

Roundwood Park School

KS5 History (OCR History A H505)



The aims and objectives of A level History are to enable learners to:

- develop their interest in and enthusiasm for history and an understanding of its intrinsic value and significance
- acquire an understanding of different identities within society and an appreciation of aspects such as social, cultural, religious and ethnic diversity, as appropriate
- build on their understanding of the past through experiencing a broad and balanced course of study
- improve as effective and independent learners and as critical and reflective thinkers with curious and enquiring minds
- develop the ability to ask relevant and significant questions about the past and to research them
- 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
- 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
- organise and communicate their historical knowledge and understanding in different ways, arguing a case and reaching substantiated judgements.

Assessment objectives:

AO1 Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

AO2 Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context.

AO3 Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Year	Unit of work	Assessment
<p>Year 12</p> <p>Unit Y106: England 1485–1558: the Early Tudors</p>	<p>The government of Henry VII and threats to his rule Henry’s claim to the throne; Yorkist opposition, Lovel, Stafford and Suffolk, the Pretenders, Simnel and Warbeck; relations with the nobility, rewards and punishments; royal finances and their administration, opposition to taxation in Yorkshire and Cornwall; administration, the personnel, Councils, local government and parliament.</p> <p>Henry VII’s foreign policy: England’s position in Europe in 1485, Henry VII’s aims; relations with Burgundy, France, Scotland and Spain; treaties of Medina del campo, Redon, Etaples and Ayton; marriage negotiations; trade agreements, including Magnus Intercursus and Malus Intercursus.</p> <p>Henry VIII and Wolsey: Henry VIII’s personality; his role in government to 1529; aims and policies in foreign affairs to 1529, Wolsey’s role in foreign affairs; Wolsey’s administration of government, finances, law and social reforms; the Church and its condition under Wolsey; the divorce and Wolsey’s fall.</p> <p>The reign of Henry VIII after 1529: Religious change and opposition, religious legislation in the 1530s and 1540s, the Dissolution of the Monasteries, the Pilgrimage of Grace; the rise and fall of Thomas Cromwell; the extent of Henry VIII’s role in government in the 1540s; faction in 1540s; foreign policy in the 1540s, war with France and Scotland and its impact.</p> <p>Enquiry Topic: Mid Tudor Crises 1547–1558 which includes the stability of the monarchy, the religious and ecclesiastical policies 1547–1558 & Rebellion and unrest</p>	<p>AO1 Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</p> <p>AO2 Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context.</p> <p>These units are assessed in two parts: the enquiry and the period study, and thus the question paper has two sections.</p> <p>Section A is the enquiry. Learners will answer one compulsory question, requiring them to analyse and evaluate four primary sources in their historical context in order to test a hypothesis. This part of the paper is worth 30 marks.</p> <p>Section B is the period study. Learners will answer one essay question from a choice of two. This part of the paper is worth 20 marks.</p>
<p>Super Curricular</p>	<p>Penn, Thomas Winter King. Wooding, L.ucy. Henry VIII J. Matusiak. Wolsey: The Life of King Henry VIII's Cardinal T. Borman. Thomas Cromwell: The untold story of Henry VIII's most faithful servant D. MacCulloch. Tudor Church Militant: Edward VI and the Protestant Reformation N. Heard. Access to History: Edward VI and Mary: A Mid-Tudor Crisis? 1540-58 CJ Sansom crime books. A fictional humpback detective working during Tudor times. AMAZING Wolf Hall – the book and BBC TV adaptation In our time: Dissolution of the Monasteries https://www.bbc.co.uk/programmes/b009jtq1 In our time: The Tudor State. https://www.bbc.co.uk/programmes/p00546xd Listen to episodes from Dan Snow’s ‘History Hit’ podcast: there are hundreds! http://www.historyhit.com/podcasts/dan-snows-history-hit/ Great Lives: Henry VII https://www.bbc.co.uk/programmes/b00d6zwt</p>	

