



KS5 Long Term Plan

Subject: History

Exam Board: Edexcel

Intent:

The KS5 curriculum intends to develop the student's historical skills building on what has been developed at KS4. We believe that all students should leave with a depth knowledge of the topics that they have studied as well as a strong grounding in the core skills that make a strong history student. We aim for all students to:

- Continue to love the topic of history and develop a curiosity of the past.
- Develop a strong, knowledge rich understanding of the topics that they study.
- Develop the core skills that allow them to be successful historical writers: Analysis, evaluation, interpretation, comprehension, and critical thinking.
- Develop knowledge and skills that will enable students to become critical thinkers. For example engaging with more nuanced interpretations of the past and delving into the bigger questions such as 'How should Britain reflect on Empire' or 'what does fascism actually mean?'
- To prepare students to be politically active citizens. Student will leave A level with a role in the importance of politics, different political ideas, a knowledge of different voting systems and an understanding of the role history played in the world.

At St Paul's we feel strongly that history is not a static subject that exist in an abstract past. History is a lively subject that, when taught successfully is relevant to modern day world.

Curriculum Statement of Implementation

Rationale for Sequence

A level consists of three topics and four different components. The different components consists of : a breadth study of Germany form 1918-1989, collapse of Liberal Italy and the Rise of Fascism 1911-1946, Britain: Losing and gaining an Empire 1763-1914 and Unit 4 which consists of coursework. We teach the Germany Unit with Fascist Italy in year 12. The reason for this is twofold: The Germany unit has some overlap with KS4 and so it is an area that the students already feel comfortable. Italy has proven to be highly engaging and allows students to sustain their interest. These two units have an overlap of time and some striking parallels. By studying them in tandem it aides student understanding and allows them to make connections across time periods. In year 13 we focus on coursework and the British Empire. The British Empire is fascinating and helps revitalise interest at a time when the demands of the subject feel overwhelming. It makes the most logical sense to start coursework later as it is highly demanding and students are most focused in year 13.

Lesson content and structure

Clearly, each topic and subject may be approached slightly differently. As a head of department I certainly encourage creativity amongst my team. Therefore, some lessons may involve some weird and wonderful approaches. That being said, a major part of our intent is to develop highly knowledgeable and skilled students. Therefore, our lessons will often follow a similar pattern. If we are introducing a new lesson or topic our starters will normally be 'hooks' designed to ignite curiosity. Otherwise, our starters are often used to interleave previous content or skills. We will normally explore new content in the middle part of a lesson through a variety of methods including: teacher exposition, class or independent reading, discussion, debate, podcasts, video clips etc. By the end of the lesson we aim to apply the new content to an exam skill although this is not always possible especially in a single lesson. Exam skills are taught through clear expositions, model answers, cognitive and meta-cognition modelling. We feel that this broad structure to lessons optimizes lesson time, sustains interest, appeals to different learning preferences and consistently reinforces and builds on skills. Below is a list of other key staples/methods used to achieve our lesson aims:

- Ensure that all staff are experts on subject knowledge, specifications and exam requirements through regular training. HOD is an examiner and draws upon this expertise.
- Ensure that students have an in depth understanding of the tasks through the use of knowledge organisers, knowledge quizzes, constant retrieval practice and interleaving.
- Ensure that students have plenty of time to develop skills through exam practice, modelling, and feedback.

Marking

Students at A level regularly complete essay marking and this is fed back. For more formal assessments this is feedback using the department cover sheet that is in line with the Edexcel specification.

Term	Topics covered	Why now and Why?	Assessment
Yr. 12 Autumn 1	<p>Topics</p> <p><u>Germany</u></p> <p>Unite 1: This explores the nature of politics across the Weimar era, the Nazi period and the FRG.</p> <p><u>Liberal and Fascist Italy</u></p> <p>The first part of the course explore the nature of Liberal Italy from Risorgimento to the rise of Mussolini as Prime minister.</p>	<p><u>Why now?</u></p> <p>This two units complement each other, they are overlapping in time periods and the parallel of events is striking.</p> <p><u>Why</u></p> <p>Students need to understand the impact that the failures of Liberalism had on facilitating the rise of Mussolini. They also need to have a depth of the nature of politics in order for them to be prepared to approach any breadth study on theme 1.</p>	
Yr. 12 Autumn 2	<p>Topics:</p> <p><u>Germany</u></p> <p>Students look at theme 2: opposition control and consent. Again, this is across all three periods.</p> <p><u>Liberal and Fascist Italy</u></p> <p>Students continue to look at the rise of fascism and start to explore how Fascism was consolidated in Italy.</p>	<p><u>Why Now?</u></p> <p>This two units complement each other, they are overlapping in time periods and the parallel of events is striking.</p> <p><u>Why?</u></p> <p>Students need a strong understanding of how the various eras of Germany maintained their control and to what extent they were genuinely popular.</p>	

