

Exam Board: *Edexcel*
Qualification: *History 9Hi0 1C/2C*
Assessment Information: *3x Exams (2hr 15mins x2, 1hr 30x 1) and Coursework*

[Link to official specification](#)

Department Information:

The History Department aims to ensure that students develop a passion for, and critical understanding of, the past. The Department has worked hard to ensure that students gain a diverse view of the past as this is crucial to having a well formed understanding of the present. We are immensely proud of the range of topics and voices that students will get to hear.

ACHIEVE in the curriculum:

Students will be ambitious in understanding a broad range of content.

Students will learn to be versatile in practicing different historical skills such as source evaluation, interpretation analysis and maintaining judgements.

Students will be experts at endurance – a two year history course is a lot of fun, but a lot of content. They will learn to manage the expectations of the course and become resilient in how to overcome this challenge.

Curriculum Aims & Intent:

By the end of the course students will be confident in their understanding of the changes that occurred in the 17th century and the reasons for this. They will be able to evaluate the causes of political instability and the extent of transformation in socio-economic areas. They will be able to evaluate the interpretations of different historians with confidence.

Resources:

Core textbook - <https://shorturl.at/GeGbK>

Core revision guide – <https://shorturl.at/psiq9>

Mark Kishlansky, *Monarchy transformed* (an excellent read to support learning) - <https://shorturl.at/bJZae>

How we keep parents informed:

Year 12 - Progress reports are published 4 times per year, in October, January, March and July, with a face-to-face parents' evening in November.

How parents can help their child:

- Please encourage your child to:
 - o Revise as they go along. This will help them to build up their long-term memory.
 - o Revise actively – revision should be more than just reading. Create mindmaps, Q&A flashcards, timelines etc.
 - o Practice exam questions – the more they practice (and bring these to their teacher for feedback!), the more confident they will feel.

- Engage in the supercurricular. Watch historical films, documentaries, listen to podcasts, visit sites.

What we study and when (Britain):					
Term	Unit, Topic Or Summary Of Work Covered	Knowledge, Understanding & Skills Developed	ACHIEVE / Personal Development Focus	How The Work Is Assessed	Careers Links
1	Unit 1 – Political Instability 1625-88	<p>Unit 1: Students need to understand the nature of Stuart and republican rule and the reasons why neither system provided a stable system of government in the given period. They should understand Charles I's political ambitions and the extent of parliamentary opposition to the king. students should understand the reasons for the unpopularity of these experiments and the factors which led to the end of republican rule and the restoration of the monarchy. They should be aware of military involvement in politics and the extent to which it influenced political stability in the years 1646–60. Students should understand the shortcomings of the Restoration Settlement and the reasons why conflict between crown and parliament led to the collapse of the Stuart monarchy in 1688.</p>		<p>Students will be assessed at the end of each unit with either a Section A or B question.</p> <p>In preparation for this, students will be given exam skills support and engage with knowledge tests in the lessons.</p> <p>Students will also be shown model answers from previous exam entries to ensure that they are familiar with the assessment style at A Level.</p>	<p>Students will be exposed to a number of careers links across the year.</p> <p>This will include explicit references to the work of historians and archivists, journalists, politicians and public historians.</p> <p>They will also have access to a careers link document where they can see the various ways in which history supports</p>
2	<p>Unit 1 – Political Instability 1625-88</p> <p>Unit 2 – Religious Conflict and Dissent 1625-88</p>	<p>See above, and also</p> <p>Unit 2: Students should be aware of the diversity of religious beliefs and opinions during the given period. They should understand Laud's attempts to impose Arminian practices and beliefs, and the opposition to religious uniformity in both England and Scotland. They should be aware of changes imposed on Anglicanism during the Commonwealth and Protectorate, and the reasons for the church's dominance under Charles II. They should understand the extent of religious radicalism during republican rule.</p>			

		Students should be aware of the extent of persecution and its effects during these years. They should understand the significance of Catholic influence over the Stuart monarchs during the Restoration period to 1688.	
3	Unit 2 – Religious Conflict and Dissent 1625-88 Unit 3 – Social and Intellectual Change 1625-88	See above, and also Unit 3: Students should be aware of key changes in society and cultural life during the given period. They should understand the extent of population growth and its effects on poverty and vagrancy. They should understand the increasing urbanisation of the period including the growth of London and other towns and cities. They should be aware of the impact of radical political ideas in challenging both the monarchy and the confessional state. They should understand the spread of new scientific ideas in society and in education.	
4	Unit 3 – Social and Intellectual Change 1625-88 Unit 4 – Economy, Trade and Empire 1625-88	See above, and also Unit 4: Students need to be aware of significant changes in agriculture and in trade. They should understand the trend towards specialised farming as new markets developed, and the impact of major capital investments in agriculture. They should be aware of changing trade patterns including those developments driven by imperial expansion in North America and the Caribbean. They should understand the impact on the British economy of mercantilist ideas and Britain's control of the triangular trade.	

different careers.

