

	1C – The Tudors 1485-1603 – 40%	2R – The Cold War -40%	NEA – 20%
Year 12	<p>Henry VII – the consolidation of power, government, foreign policy, society and economy</p> <p>Henry VIII – character and aims, government, foreign policy, society and economy, religious change</p>	<p>The origins of the Cold War, the widening of the Cold War into Asia 1949-55, the global war 1955-1963,</p>	<p>Students complete an independent extended essay (up to 4,500 words) on an area of independent research, which will account for 20% of their final grade.</p>
	<p>Concepts/Tier 3 vocabulary Act of attainder, annulment, bond, courtier, debasement, elite, factionalism, heresy, pilgrimage, privy chamber, recognisance, Reformation, subsidy, transubstantiation, wardship</p>	<p>Concepts/Tier 3 vocabulary Atomic bomb, brinkmanship, capitalism, Comecon, communism, economic imperialism, ideology, linkage, Politburo, reparations, revisionism, summit, veto</p>	
	<p>Justification:</p> <p>History at A level requires students to study a period of British History and a breadth topic – the Tudors module has been chosen with this in mind. The Tudor Period is a key era of our History, when the world emerges from the somewhat closed Medieval period. Students look at change and continuity across the time frame, exploring a number of themes such as social and economic developments, relations with foreign countries and the development of government.</p> <p>In Year 12, the focus is on the reigns of Henry VII (the forgotten Tudor?) and Henry VIII. Some of the content will be familiar, as we touch upon these areas at KS3 and 4.</p> <p>Students are taught how to write an academic essay and how to evaluate the interpretations of historians. These critical thinking skills are transferable, both in school and beyond.</p>	<p>Justification:</p> <p>History at A Level also requires that students explore a short but significant period of History in depth. We have chosen the Cold War era from 1945-1999, a period which is more than relevant in the modern-day world, with present discussions around whether we are entering a Second Cold War.</p> <p>Students are fully engaged with the component. It is a time of espionage, political intrigue, super power rivalry and proxy wars. There is a wealth of resources to support the teaching of topics, including podcasts, documentaries, news articles and films.</p> <p>In Year 12, students consider why the Cold War developed, why it extended into a global 'war' and increasing tensions between East and West. They develop their essay writing skills (as in Tudors) and evaluate contemporary sources, in terms of provenance, tone and emphasis, for example.</p>	<p>Justification:</p> <p>All A level History courses require students to complete a Non-Examined component – coursework – which is set and marked internally, and moderated by the exam board.</p> <p>In AQA, the NEA focuses on the three Assessment Objects from our other two components of the course – Knowledge and understanding, the evaluation of original sources and the analysis of historians' interpretations of the past. The extended essay must contain all three elements and look at change and continuity over a period of 100 years.</p> <p>We look at the development of African American Civil Rights in the late 19th and 20th centuries for a number of reasons. Firstly, the topic lends itself to the brief. Secondly, the department is well resourced in this area and we have a wealth of staff expertise. In addition, we believe that our History curriculum at all key stages needs to reflect the multi-ethnic society that we live in today.</p>

	<p>Assessment:</p> <ul style="list-style-type: none"> Students are assessed throughout, using A level questions, which assess their Knowledge and understanding, their understanding of change and continuity, cause and consequence, similarity and difference and their evaluation of both historical sources and interpretations. Year 12 PPE consists of one full paper on both the Tudors and the Cold War, covering the Year 12 content only. For all assessment types, students reflect on their progress and set themselves targets.
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Year 13	<p><i>The Mid Tudor period 1547-1558 including the reigns of Edward VI and Mary I</i> <i>Elizabeth I 1558-1603 – character and aims, government, foreign policy, society and economy, religious change</i></p>	<p><i>Confrontation and co-operation c.1963-1972, the Brezhnev era 1972-1985, the ending of the Cold War</i></p>	<p><i>Students continue with their NEA, ready for submission around the end of the Autumn term. Students are given a number of deadlines to submit parts to their staff mentor. They are then given guidance and feedback, in line with what is allowed by the exam board.</i></p>
	<p style="color: red;">Concepts/Tier 3 vocabulary <i>Heir presumptive, Huguenot, iconoclasm, patronage, puritanism, recusant, sumptuary laws, subsistence crisis</i></p>	<p style="color: red;">Concepts/Tier 3 vocabulary <i>Agent orange, counterinsurgency, covert, détente, glasnost, guerrilla, nepotism, perestroika, proxy war, Vietcong</i></p>	
	<p>Justification</p> <p><i>In Year 13, students continue their study of the Tudors with a focus on the Mid Tudor Monarchs – Edward VI and Mary I- and the reign of Elizabeth I.</i></p> <p><i>They consider the key debates of the period such as, was there a Mid Tudor Crisis, was parliament becoming more important than the monarchy in the government of the country and to what extent were the religious divisions of the earlier decades 'settled' by 1603.</i></p> <p><i>The course is delivered by Tudor enthusiasts, who aim to instil in their classes a love of the period.</i></p>	<p>Justification:</p> <p><i>In Year 13, students continue with looking at areas of tension and co-operation between East and West. They study the how the Cold War played out in Vietnam. They complete the course by explaining why the Cold War ended, with a particular emphasis on the role so individuals such as Mikhail Gorbachev and Ronald Reagan.</i></p> <p><i>They continue to hone both their essay writing and source evaluation skills.</i></p> <p><i>The study skills taught across both modules (note taking, wider reading, cross referencing, development of critical thinking) in both years equips students for life beyond the Sixth Form.</i></p>	<p>Justification:</p> <p><i>Students are given a grounding, through taught lessons, on the key content before they independently explore their particular area of interest such as the role of inspiring leaders or female activists, in bringing about change.</i></p> <p><i>Students are encouraged and taught to reference their work and must include both a bibliography and appendix. These are key skills that students will take with them when they go on to university, apprenticeships or the work place.</i></p>

	<p>Assessment:</p> <ul style="list-style-type: none"> • Students are assessed throughout, using A level questions, which assess their Knowledge and understanding, their understanding of change and continuity, cause and consequence, similarity and difference and their evaluation of both historical sources and interpretations. • Year 13 PPE consists of one full paper on both the Tudors and the Cold War, covering the Year 12 and Year 13 content covered. <p>For all assessment types, students reflect on their progress and set themselves targets.</p>
	<p>Wider reading/Cultural capital:</p> <p>Students are provided with wider reading – including links to academic articles and films, documentary and podcast recommendations to enhance their understanding of both the Cold War and the Tudors. They are encouraged to look at the benefits of studying History post 18 and the opportunities it will provide in the world of work. The History department also runs the 6th form debating club, alongside the Politics Department.</p> <p>We run trips to both the Tower of London (Year 12) and Hampton Court (Year 13).</p>