



St George's School
HISTORY
KS5 Curriculum

<p>PREREQUISITE KNOWLEDGE & SKILLS <i>The foundations needed to thrive in this subject.</i></p>	<p>Who should study this subject? The teaching of History inspires students to pursue their curiosity, facilitating their capacity to learn about and investigate the past. This A-Level course builds on the skills developed at GCSE, whilst stretching students to develop their independent learning style and more complex writing and argument skills. The ability to critically evaluate events and individuals of the past is key; we spend time looking at sources and interpretations that will challenge students' preconceptions of the topic they're studying. This is also a subject for students who have a genuine desire to understand how our world has developed over time, making meaningful links to the past in order to understand the shaping of our present.</p> <p>Key Skills developed during KS4: A willingness to embrace more challenging historical literature is key. We also spend significant time developing written essay skills, as well as source analysis and historiography.</p> <p>St George's course entry requirements: In addition to the entry requirement for sixth form, a grade 6 or above in History or English Literature</p>
<p>QUALIFICATION <i>Exam Board, aims and objectives.</i></p>	<p>A Level History, AQA 7042 A-level History qualifications have been designed to help students understand the significance of historical events, the role of individuals in history and the nature of change over time. This qualification will help them to gain a deeper understanding of the past through political, social, economic and cultural perspectives. The engaging topics available to them throughout the course will provide them with the knowledge and skills they require to succeed as A-level historians.</p>
<p>ASSESSMENT <i>Internal monitoring and final assessment.</i></p>	<p>Internal Assessment:</p> <ul style="list-style-type: none"> ● Year 12 Exam (Summer Term) ● Year 13 Exam (Spring Term) <p>Final assessment: Two, equally-weighted, 2 ½ hour exams at the end of the course:</p> <ul style="list-style-type: none"> ● 1J The British Empire, c1857 - 1967 (40% of overall grade) ● 2G The Birth of the USA , 1760 -1801 (40% of overall grade) ● Non -Examined Assessment (completed in the summer term of Year 12 - 20% of overall grade)
<p>ENRICHMENT <i>Trips & Visits, wider reading, etc.</i></p>	<p>Visits and Events: Webinars are held in the summer term to prepare students for upcoming exams.</p> <p>Wider reading: A huge range of wider reading is available throughout the course, especially in the NEA component of the A-Level. Students are encouraged to read broadly throughout the course (many texts are available in the school library). Students are also directed to relevant films, documentaries and podcasts for both units.</p>
<p>NEXT STEPS <i>Where this subject can take you.</i></p>	<p>Related University Courses: History, Politics, International Relations, Journalism, Law, Political Science, PPE</p> <p>Career Paths: Civil Service, International Relations, Law, Marketing, Media, Politics, PR</p>

Year 12

Autumn Term	<p>Topics:</p> <p><i>Birth of America:</i> Colonies in 1760. Society, economy and politics in America. Effects of the French-Indian War, British attempts to maintain a strong relationship 1763-1770. American reaction: Elites and movements from below.</p> <p><i>Empire:</i> 1857-1890 (colonial administration, trade and commerce, relations with indigenous people, attitudes at home with relation to India and Africa)</p> <p>Skills: Students develop essay skills through careful essay planning and writing in the first term. Students are also introduced to the source and interpretation skills in each paper.</p> <p>Assessment: One essay per unit</p>
Spring Term	<p>Topics:</p> <p><i>Birth of America:</i> Escalating tensions: Boston Tea Party, Intolerable Acts, hardening of opposition, outbreak of fighting, ideology of revolution, <i>Common Sense</i> and the Declaration of Independence</p> <p><i>Empire:</i> 1890 -1914 (colonial administration, trade and commerce, relations with indigenous people, attitudes at home with relation to India, Africa and the Dominions. Focussing particularly on the build-up to WW1)</p> <p>Skills: Students will write an essay for each topic, developing skills acquired in term one. Students will also start to explore more group work, including presentations</p> <p>Assessment: One essay per unit</p>
Summer Term	<p>Topics:</p> <ul style="list-style-type: none">• Mock Exams• Non-Examined Assessment - planning, drafting and writing <p>Skills: Essays under time, developing skills required for NEA</p> <p>Assessment: Year 12 exam, NEA</p>

Year 13

Autumn Term	<p>Topics:</p> <p><i>Birth of America:</i> Why did America win the war of independence? How successful were the Articles of Confederation; obstacles to the foundation of a republic; Creation of a constitution</p> <p><i>Empire:</i> 1914 - 1947 (colonial administration, trade and commerce, relations with indigenous people, attitudes at home with relation to India, Africa and the Dominions between the world wars. Impact of the Depression on imperial ambition)</p> <p>Skills: Development and consolidation of skills acquired earlier in the course</p> <p>Assessment: Timed essays - one per unit</p>
Spring Term	<p>Topics:</p> <p><i>Birth of America:</i> Philadelphia convention: ratification of the Constitution. Establishment of the Presidential system; Washington's Adams Presidency: Role of the Political Parties. How united was the USA in 1801?</p> <p><i>Empire:</i> 1947 - 1967 (decolonisation in the post-war world, impact of the Cold War on empire, impact of</p>

decolonisation on Britain)

Skills: Development and consolidation of skills acquired earlier in the course

Assessment: Year 13 Mock Exam. Timed essays - one per unit

**Summer
Term**

Topics:

Revision

Skills: Revision skills, timed essay practice in all essay types

Assessment: Final A-Level Exams