



## Curriculum Intent

*To create a passion for understanding days, people and events that have shaken the world – with a focus on Tudor England 1547-1603 & Nazi Germany.*

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

Knowledge & Skills	Time of Year	Assessment	Homework
<b><u>Tudors, 1485-1603</u></b> <ul style="list-style-type: none"> <li>Instability and consolidation: 'the Mid-Tudor Crisis', 1547–1563</li> <li>The triumph of Elizabeth, 1563–1603</li> </ul>	Oct-May	Ongoing essays and source work	Reading and note taking every lesson  Research / completion of NEA.  Essays.  Wider reading.  Preparation for class discussion.
<b><u>Germany, 1918-45</u></b> <ul style="list-style-type: none"> <li>The Nazi Dictatorship, 1933–1939</li> <li>The Racial State, 1933–1941</li> <li>The impact of War, 1939–1945</li> </ul>	Oct-May	Ongoing essays and source work	
<b><u>Non-Examined Assessment (NEA)</u></b> <ul style="list-style-type: none"> <li>Finishing your 4500 word assignment that will make up 20% of your A Level.</li> <li>You will complete this by analysing 3 contemporary sources and 2 academic historians</li> <li>All students will have considered: 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?</li> </ul>	Research and write for first 4 weeks in September.  Completed by October Half Term  Final hand in 1 <sup>st</sup> day after Christmas holiday in January	Independent assignment	

### Year 13 Assessment Dates: November

Your Nov mock will consist of

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

### Year 13 Assessment Dates: February

Your Feb mock will consist of

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

### 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- Anal
- 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—were does this source fit into history– does this effect 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