Year	Unit of work	Assessment
<p>Yr 12</p> <p>Unit Y213: The French Revolution and the rule of Napoleon 1774–1815</p>	<p>The causes of the French Revolution from 1774 and the events of 1789: The structure of the Ancien Régime; qualities of Louis XVI as King of France; financial problems and attempts by Turgot, Necker and Calonne to deal with them; the ideas of the Enlightenment and the impact of the American Revolution and the War of Independence; social discontents; economic problems from 1787; the Assembly of Notables and the political developments 1787–May 1789; the Estates General, events in Paris in 1789; the ‘Great Fear’; the October Days.</p> <p>The Revolution from October 1789 to the Directory 1795: The attempts to establish a constitutional monarchy; reforms in church and state; the significance of riots and direct political action 1789–1792; the Jacobins; the flight to Varennes; the overthrow of the monarchy; the Convention and the Terror; the destruction of the Girondins; the ascendancy and fall of Robespierre; the establishment of the Thermidorian Regime; the constitution of the Directory.</p> <p>Napoleon Bonaparte to 1807: The career of Bonaparte to 1799: early life and character; his military leadership and reasons for success to 1799 including Toulon, the Italian Campaign, Egypt, the weaknesses of the Thermidorian regime and the coup of Brumaire in 1799; Napoleon’s reforms as Consul, including the constitutional, legal, financial, educational changes; the establishment and nature of the Empire in France; nature of and reasons for military successes and failures after 1799: Marengo and the War of the Third Coalition, including the battles of Ulm and Austerlitz, Trafalgar.</p> <p>The decline and fall of Napoleon 1807–1815: The Continental System and the war against Britain; the war in Spain; the Russian Campaign; Napoleon’s rule in France after 1807; the campaigns of 1813–1815 and abdication; the Hundred Days; personal failings and reasons for fall.</p>	<p>AO1 Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</p> <p>The first part of the question will require learners to compare two factors and to make a judgement about their relative importance. There are 10 marks available.</p> <p>For the second part of the question learners will write an essay on a different part of the period. As with the British period study essay in unit group 1, this question is worth 20 marks.</p>
<p>Super Curricular</p>	<p>R Scurr <i>Fatal Purity: Robespierre and the French Revolution</i> H Gough: <i>The Terror in the French Revolution</i> E Lever <i>Marie Antoinette: The Last Queen of France</i> D Chandler <i>Napoleon</i> V Cronin <i>Napoleon</i> J Hardman <i>Louis XVI</i></p> <p>The French Revolution: https://www.youtube.com/watch?v=5pXxoyk5wOo</p> <p>Napoleon. PBS series: https://www.youtube.com/watch?v=LquhSEdVfK8, https://www.youtube.com/watch?v=T-DYqs9itbY https://www.youtube.com/watch?v=zy1B8rwMyqM</p>	

<https://www.youtube.com/watch?v=khjutpeuVgo>

War and Peace (BBC 2016) https://www.amazon.co.uk/War-Peace-DVD-Paul-Dano/dp/B019N4K2S8/ref=sr_1_1?ie=UTF8&qid=1529063871&sr=8-1&keywords=war+and+peace+bbc

The French Revolution <https://oyc.yale.edu/history/hist-202/lecture-6>

Napoleon <https://oyc.yale.edu/history/hist-202/lecture-7>

In our time: French revolution's reign of terror <https://www.bbc.co.uk/programmes/p003k9cf>

In our time: Napoleon and Waterloo <https://www.bbc.co.uk/programmes/p00547jy>

In our time: Legacy of the French revolution <https://www.bbc.co.uk/programmes/p00547gg>

