

Huntington School History curriculum

Overview of

A-level History

We follow the **OCR A** qualification, and have chosen to study the following units:

- Unit 1: The Earlier Tudors 1485-1558
- Unit 2: The Cold War in Asia 1945-1993
- Unit 3: Civil Rights in the USA, 1865-1992
- Unit 4: Topic-based essay

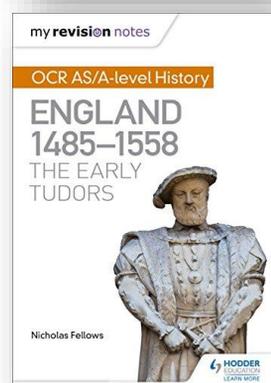
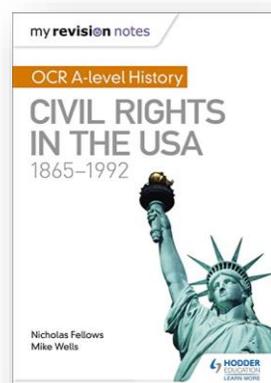
Units 1,2 and 3 are generally completed in Year 12. Unit 3 and revision are completed in Year 13

As outlined in our **feedback policy**, teachers will provide a range of whole-class and verbal feedback throughout the year as and when appropriate, on classwork, homework and practice exam questions, as and when best suits the course.

This is flexible and adaptive to the needs of individual students and is in addition to feedback and directed improvement time on the major assessments.

You can **support you're A-level historian** in their day-to-day learning by:

- Asking them about what they are learning and support them with homework tasks
- Buying the revision guides for the Tudors and Civil Rights, and using these to quiz students on material they have learned.
- There is no revision guide for the Cold War.
- Use the **extend and develop** document to find opportunities for students to further their knowledge and understanding.



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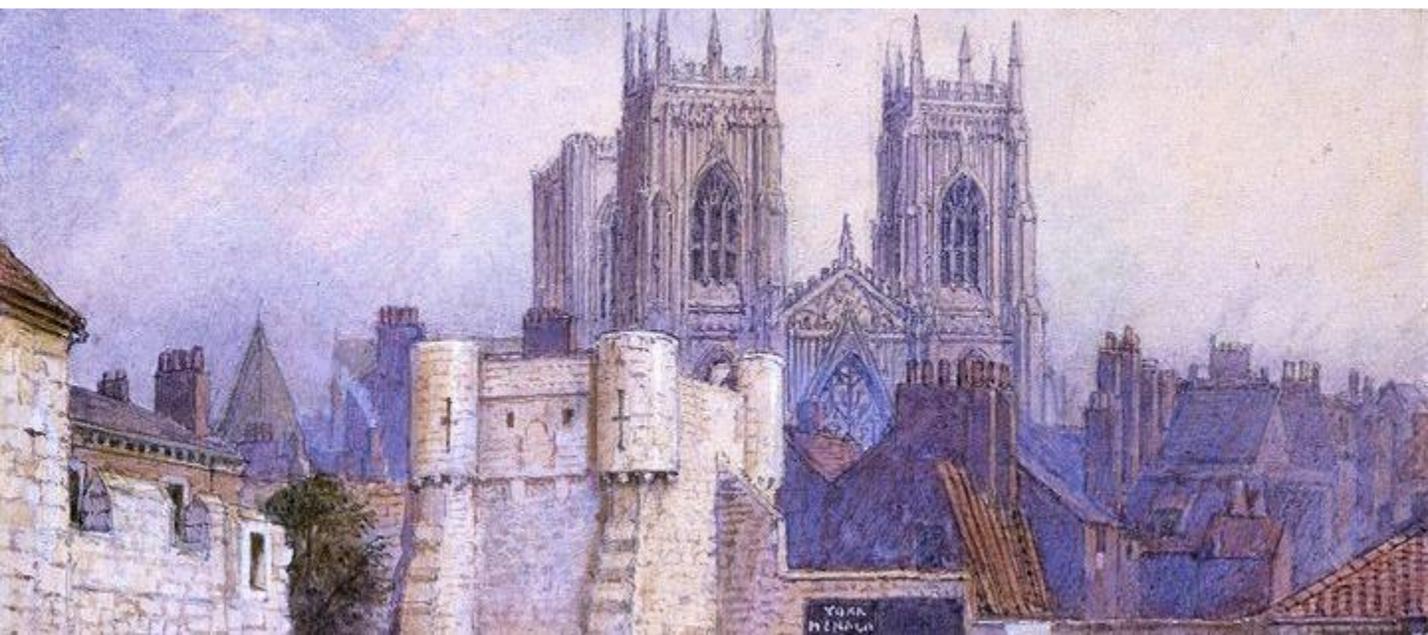
Our vision for our curriculum

