**Curriculum Map: Year 12 A level history**

| Topic | Key Knowledge<br>*What will all students KNOW by the end of the topic?* | Key Skills<br>*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?* | Assessment Opportunities<br>*What are the key pieces of assessment? How will students be assessed?* |
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| Autumn to winter: 1A The Age of Crusades: The origins of conflict and the First Crusade, c1071–c1099<br><br>Students will have two teachers for A level per paper. These will run alongside each other. | • Christianity in western Europe c1071; the role of the Church in the late 11th century; the rising influence of the Papacy<br>• Islam c1071: Muslim expansion and the rise of the Seljuk Turks<br>• The Byzantine Empire c1071: the internal problems of the Byzantine Empire; the impact of defeat in the Battle of Manzikert<br>• Urban II: the reasons for the calling of the First Crusade; responding to the call for help from the Byzantine Empire; the political and religious motives of the Papacy<br>• The motives of the crusaders; Raymond of Toulouse and the Frankish knights; popular movements<br>• The course and impact of the First Crusade and its impact on the Muslim Near East, the Byzantine Empire and the Latin West by 1099<br><br>Literacy:<br>Students will be set one wider academic reading homework every week and are provided with a glossary at the start of the topic. | This option allows students to study in breadth issues of change, continuity, cause and consequence in this period through the following key questions:<br><br>• What were the motives of the crusaders and the counter-crusaders?<br>• What problems faced the states in Outremer and how successfully were these problems addressed?<br>• How important were faith and ideas for Christians and Muslims?<br>• What was the impact of the crusades on the Muslim Near East?<br>• How did the Byzantine Empire, Outremer and the Latin West change and what influenced relations between them?<br>• How important was the role of key individuals and groups and how were they affected by developments?<br><br>Component 1A aims to develop sophisticated understanding of different viewpoints and interpretations throughout history and provides students with the ability to critically think and challenge the extent to which these are convincing. | Students will complete up to two research essays and a number of timed essays. They will be set homework regularly.<br><br>End of term assessment. Year 12 assessments. |

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| Autumn to winter: 2S The Making of Modern Britain, 1951–2007<br><br>Part one: building a new Britain, 1951–1979<br><br>**The Affluent Society, 1951–1964** | • Conservative governments and reasons for political dominance: Churchill, Eden, Macmillan and Home as political leaders; domestic policies; internal Labour divisions; reasons for Conservatives' fall from power<br>• Economic developments: post-war boom; balance of payments issues and 'stop-go' policies<br>• Social developments: rising living standards; the impact of affluence and consumerism; changing social attitudes and tensions; class and 'the Establishment'; the position of women; attitudes to immigration; racial violence; the emergence of the 'teenager' and youth culture<br>• Foreign relations: EFTA and attempts to join the EEC; relations with and policies towards USA and USSR; debates over the nuclear deterrent; Korean War; Suez; the 'Winds of Change' and decolonisation.<br><br>Literacy:<br><br>Students will be set one wider academic reading homework every week and are provided with a glossary at the start of the topic. | This option provides for the study in depth of the key political, economic, social and international changes which helped to mould Britain in the second half of the 20th century. It explores concepts such as government and opposition, class, social division and cultural change. It encourages students to reflect on Britain's changing place in the world as well as the interrelationship between political policies, economic developments and political survival.<br>The A Level students study will insure: -<br>• topics from a chronological range of at least 200 years<br>• a substantial (a minimum of 20 per cent) and coherent element of British history and/or the history of England, Scotland, Ireland or Wales<br>• change and/or development over a period of time sufficient to demonstrate understanding of the process of change, both long term (normally at least 100 years) and short term. | Students will complete up to two research essays and a number of timed essays. They will be set homework regularly.<br><br>End of term assessment. Year 12 assessments. |
| Spring: 1A The Age of Crusades The foundation of new states and the Second | • Establishing the states of Outremer: Kings Baldwin I, II and Queen Melisende; expansion and conquest; trade and pilgrimage<br>• The foundation of the military orders: Templars and Hospitallers; their military, religious and economic roles | The Crusades course allows us to cover the teaching of: -<br>• the history of more than one country or state, including at least one outside the British Isles<br>• aspects of the past in breadth (through period and/or theme) and in depth | Students will complete up to two research essays and a number of timed essays. They will be set homework regularly.<br><br>Year 12 mock exams |

