



Curriculum Map: Year 13 History

Topic	Key Knowledge <i>What will all students KNOW by the end of the topic?</i>	Key Skills <i>What key skills will be learnt/developed by the end of the topic? What will all students be able to DO by the end of the topic?</i>	Assessment Opportunities <i>What are the key pieces of assessment? How will students be assessed?</i>
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<p>Part two: Modern Britain, 1979–2007 (A-level only)</p> <p>The impact of Thatcherism, 1979–1987 (A-level only)</p>	<ul style="list-style-type: none"> • The Thatcher governments: Thatcher as leader, character and ideology; ministers; support and opposition; electoral success; internal Labour divisions and the formation of the SDP; Northern Ireland and the troubles • Thatcher's economic policies and their impact: monetarism; privatisation; deregulation; issues of inflation, unemployment and economic realignment • Impact of Thatcherism on society: sale of council houses; miners' strike and other industrial disputes; poll tax; extra-parliamentary opposition • Foreign Affairs: the Falklands; the 'special relationship' with USA; moves to end the Cold War; Thatcher as an international figure; attitudes to Europe, including Thatcher's policies; divisions within the Conservative Party <p>Literacy: Students will be set one wider academic reading homework every week and are provided with a glossary at the start of the topic.</p>	<p>Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.</p> <p>Building a substantiated judgement within essays and developing synoptic links.</p>	<p>Year 13 Autumn assessment</p> <p>Fortnightly weekly assessment, students will receive an A* graded model answer with this.</p>
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<p>Year 13 Part two: the revival of Islam and the later Crusades, 1149–1204 (A-level only)</p> <p>The Muslim Counter-Crusade and Crusader states, 1149–1187 (A-level only)</p>	<ul style="list-style-type: none"> • The context of Islamic power in the Near East from 1149; the rise of Nureddin in Syria and Egypt and the growth of jihad • Outremer from 1149: political developments, military strengths and weaknesses • Relations between Outremer and wider Christendom, the Latin West and the Byzantine Empire • Internal divisions within Outremer, including the reign of Baldwin IV and his successors • The rise of Saladin: religion, politics and military expansion; victory at Hattin <p>The crisis of Outremer: the consequences of Saladin’s capture of Jerusalem.</p> <p>Literacy: Students will be set one wider academic reading homework every week and are provided with a glossary at the start of the topic.</p>	<ul style="list-style-type: none"> • The nature of causes and consequences, of change and continuity and of similarity and differences over a long period of time • The links between perspectives, such as political, economic, social or religious as well as appreciating developments relating to the perspectives separately over time • The role played by individuals, groups, ideas or ideology. <p>Students should be able to demonstrate strong awareness of issues around certain viewpoints and use this to analyse how convincing interpretations are. By the end of Year 12 and beginning of year 13 students should be practiced ‘truth seekers’.</p>	<p>Year 13 Winter assessment</p> <p>Students will complete up to two research essays and a number of timed essays. They will be set homework regularly.</p>
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<p>Towards a new Consensus, 1987–1997 (A-level only)</p>	<ul style="list-style-type: none"> • Fall of Thatcher and her legacy; Major as leader; economic developments, including 'Black Wednesday' and its impact; political sleaze, scandals and satire; political policies; approach to Northern Ireland; Conservative divisions • Realignment of the Labour Party under Kinnock, Smith and Blair; reasons for Labour victory in 1997 • Social issues: the extent of 'social liberalism'; anti-establishment culture; the position of women and race-relations <p>Foreign affairs: relations with Europe, including the impact of the Single European Act and Maastricht Treaty; interventions in the Balkans; contribution and attitude to the end of the Cold War</p> <p>Literacy: Students will be set one wider academic reading homework every week and are provided with a glossary at the start of the topic.</p>	<p>Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</p> <p>Continuing to develop analyse of primary sources and their utility in relation to their content, provenance and tone.</p>	<p>Students complete weekly assessment. They will be given a Grade A* model answer weekly. This will be routinely self, peer and teacher assessed.</p>
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<p>The Third and Fourth Crusades, 1187–1204 (A-level only)</p>	<ul style="list-style-type: none"> • Preaching and preparing for the Third Crusade: motives of Pope Gregory VIII; Henry II and Richard I of England; Philip II of France; Frederick Barbarossa • The course of the Third Crusade: leadership and internal rivalries of the Crusaders; the reasons for the military outcome • The impact of the Third Crusade; Saladin’s power and prestige in the Muslim Near East • The origins of the Fourth Crusade; the papacy of Innocent III; the weakness of the Byzantine Empire; the role of Venice • The course of the Fourth Crusade: military preparations; the diversion to Zara; the failure to make any impact on Muslim power • The legacy of the Crusades by 1204: the Muslim Near East, the Byzantine Empire and the Latin West <p>Literacy:</p> <p>Students will be set one wider academic reading homework every week and are provided with a glossary at the start of the topic.</p>	<p>An examination question may arise from one or more of these sections of specified content. There is an important interrelationship between the six key questions and the specified content. Study of the content enables students to develop a secure understanding and knowledge of the period. The key questions inform and guide how the content should be studied. This combination of historical content, informed by key questions, seeks to combine ‘periods or themes’ in a manner which is manageable and historically valid. Thus, ‘understanding of the process of change over time’ stems from secure knowledge of shorter periods which enable the development of a broader understanding as the study progresses.</p>	<p>Year 13 January assessment</p> <p>Students complete weekly assessment. They will be given a Grade A* model answer weekly. This will be routinely self, peer and teacher assessed.</p> <p>Assessed</p> <ul style="list-style-type: none"> • written exam: 2 hours 30 minutes • three questions (one compulsory) • 80 marks • 40% of A-level
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<p>The Era of New Labour, 1997–2007 (A-level only)</p>	<ul style="list-style-type: none"> • The Labour governments: Blair as leader, character and ideology; constitutional change; domestic policies; Brown and economic policy; Northern Ireland and the Good Friday Agreement • The Conservative Party: leaders and reason for divisions; reason for electoral failures in 2001 and 2005 • Social issues: workers, women and youth; the extent to which Britain had become a multicultural society • Foreign affairs: attitudes to Europe; the 'special relationship' with USA; military interventions and the 'war on terror'; Britain's position in the world by 2007 <p>Literacy:</p> <p>Students will be set one wider academic reading homework every week and are provided with a glossary at the start of the topic.</p>	<p>Students will be able to demonstrate a sophisticated ability to analyse primary sources and their value, particularly taking into consideration agenda and provenance. This will enable students to go into the world with the skills required to navigate the post truth world.</p>	<p>Assessed</p> <ul style="list-style-type: none"> • written exam: 2 hours 30 minutes • three questions (one compulsory) • 80 marks • 40% of A-level
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