The Huntington History curriculum helps to explain the world as it is by exploring the world as it was, in an intriguing and ambitious way. Understanding is developed around a spine of British History. Enquiries explore global, continental or local scales, emphasising the complexity of the past and the constructed, contested nature of History. To this end, pupils develop their disciplinary thinking, exploring the past from multiple perspectives and viewpoints. We strive to make our curriculum representative of the past's inhabitants, aiming to understand the broadest possible picture and the details that illuminate it. These threads are combined and sequenced to craft a rich, broad and structured understanding of the past for every pupil.

Perhaps most importantly, our curriculum aims to produce 'citizen historians' by helping change how our young people understand themselves, the world around them and their own place within it.

Undoubtedly, increasing pupils' historical knowledge, curiosity, critical thinking and communication skills are all key functions of our curriculum. Increased knowledge of the past helps inform the identity of our young people; this curriculum will both give them confidence to build strong arguments of their own and flexibility to incorporate new perspectives into their thinking. The Huntington History curriculum will help pupils question and influence the people and communities around them.

Our History curriculum exists, within the wider Huntington curriculum, to change the pupil and to give the pupil new power. We want it to help all our students clamber in to the discourse and practices of educated people, so that they gain the powers of the powerful.



The Earlier Tudors: England 1485-1558

Summary

Henry VII

The course opens in the dying stages of the Wars of the Roses. We explore the reign of Henry VII, both in his domestic efforts to bring the civil war to a decisive end, and consolidate his position on the throne. We also look in detail at his relations with Europe, and consider how successful he was in achieving his aims.

Henry VIII

The turbulent reign of Henry VIII makes for a dramatic story. We start by picking up the foreign policy story again to explore the difference a change in monarch made at the peak of personal monarchy. We then explore Henry's domestic governmental situation, examining the careers of Thomas Wolsey and Thomas Cromwell, including a look at the English Reformation. We finish by examining how effectively Henry was able to rule without a chief minister after the demise of Cromwell.

The 'Mid Tudor Crisis'

This final section looks at the reigns of the boy king, Edward VI and the first Queen of England, Mary I. It explores the problems faced by both in a thematic way, and investigates the source record of the time. Students carefully evaluate the strength of evidence a range of sources can provide.

Where this fits in

As well as building on the stories of Tudor England we studied in Year 7, this course picks up several major strands of the GCSE, particularly early modern religious belief, the Reformation and Dissolution of the Monasteries as explored in the Fountains Abbey unit. It also provides interesting contrasts to the nature of monarchy and power that is visible in the Norman Conquest unit.

We progress the thinking about sources and the evidence they provide onwards from the Nazi Germany GCSE Unit and start to explore the more applied use of source material in relation to a specific historical claim. This evidential work with source material is further developed in the Personal Study later in Year 12.

Assessment

1.5 hour paper and 25% of the A-level.

Students complete one source-driven question, in which they decide how far a series of sources support a particular statement. This focuses on the reigns of Edward VI and Mary I.

They then choose one from a pair of essay questions relating to Henry VII and Henry VIII.



End of Unit Assessment:

Format	Feedback and improvement
At the end of each section a timed, exam conditions essay is written.	Feedback sheet and some verbal whole-class feedback, leading to DIRT tasks. Future teaching of historical explanation then builds on this feedback.