<p>Yr. 12 Spring 1</p>	<p>Topics</p> <p><u>Germany</u></p> <p>Students begin to explore the nature of the German economy from Weimar to the economic miracle.</p> <p><u>Liberal and Fascist Italy</u></p> <p>Students start to explore the nature of Fascist rule from the economy to the Cult of Il Duce.</p>	<p><u>Why now?</u></p> <p>This two units complement each other, they are overlapping in time periods and the parallel of events is striking</p> <p><u>Why</u></p> <p>Students need to understand the context the changing economic fortune of Germany. They also need to understand what life was like under fascist rule.</p>	
<p>Yr. 12 Spring 2</p>	<p>Topics</p> <p><u>Germany Students begin to explore</u></p> <p>The students begin to explore theme 4 of the Germany course. This looks at aspects of life. This is designed to allow students to study the experience of the people living in Germany across the breadth period.</p> <p><u>Liberal and Fascist Italy</u></p> <p>Students begin to explore Italian foreign policy. This is involves the invasion of Libya, Abyssinia, the Spanish Civil War, the Axis and the Pact of Steel.</p>	<p><u>Why now?</u></p> <p>This two units complement each other, they are overlapping in time periods and the parallel of events is striking</p> <p><u>Why?</u></p> <p>Students are able to explore what drives extremism. This is an area that we feel has real world relevance.</p>	
<p>Year. 12 Summer 1</p>	<p>Topics</p> <p><u>Germany</u></p> <p>In this final unit students begin to explore The road to war. This is focused on source interpretation.</p> <p><u>Liberal and Fascist Italy</u></p> <p>This unit is focused on the fall of the Fascist State. Students need to understand the factors that led to Mussolini's fall from power.</p>	<p><u>Why Now?</u></p> <p>Having learned how Hitler the students look at how Hitler consolidates his position.</p> <p><u>Why?</u></p> <p>Students can understand the process of creating a dictatorship from a democracy.</p> <p>This is an area of lots of</p>	

		historical controversy and so lend itself to AO4	
Year. 12 Summer 2	<p>Topics</p> <p><u>Unit 4 Coursework</u></p> <p>Unit 4 is worth 20% and involves writing a 4000 word essay on an historical controversy. Students spend time researching and analysing different historical interpretations and then begin to write.</p> <p><u>The British Empire</u></p> <p>Students begin to explore the British Empire. This consists of five different depth studies and two breadth studies.</p> <ul style="list-style-type: none"> • America. • Canada. • Australia. • India. • Egypt. • Trade. • Navy. 	<p><u>Why Now?</u></p> <p>We finish off on a the human aspect of Nazism. Looking at how ordinary people are affected. Logically this need to come after a dictatorship is created.</p> <p><u>Why</u></p> <p>Students are generally interested in real life stories and brings the conceptual to life.</p>	

Term	Topics covered	Skills	Assessment
Yr. 13 Autumn 1	<p><u>Britain</u></p> <p>Students begin to explore the British Empire. This consists of five different depth studies and two breadth studies.</p> <ul style="list-style-type: none"> • America. • Canada. • Australia. • India. • Egypt. 		

	<ul style="list-style-type: none"> • Trade. • Navy. <p><u>Coursework</u></p> <p>Unit 4 is worth 20% and involves writing a 4000 word essay on an historical controversy. Students spend time researching and analysing different historical interpretations and then begin to write.</p>		
<p>Yr. 13 Autumn 2</p>	<p><u>Britain</u></p> <p>Students begin to explore the British Empire. This consists of five different depth studies and two breadth studies.</p> <ul style="list-style-type: none"> • America. • Canada. • Australia. • India. • Egypt. • Trade. • Navy. <p><u>Coursework</u></p> <p>Unit 4 is worth 20% and involves writing a 4000 word essay on an historical controversy. Students spend time researching and analysing different historical interpretations and then begin to write.</p>		
<p>Yr. 13 Spring 1</p>	<p><u>Britain</u></p> <p>Students begin to explore the British Empire. This consists of five different depth studies and two breadth studies.</p> <ul style="list-style-type: none"> • America. • Canada. • Australia. • India. • Egypt. • Trade. 		

	<ul style="list-style-type: none"> • Navy. <p><u>Revision</u></p> <p>By this point all content will be finished for one of the teachers. This time is used to revise content, specifically for Germany.</p>		
<p>Yr. 13 Spring 2</p>	<p><u>Britain</u></p> <p>Students begin to explore the British Empire. This consists of five different depth studies and two breadth studies.</p> <ul style="list-style-type: none"> • America. • Canada. • Australia. • India. • Egypt. • Trade. • Navy. <p><u>Revision</u></p> <p>By this point all content will be finished for one of the teachers. This time is used to revise content, specifically for Germany.</p>		
<p>Year. 13 Summer 1</p>	<p><u>Britain /Revision</u></p> <p>Students begin to explore the British Empire. This consists of five different depth studies and two breadth studies.</p> <ul style="list-style-type: none"> • America. • Canada. • Australia. • India. • Egypt. • Trade. • Navy. 		

	<p><u>Revision</u></p> <p>By this point all content will be finished for one of the teachers. This time is used to revise content, specifically for Germany.</p>		
<p>Year. 13 Summer 2</p>	<p>Students will be completing their A level exams at this point.</p>		