

## Year 13 Subject Curriculum Overview per Term

Subject: History		Subject Leader: Gary Ward	Year Group: 13	AUTUMN TERM
Topic	Key Learning Points	Key Vocabulary	Assessments	
<p><b>Review Yr12 taught units (4 lessons)</b></p>	<p><u>Curriculum goals:</u> To reinforce students' mastery of knowledge and understanding of the Britain and Germany units.</p> <p><u>Students will:</u></p> <ul style="list-style-type: none"> <li>➤ Recall key concepts and aspects of content of both units.</li> <li>➤ Make improvements to their personal revision resources.</li> <li>➤ Recap and reinforce exam technique.</li> </ul>	<p>As in Yr12 overviews.</p>	<p>Lesson starters and reviews are factual knowledge questions.</p>	
<p><b>NEA (6 lessons)</b></p>	<p><u>Curriculum goals:</u> To give students' the opportunity to work on their independent studies with supervision before it becomes a task to be completed entirely as their own responsibility.</p> <p><u>Students will:</u></p> <ul style="list-style-type: none"> <li>➤ Self-evaluate all aspects of their NEA as a work in progress.</li> <li>➤ Identify areas needing prioritising and research any sources still needed.</li> <li>➤ Independently work on completing the word count of 4000 words.</li> </ul>	<p>As in Yr12 overviews.</p>	<p>N/A as the independent study must be completed independently.</p>	
<p><b>Disorder and Rebellion under the Tudors, 1485-1603</b></p> <p>*Causes of rebellions</p> <p>*Frequency and nature of disturbances</p> <p>*Impact of disturbances on governments</p> <p>*The maintenance of stability</p>	<p><u>Curriculum goals:</u> To develop students' knowledge and understanding of the causes, nature, and impact of, and, the authorities response to the variety of uprisings and rebellions throughout the Tudor era.</p> <p><u>Students will:</u></p> <ul style="list-style-type: none"> <li>➤ Understand the nature of early-modern society, in particular relations between social classes, the limitations of technology, and the significance of religious beliefs.</li> <li>➤ Be able to explain the causal factors of all significant instances of disorder.</li> <li>➤ Know how the authorities dealt with rebellions in a variety of ways.</li> <li>➤ Understand the degree of threat to the authorities during each rebellion.</li> <li>➤ Know how rebellions varied regarding their aims, leadership, size, participants and duration.</li> <li>➤ Evaluate and analyse historians' interpretations to reach personal judgements about their comparative validity.</li> </ul>	<p>Absolute monarchy; labouring poor; middling sort; commons; husbandmen; yeomen; gentry; nobility; courtier; treason; subsidy tax; clergy; protestant; catholic; Reformation; faction; cardinal; heresy; retainer; attainder; pretender; Crown; sovereign; figurehead; regime; Court; the Pale; direct rule; garrison; Dissolution; commissioners; Privy Council; iconoclasm; chantries; enclosure; dynasty; Jesuits;</p>	<p>Lesson starters and reviews will be knowledge based.</p> <p>Each section will include timed exams in realistic conditions.</p>	

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Subject: History		Subject Leader: Gary Ward	Year Group: 13	SPRING TERM
Topic	Key Learning Points	Key Vocabulary	Assessments	
<p><b>NEA (4 lessons)</b> At teachers discretion if deemed necessary.</p>	<p><u>Curriculum goals:</u> To give students a chance to refine their independent studies to increase chances of attaining their target grades.</p> <p><u>Students will:</u></p> <ul style="list-style-type: none"> <li>➤ Reflect on their NEAs and self-evaluate to identify improvements needed.</li> <li>➤ Make final edits to their essays and ensure academic conventions have been met.</li> </ul>	N/A	N/A	
<p><b>Revision of 3 exam units.</b></p>	<p>A cyclical schedule is planned to reinforce knowledge and understanding of the content of each unit. The cycle includes knowledge tests, 'walkthrough' exam planning sessions, collaborative paragraph writing and timed responses to exam questions.</p> <p>At each stage exam technique is included with regular planning exercises and frequent practice in realistic conditions. Homework will be to review and improve revision materials for the following week's lesson topics, as well as weekly exam-style work.</p>	N/A	<p>Whole-school mock exams in January/February.</p> <p>Weekly timed exam work focused on technique and timing for individual questions.</p> <p>Final set of realistic timed mock exams before Easter.</p>	

## Year 13 Subject Curriculum Overview per Term

Subject:		Subject Leader:	Year Group:	SUMMER TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
<b>Revision of 3 exam units.</b>	<p><u>Curriculum Goals:</u></p> <ul style="list-style-type: none"> <li>*Fine-tune exam technique.</li> <li>*Reinforce knowledge and understanding.</li> <li>*Prepare for exam readiness.</li> </ul> <p><u>Students will:</u></p> <ul style="list-style-type: none"> <li>➤ Create revision resources for exam technique for each exam unit and type of question.</li> <li>➤ Carry out planning exercises for the full range of styles of exam question.</li> </ul>		As per previous overviews for the 3 units.	Students will be invited to hand in any practice exam work they complete in realistic decisions for detailed feedback.
<b>Revision for 3 exam units</b>	<p>The schedule will be skewed to best fit the dates for exams. For instance, if the Crime and Punishment exam is the first one students will sit, that will be the major focus in the lessons leading up to it.</p> <p>Subject content will focus on aspects of the content History teachers deem to be more likely to feature in exams.</p>		N/A – students to constantly update their own glossary for each unit.	All lessons will feature focus on exam technique.
<b>How parents can support learning in the subject this academic year</b>				
<ul style="list-style-type: none"> <li>*Encourage students to maintain their organisation of revision resources with separate folders for each exam unit.</li> <li>*Ensure that resources provided by the History department are utilised effectively.</li> <li>*Encourage students to create their own personalised resources such as flash cards and model exam question outline plans to reinforce their preparation.</li> <li>*Help students to meet deadlines – share a diary of deadlines which can be updated and checked by parents and students.</li> <li>*Locating specialist texts and journal articles for NEAs. For instance, communicating with libraries in Worcester and Ledbury to access books without buying copies.</li> </ul>				
<b>Recommended Reading</b>				
<ul style="list-style-type: none"> <li>*Text books provided for each exam unit should be sufficient in most cases, but students should be returning to them frequently, particularly in the spring term when ‘new’ teaching of content is complete and we will be devoting lesson time to revision.</li> <li>*Each student will have a range of texts made available to them depending on their NEA topic. These may need to be shared with others studying related topics.</li> <li>*The History department has a growing collection of relevant History journals which we encourage students to read as extra-curricular activity. Broadening their historical understanding can only help their overall grasp of the subject.</li> </ul>				
<b>Points to note</b>				
*After September there will be no lesson time assigned to work on NEAs, so students will be required to devote four hours per week outside lessons to this.				