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| Crusade, c1099–1149 | • Relations of the Crusader states with the Byzantine Empire, the Latin West, the Muslim Near East and indigenous peoples<br>• The Islamic response to the Crusader states: Islamic politics and the rise of ideas of jihad under Zengi<br>• The preaching of the Second Crusade; its course and outcome<br>• The impact of the Second Crusade on the Muslim Near East, the Byzantine Empire, the Latin West and Outremer by 1149<br><br>Literacy:<br>Students will be set one wider academic reading homework every week and are provided with a glossary at the start of the topic. | • significant individuals, societies, events, developments and issues within a broad historical context<br>• developments affecting different groups within the societies studied<br>• a range of appropriate historical perspectives, for example aesthetic, cultural, economic, ethnic, political, religious, scientific, social or technological.<br><br>Students will continue to develop critical analysis skills of historical viewpoints.<br><br>Students will continue develop judgement and case building skills. | |
| **The Sixties, 1964–1970** | • Wilson and the Labour governments: Wilson's ideology and leadership; economic policies and problems; devaluation; industrial relations; the trade unions; other domestic policies; Labour divisions; the beginning of the 'troubles' in Northern Ireland; the end of post-war consensus; loss of 1970 election<br>• Liberal reforming legislation: private members' bills and the end of capital punishment; divorce reform; the legalisation of abortion; the legalisation of homosexual relations; educational reform<br>• Social and cultural change: the expansion of the mass media; growth in leisure activities; the impact of scientific developments; the | Coherence of study is achieved across the specification as a whole. Components 1 and 2 have similar perspectives in relation to, for example, the role of elites and the basis of legitimacy of power and decision-making, how the exercise of power changes over time when confronted with opposition, how ideas, social and economic or ideological developments influence and change the exercise of power. Any combination of components therefore, provides for a coherent and interrelated course of study enabling students to understand these perspectives in the context of breadth and depth. | Students will complete up to two research essays and a number of timed essays. They will be set homework regularly.<br><br>Year 12 mock exams |

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| | reduction in censorship; progress towards female equality; changes in moral attitudes; youth culture and the 'permissive society'; anti-Vietnam war riots; issues of immigration and race<br>• Relations with and policies towards USA, particularly issue of Vietnam; response to world affairs and relations with Europe; decolonisation including 'withdrawal East of Suez' and Rhodesia.<br><br>Literacy:<br><br>Students will be set one wider academic reading homework every week and are provided with a glossary at the start of the topic. | 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. | |
| **The end of Post-War Consensus, 1970–1979** | • Heath's government: Heath as leader; political and economic policies; industrial relations and the miners' strikes; the 'troubles' in Northern Ireland, including the Sunningdale Agreement<br>• Labour governments of Wilson and Callaghan: political, economic and industrial problems and policies; problems of Northern Ireland<br>• Society in the 1970s: progress of feminism; the Sex Discrimination Act; race and immigration; youth; environmentalism<br>• Britain's entry into and relations with Europe; the state of the 'special relationship' with USA; attitudes to USSR and China. | The 2S Making of Modern Britain course will allow students to draw conclusions about and make links in relation to, the various processes of historical change and continuity from 1951-2007. The components chosen provide a coherent understanding of how change occurs, how the causes of change interrelate, of degrees of change and continuity and of similarity, difference and significance. The components chosen also provide a coherent understanding of how individuals and groups bring about and react to broader social, economic, religious and cultural changes. | Students will complete up to two research essays and a number of timed essays. They will be set homework regularly. |
| Non Examined Assessment : The Wars of the Roses | Students will analyse the period 1399-1499 analysing case studies on: | Through undertaking the Historical Investigation, students will develop an enhanced understanding of the nature and purpose of history as a discipline and | Students complete two drafts of their coursework for advice. |

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| and the events leading to and proceeding this 1399-1499 | The deposition of Richard II<br><br>The reign and fears of Henry IV<br><br>Henry V<br><br>Henry VI<br><br>Women in the Wars of the Roses<br><br>The role of mighty barons e.g. Richard Duke of York and Warwick the Kingmaker<br><br>Edward IV<br><br>Richard III<br><br>Henry Tudor | how historians work. They will broaden their study of the past whilst having the opportunity to study a specific issue in great depth. This provides students will the opportunity to develop key research and essay writing skills that they will take forward to university. | Essay 4500 words assessed for 20% of the final grade. |