



Edgbarrow School

Year 12

History



Curriculum Intent

To create a passion for understanding days, people and events that have shaken the world – with a focus on the Tudors (1485-1547) & Weimar Germany

○ What am I studying this year and how and when will I be assessed?

Knowledge & Skills	Time of Year	Assessment	Homework
<u>Tudors, 1485-1603</u> <ul style="list-style-type: none"> Henry VII, 1485–1509 Henry VIII, 1509–1547 	Sep-May	Ongoing essays and source work	Reading and note taking every lesson Essays. Wider reading. Preparation for class discussion. Future Learn completed by end of Year 12.
<u>Germany, 1918-45</u> <ul style="list-style-type: none"> The Establishment and early years of Weimar, 1918–1924 The 'Golden Age' of the Weimar Republics, 1924–1928 The Collapse of Democracy, 1928–1933 	Sep-May	Ongoing essays and source work	Reading and note taking every lesson Essays. Wider reading. Preparation for class discussion.
<u>Non-Examined Assessment (NEA)</u> <ul style="list-style-type: none"> Starting your 4500 word assignment that will make up 20% of you're A-Level. You will start this by independently researching the 100+year study The question will be: In the context of the years 1917 to the present, how important was the dropping of the A-bomb in causing tension between the USA and USSR / Russia? Task 1 – you will complete reading notes on texts that you will be given. Task 2 – you will research and find contemporary sources on individual events and individuals across the period of study 	Read, research and make notes – until June Write the first 3000 words, which is the main body of your assignment.	Independent assignment	Research / completion of NEA. Wider reading.

Year 12 Assessment Dates: January

Your Jan mock will consist of Germany and Tudor paper – 1 essay and 1 source question for each topic

Year 12 Assessment Dates: June

Germany and Tudor paper – 1 essay and 1 source question for each topic



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Independent Study (10+ hours a fortnight expected)

- Each week you are expected to revise, read and practice questions for at least 5 hours. This will include homework and revision. You should definitely start revision once your NEA is completed after October half term.
- You should buy the 4 possible revision guides and also the school produced revision resource.
- Make notes on a topic and then practise essays and source questions.
- Learn the key sentences you are given for the source answers.

Marking Germany & Tudor Essay

- A Line of Argument that fully focuses on the question and is through the essay- sustained - LofA
- Identify the key wording in the question that needs to be considered “to what extent” “successful” “security” - KW
- Question the question – A and A * - “the debate is not over whether he consolidated but if he consolidated successfully” - QtQ
- Clear links back to the question in order to maintain relevancy throughout the essay – L2Q
- The key issues/concepts from the question are recognized – *cause, consequence, change, continuity, similarity, difference and significance*. - KISS
- O/K shows depth – stats/ facts/events/dates- well selected, specific precise and relevant to question Analytical not narrative - OK
- A very clear analysis of the evidence/examples– what does it show? Why is it important? What is the context? Is this important? How does it explain/prove your argument- argument led- Analy
- Evaluation of both sides of the argument-balance of factors - providing your own judgments based on evidence – Judg
- Fully substantiated conclusions are drawn from all the evidence presented – Conc

Marking Germany sources

- ◆ A Line of Argument that fully focuses on the question and value in first line— LofA
- ◆ A section on each extract
- ◆ Clear understanding of the main argument being put forward by the source content - The key issues from the question are recognized— Interp
- ◆ Clear links back to the question in order to maintain relevancy—L2Q
- ◆ Understanding of how the provenance (origin, nature, audience, purpose, historical context) affects the source content—O, N, Aud, P, Cotxt
- ◆ Understanding of how the tone & language impacts the content and fits into comments related to the provenance and historical context - Tone
- ◆ Evidence from O/K that contradicts/supports the source content to support making a comment about the source validity—OK/Con; OK/Sup
- ◆ In the case of O/K shows depth and full awareness of historical context—where does this source fit into history – does this affect it? - D
- ◆ Balanced argument on the value of the source
- ◆ Fully substantiated mini conclusions are drawn from all the evidence presented about the value EACH source has to a historian in relation to the Question focus—commenting on the information that it gives, the tone and language, the provenance and historical context— Conc

Marking Tudor sources

- ◆ Identify the key wording in the question that needs to be considered—KW
- ◆ A section on each extract
- ◆ Clear understanding of the main interpretation being put forward - The key issues from the question are recognized—Interp
- ◆ Lead with a judgement value in the first line— Judg
- ◆ Clear links back to the question in order to maintain relevancy— L2Q
- ◆ O/K evidence that is used to support the interpretation given by the historian—OK sup
- ◆ O/K evidence that is used to challenge the interpretation given by the historian—OK chall
- ◆ Evidence both from O/K and source that is totally relevant to the question and in the case of O/K shows depth and full awareness of historical context—depth
- ◆ A very clear analysis of the interpretation – what do they argue? Why is it a justified interpretation? Why is it not a justified interpretation? - Anal
- ◆ Evaluation of the Interpretations- providing your own judgments based on the arguments that are put forward by the historian - Eval / Judg
- ◆ Fully substantiated mini conclusions per source are drawn from all the evidence presented – you select which extract / historians interpretation is most convincing in given what they say and historical context.—mini conc