The Cold War in Asia, 1945-1993

Summary

Western Policies in Post War Asia 1945–1979

Includes Post-War policy which sets the context for the Cold War. We look at how the Philippines, Japan, Malaysia and China change in this post-war world.

The Korean War 1950–1953 and its impact to 1977

We look in detail at the causes, events and outcomes of this ‘forgotten war.’

Indochina 1945–1967

Here we study Vietnam’s post-war history beginning with their fight against the French and moving how the US escalated this proxy war.

Wars in Vietnam and Cambodia 1968–1993

We will concentrate on the military tactics of both sides, Nixon’s ‘Peace with Honor’ and debate why US failed in Vietnam.

We then study Cambodia’s history from 1955 through to 1993. We look at the impact the Vietnam war had on the country as well as looking at the events leading up to and after Pol Pot’s regime.

Where this fits in:

Builds on Year 9 Russian Revolution and Cold War units, developing their concepts of communism, capitalism, as well as core KS3 learning about power, invasion, conquest and ideology in a broader sense. The Year 9 learning about the Second World War and wider post-war world also provides useful context. It also builds upon the Year 8 theme of resistance to colonisation and conquest and guerrilla warfare which also appears in the GCSE Living Under Nazi Rule and Making of America units.

The American political story from 1945 provides some useful context to the Civil Rights in America unit in Year 13.

The KS3 and KS4 work on developing sustained historical explanations is further built on here.

Assessment

1 Hour Paper that is worth 15% of total A level.

Students select one pair of questions from a choice of two. There is a 10 and a 20 mark essay in each pair.



In-course Assessment

Format

Both 10- and 20-mark essay questions are used at intervals throughout the course, in timed conditions.

It is also assessed in the Year 12 exam and Year 13 Mock Exam.

Feedback and improvement

Feedback sheet and some verbal whole-class feedback, leading to DIRT tasks.

Civil Rights in the USA, 1865-1992

Lessons (approx.)

Native Americans

We study the struggle for Native American Self-Determination across the period.

African Americans

Here we study the African American's journey from newly freed people to a more equal position in 1992.

Women

We study the battle for gender equality and the rise of subsequent waves of feminism.

Trades Union and Labour Rights

The struggle of impoverished industrial workers against the combined might of government and powerful businessmen gets to the heart of the nature of protest.

The Depth Studies: The Gilded Age, the New Deal and the era of the Black Power movement.

These three depth studies allow us to delve into the scholarship of three shorter periods within the course and allow students to test the judgements and arguments of various historians.

Where this fits in

Build on student's knowledge of Native American and African American civil rights in the GCSE 'Making of America' course. It also draws on the political background established in the Cold War in Asia course, and has many links back into the KS3 foundations.

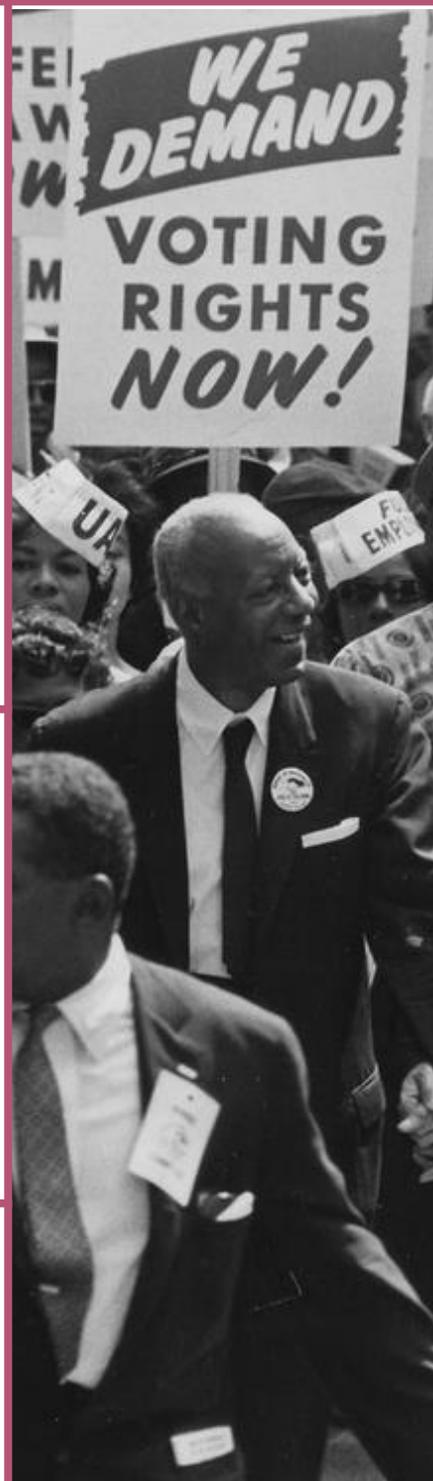
Conceptually, the ideas of change, continuity, progression, regression and stagnation from the GCSE People's Health course are taken forward and approached more critically and forensically. Similarly, the work on comparing interpretations in the GCSE Norman Conquest course and the Personal Study is pushed further and again approached more forensically.