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<p>Year 13</p> <p>Unit Y318: Russia and its Rulers 1855–1964</p>	<p>The nature of government: Autocracy, dictatorship and totalitarianism, developments in central administration; methods of repression and enforcement; the extent and impact of reform; the nature, extent and effectiveness of opposition both before and after 1917, changes in local government; attitude of the Tsars, Provisional Government and Communists to political change; the extent of political change.</p> <p>The impact of dictatorial regimes on the economy and society of the Russian Empire and the USSR: Changes to living and working conditions of urban and rural people including the impact on the peasants of Emancipation, Land Banks, famines, NEP, collectivisation and the Virgin Land scheme, the impact of industrial growth under the Tsars, War communism, NEP and the Five Year Plans on industrial workers; limitations on personal, political and religious freedom; reasons for and extent of economic and social changes.</p> <p>Impact of war and revolution on the development of the Russian Empire and the USSR: The effects of the following wars on government, society, nationalities and the economy: the Crimean War, the Japanese War, 1905 Revolution, 1917 Revolutions, First World War, Second World War, the Cold War.</p> <p>Russia: Empire, nationalities and satellite states: The Polish Revolt 1863; expansion in Asia; Russification; Finland; the Baltic provinces; impact of the First World War and the Treaty of Brest Litovsk; Russo-Polish War; Communist advance into Eastern and Central Europe after the Second World War.</p> <p>Depth Studies Content</p> <p>Alexander II's domestic reforms: The effects of the Crimean War; the aims of Alexander II's domestic policies; the nature of his government; changes in central administration; the extent and impact of domestic reform; the extent and effectiveness of opposition; changes in urban and rural living and working conditions; limitations on personal, political and religious freedom; extent of economic and social change.</p> <p>The Provisional Government: Main domestic policies of the Provisional Government; the nature of the government; methods of repression and enforcement; the extent and impact of reform; the extent and effectiveness of opposition; changes in urban and rural living and working conditions, limitations on personal, political and religious freedom; extent of economic and social changes; the impact of the continuing war; reasons for the overthrow of the Provisional Government.</p>	<p>AO1 Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</p> <p>AO3 Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</p> <p>Assessment of units in this unit group is in two parts: the historical interpretations depth study and the thematic essay, and thus the question paper has two parts.</p> <p>Section A is the interpretations section. Learners will read two extracts from historians about one of the three depth studies specified for their chosen option, and will write an essay explaining which they think is more convincing. This part of the paper is worth 30 marks.</p> <p>Section B is the themes section. Learners will answer two themes questions from a choice of three, each of which requires an essay covering the whole period studied. This part of the paper is worth 50 marks.</p>

	<p>Khrushchev in power 1956–1964: The aims of Khrushchev; the nature of his government; opposition, methods and enforcement of repression in Russia and its satellites; the extent and impact of reform; changes in urban and rural living and working conditions; limitations on personal, political and religious freedom; extent of economic and social changes including economic planning and the Virgin Lands Scheme; the impact of the Cold War; Khrushchev’s fall.</p>	
<p>Super Curricular</p>	<p>Amazon prime: Death of Stalin Enemy at the Gate film World War two / Stalingrad https://www.youtube.com/watch?v=69QLqOqd4j8&safe=active Russia in 1855 https://www.youtube.com/watch?v=f-LCk5dQt4Q&safe=active Nicholas II https://www.youtube.com/watch?v=55GvxYq9yXw&safe=active The 1905 Revolution https://www.youtube.com/watch?v=6UMTlly01Ho Alex II Tsar Liberator? https://www.youtube.com/watch?v=jhaP_zlpDeU Stalin & Red Terror https://www.youtube.com/watch?v=0Bx2spY7lCE&safe=active</p>	

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<p>Year 13</p> <p>Non-exam assessment: Topic based essay (Unit Y100)</p>	<p>The History A unit Y100 Topic based essay is an independently researched essay of 3000–4000 words in length. This unit is a non-exam assessment.</p> <p>The essay should include an explanation and analysis of different perspectives on a clearly-stated historical issue, drawing on a range of primary and secondary material. It will therefore utilise the skills and understanding developed elsewhere in the course. As an independent enquiry using a range of sources and interpretations, the essay will require students to develop an understanding of how historians work.</p>	<p>AO1 Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</p> <p>AO2 Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context.</p> <p>AO3 Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</p>