIII and the Pilgrimage of Grace - Causes, events, consequences <p>American Civil Rights coursework</p> <ul style="list-style-type: none"> - Overview of the civil rights movement - Skills part of the course e.g. identification of arguments, 	<p>Depth 3:</p> <ul style="list-style-type: none"> - Kett's Rebellion - Causes, events, consequences <p>Depth 4:</p> <ul style="list-style-type: none"> - Northern rebellion: - MQS, other causes, events, consequences <p>American Civil Rights coursework</p> <ul style="list-style-type: none"> - Students doing individual research to identify three historians' interpretations and formulating titles - Writing first draft of coursework 	<p>Year 13 PPE exams</p> <p>Depth 5:</p> <ul style="list-style-type: none"> - Tyrone's rebellion: - The problem of Ireland - Causes, events, consequences <p>These will overrun into the next term; all rebellion studies are different lengths</p> <p>American Civil Rights coursework</p> <ul style="list-style-type: none"> - Students working on coursework 	<p>Breadth 1:</p> <ul style="list-style-type: none"> - Changes in governance at the centre - Royal household - Privy council - Secretary - Lord Lieutenant - Church and state: Act of Supremacy 1534, Acts of Supremacy and Uniformity 1559; Elizabethan settlement; Parliament - Interleaving activities on depth studies to be built into breadth studies lessons 	<p>Breadth 2:</p> <ul style="list-style-type: none"> - Gaining the co-operation of the localities - Wales - The North - Borough representation - Increasing literacy - Role of JPs - 1513 subsidy - Growth of poverty - Patronage - Progresses - Interleaving activities on depth studies to be built into breadth studies lessons 	

	evaluation of historians' opinions	- First draft of coursework due in before Christmas		American Civil Rights coursework - Students completing coursework and resource record Start revision of Russia course	Revision of Russia course - Political - Economic - Control - Social - Gorbachev	
Assessment	- Assessment: Section A and B essay	- Assessment: Section A and B essay		- Assessment: Section C essay	- Assessment: Section C essay	
CEIAG (<i>Careers that are linked to that topic</i>)	<p>A-level History is highly regarded by employers and universities. As a facilitating subject, it allows students to study a subject they love and keep their options open as regards to their future career choices. The skills learnt as part of the A-level course are highly valued and are transferable across a wide range of careers such as source interpretation, being able to write a balanced argument and reaching substantiated conclusions.</p> <p>Specific careers that students have pursued in recent years after studying A-level History include: law (solicitor and barrister), medicine, museum work, archaeology, work in the heritage sector, teaching, journalism and politics.</p>					

Independent Learning:
<p>Independent learning is a vital aspect of the Year 13 course and students are expected to regularly complete tasks set by their teacher as well as undertaking their own wider reading. All students are given a reading list of suggested materials and are encouraged to work independently. A lot of the coursework element of the course will be completed at home. Specific independent learnings set by staff include:</p> <ul style="list-style-type: none"> - Regular essays set on the topic that students have been studying - Source tasks similar to those set in the final examination - Revision for short knowledge tests - Completing work started in lesson time - Preparing presentations either as a group or individually - Working on coursework – either finding historians, conducting further research or writing it - Thorough revision for the final examinations