<p>5</p>	<p>Unit 4 – Economy, Trade and Empire 1625-88</p> <p>Unit 5 – Glorious Revolution and its interpretations</p>	<p>See above, and also</p> <p>Unit 5:</p> <p>This topic focuses on the Glorious Revolution of 1688–89 which led to the fall of James II and the accession of William and Mary as joint sovereigns. Students will need to understand the revolutionary ideals which led to the overthrow of James II. The significance of the Bill of Rights of 1689 and the Act of Settlement of 1701 should be understood, and the extent to which these acts confirmed the end of divine right and established a constitutional monarchy. Students should be aware of the importance of the Toleration Act and of those who were excluded from the Act’s provisions. They should note the extent to which the supremacy of the Anglican Church, and of a confessional state, were both undermined. The importance of the role of parliament in the years 1688–1701 should be understood, and students should be aware of how far parliament had become a partner with the monarchy, in the government of the country. They should be aware that William III’s war with France led to a restructuring of government finances, public scrutiny of government income and expenditure and the establishment of the Bank of England in 1694. Students should understand the significance of the change from royal control of finance to parliamentary oversight.</p>			
<p>6</p>	<p>Unit 5 – Glorious Revolution and its interpretations</p> <p>Pre-learning of Paper 3 content</p>			<p>Students will complete a formal PPE which will consist of a full Britain (Unit 1C) and Russia (Unit 2C) paper as</p>	

				part of their PPE week.	
				Pre-learning content will be reviewed in September of Year 13.	

What we study and when (Russia):

Term	Unit, Topic Or Summary Of Work Covered	Knowledge, Understanding & Skills Developed	ACHIEVE / Personal Development Focus	How The Work Is Assessed	Careers Links
1	The rule of Nicholas II, 1894-1905	<p>Unit 1</p> <p>The topic covers the years 1894–1905, when Tsarism faced increasing challenges to its rule which culminated in the 1905 revolution. Students need to understand the nature of opposition to Tsarism and the different aims of opposition forces.</p> <p>With reference to the 1905 Revolution, students need to understand the nature of the threat which revolutionary activity posed to the regime.</p>		<p>Students will be assessed at the end of each unit with either a Section A or B question.</p> <p>In preparation for this, students will be given exam skills support and engage with knowledge tests in the lessons.</p>	<p>Students will be exposed to a number of careers links across the year.</p> <p>This will include explicit references to the work of historians and archivists, journalists, politicians and public historians.</p>
2	<p>The rule of Nicholas II, 1894-1905</p> <p>The end of Romanov Rule, 1906-1917</p>	<p>See above, but also</p> <p>Unit 2:</p> <p>The topic covers the final years of Tsarist rule before its collapse in 1917. Students need to understand the political changes in the years 1906–14, and the extent to which the Tsarist system of government had been modified.</p>		<p>Students will also be shown model answers from previous exam entries to</p>	

		<p>Students should understand the impact of the activities of Alexandra and Rasputin in promoting instability in government during the war.</p> <p>Detailed knowledge of the military campaigns of the war is not required, but the impact on the Tsarist regime of Russia's involvement the war should be understood.</p>		ensure that they are familiar with the assessment style at A Level.	They will also have access to a careers link document where they can see the various ways in which history supports different careers.
3	<p>The end of Romanov Rule, 1906-17</p> <p>The Provisional Government and Its Opponents, February-October 1917</p>	<p>See above, but also</p> <p>Unit 3:</p> <p>The topic covers the brief months of freedom in Russia before the overthrow of the Provisional government in October 1917. Students should understand the difficult situation which faced the Provisional government in February 1917, the extent to which it responded to the country's problems and the reasons for its overthrow.</p> <p>With reference to the October Revolution, but students should understand the central importance of Lenin and Trotsky in directing events.</p>			
4	<p>The Provisional Government and Its Opponents, February-October 1917</p>	<p>See above</p>			
5	<p>Defending the Bolshevik Revolution, October 1917-24</p>	<p>Unit 4:</p> <p>The topic covers the period from the Bolshevik</p>			

		<p>seizure of power in October 1917 to the death of Lenin in 1924. Students should understand the extent of popular support for the Bolsheviks, and the ways in which they imposed their rule by force. Detailed knowledge of the terms of Brest-Litovsk is not required, but students should understand the extent of Russia's territorial losses.</p> <p>In considering the twin threats of the civil war and foreign intervention, students should understand the geography of the civil war the difficulties faced by the Bolsheviks' enemies in fighting a war on extended and separate fronts and the reasons for the Bolsheviks' success.</p>			
6	Review and PPE prep	Students will complete revision for their PPEs and begin to research their coursework.		<p>Students will complete a formal PPE which will consist of a full Britain (Unit 1C) and Russia (Unit 2C) paper as part of their PPE week.</p> <p>Pre-learning content will be reviewed in September of Year 13.</p>	