Assessment

A 2.5 hour exam which is worth 40% of the total A-level.

The first question asks students to compare extracts from two interpretations.

Students then choose two from a range of three essay questions, which challenge students to provide a thematic analysis of the entire time period for a particular group.



In- course assessment:

Format	Feedback and improvement
For each of the four themes, two essays are written in timed conditions. For each of the depth studies, an interpretation essay is written.	Feedback sheet and some verbal whole-class feedback, leading to DIRT tasks. Future teaching of historical explanation then builds on this feedback.
It is also assessed as part of the Y13 mock exam.	

Coursework: Topic-based essay

Summary and course organisation

This unit requires students to produce an independently researched essay of about 4000 words in length.

The essay will include an explanation and analysis of different perspectives on either a Tudor or Cold War question that has particularly piqued their interest whilst studying Year 12.

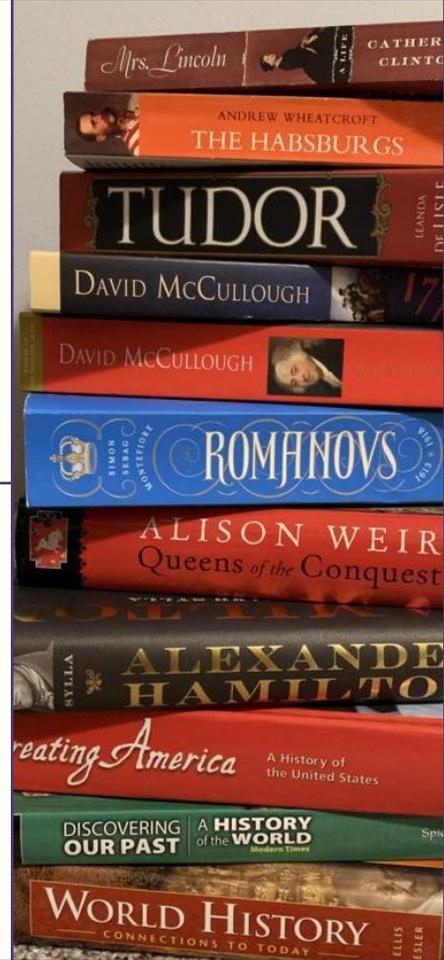
They will draw on a range of primary and secondary material to complete this task.

Where it fits in

In terms of course content, by building on a specific topic of interest from Year 12, students are able to use their existing expertise as a launch pad to access the scholarly debates about their topic, deepening and extending their knowledge with confidence.

Develops source analysis skills learnt through the Year 12 Tudors course.

Helps to develop understanding of interpretations for the Year 13 Civil Rights course.



Assessment

Format

An essay of 4,000 words. It is 20% of the total A-level.

This unit is a non exam assessment. The final submission of the full essay is internally marked and then moderated by the exam board.

Feedback and improvement

Feedback on first draft of the essay, in line with the NEA regulations outlined in the specification.

Students are strongly recommended to think hard about this feedback and enact it as best they can,

Please note:

The companion document to this explores how students can themselves, or with the support of their parents and carers, extend and develop their A-level historical study.