

Curriculum Intent

The History A Level aims to develop students' interest in and enthusiasm for history and an understanding of its intrinsic value and significance through the exploration, analysis and evaluation of key aspects of modern British and European history. Students studying this course will improve as effective and independent learners, develop as critical and reflective thinkers and be able to make links and draw comparisons across different periods and aspects of the past. This enables students to understand differing interpretations of the past and strive to place current affairs in their historical context and carefully consider a variety of perspectives.

What do students *do* with this knowledge or these skills?

Students utilise the knowledge gained over the course units to organise and communicate their ideas effectively, argue a case and reach substantiated judgments on varying periods and aspects of the past. Skills developed in analysis and evaluation of historical source material enables students to critically evaluate evidence and explore historical themes through the use of material contemporary to the period studied.

How does the KS5 curriculum build on that from KS4?

At Key Stage 5, students study familiar concepts, such as the impact of the First World War on Germany, in more depth and from alternative perspectives. The A Level course also offers a broader breadth of study. Students utilise historical sources to gain knowledge and understanding of aspects of the past as well as analysing and evaluating their content and provenance. Historical interpretations are used to generate discussion, debate and a more comprehensive understanding of historiography.

What new knowledge or skills are students taught?

Term	Year 12	Year 13
Autumn	<p><u>The rise and fall of fascism in Italy, c1911–46</u></p> <ul style="list-style-type: none"> • Risorgimento and the birth of “Italy” – an introduction to Italy and Italian unification • Italian Liberal State: What undermined the strength of the Italian Liberal State c.1890-1918? • Impact of First World War and rise of Mussolini – 1918-1922. What was the main reason for Mussolini’s rise to power? <p><u>Germany and West Germany, 1918-89</u></p> <ul style="list-style-type: none"> • Why did the Weimar government fail? • How did Hitler achieve and consolidate his power by 1933? 	<p><u>Protest, Agitation and Parliamentary Reform, 1780 - 1928</u></p> <ul style="list-style-type: none"> • Introduction to parliamentary reform, 1780 – 1928 • Radical reformers, c. 1790–1819 • Chartism, c1838–c1850 <p><u>Non-examined assessment (coursework)</u></p> <ul style="list-style-type: none"> • An independent study into the causes of the French Revolution. Students are supported with research methodology, the construction of an argument and appropriate referencing.
Spring	<p><u>The rise and fall of fascism in Italy, c1911–46</u></p> <ul style="list-style-type: none"> • The creation of a Fascist dictatorship – 1922-1926. Why was Mussolini able to create a Fascist dictatorship? • The Fascist State: 1925-1940 – How far did Mussolini create a totalitarian state? How successful was Mussolini’s economic policy? <p><u>Germany and West Germany, 1918-89</u></p> <ul style="list-style-type: none"> • How did the Second World War affect Nazi policies? • Change and continuity in the Federal Republic of Germany 	<p><u>Protest, Agitation and Parliamentary Reform, 1780 - 1928</u></p> <ul style="list-style-type: none"> • Contagious Diseases Acts and the campaign for their repeal, 1862–86 • The Women’s Social and Political Union, 1903–14 • Trades union militancy, 1915–27 <p><u>Non-examined assessment (coursework)</u></p> <ul style="list-style-type: none"> • Feedback on draft and submission of coursework.
Summer	<p><u>The rise and fall of fascism in Italy, c1911–46</u></p> <ul style="list-style-type: none"> • Challenges to Fascist State – How was Italy viewed internationally at the time? How far did Mussolini’s views on foreign policy shift, 1923-1935? How successful was Mussolini’s foreign policy, 1935-1939? • Decline and Fall of the Fascist State – Was the Second World War really the main reason for Mussolini’s downfall? • Creation of a new Italy – What were the consequences of the Second World War on the Italian state? <p><u>Germany and West Germany, 1918-89</u></p> <ul style="list-style-type: none"> • Using historical interpretations to analyse the past. • Historical interpretations of the outbreak of the Second World War. • Hitler’s foreign policy and the outbreak of the Second World War. 	<p><u>Protest, Agitation and Parliamentary Reform, 1780 - 1928</u></p> <ul style="list-style-type: none"> • The reform of parliament, 1780 – 1928 • Changing influences in parliament: the impact of parliamentary reform <p><u>Revision</u></p>

<p>Rationale for this sequencing</p>	<p>Both courses require a chronological examination of the periods studied: the decline and fall of two Italian nations – the Liberal State and the Fascist State – and the political, economic and social developments of Weimar Germany, Nazi Germany and the Federal Republic of Germany. This chronological underpinning allows students to track the over-arching narrative of the period: the cause and consequence of specific events, e.g. Libyan War, the continuities and changes that occur throughout different stages, e.g. the development of the economy.</p> <p>Furthermore, each unit allows students to comprehend different substantive themes across the periods, such as control and repression, propaganda, economic policies and foreign policies in Mussolini’s Italy and Nazi Germany. This approach allows students to comprehend each theme in depth, allowing for comparison between themes across the courses.</p>	<p>The Protest, Agitation and Parliamentary Reform course unit requires students to understand the breadth of parliamentary reform from 1780 – 1928 and study five reform movements in depth, such as the achievements and impact of the Women’s Social and Political Union and the Chartist movement. Following an introduction to the course, students study each depth study in chronological order, developing an understanding change, continuity, cause, consequence, similarity, difference and significance across the period. This approach gives students a broad understanding of the change and continuity in Parliament over the period, thus enabling a students to place each depth study in its historical context and make comparisons between themes across the course.</p> <p>The non-examined assessment of the History A Level centres on the French Revolution. Students research, plan and write a 3,000 – 4,000 word essay that is internally examined and contributes towards their final grade.</p>
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Additional support at home

<p>Additional reading for enjoyment, enhancement and extension</p>	<p>Fascist Voices: An Intimate History of Mussolini's Italy, Christopher Duggan Blood and Power: The Rise and Fall of Italian Fascism, John Foot The Origins of the Second World War, AJP Taylor Transforming Hitler's Germany: Developing Western Cultures under the Threat of the Cold War, Tim Heath and Annamarie Vickers Peterloo: The English Uprising, Robert Poole Death in Ten Minutes: The forgotten life of radical suffragette Kitty Marion, Fern Riddell</p>
<p>Online resources to practice, consolidate and revise</p>	<p>Seneca: Germany and West Germany Quizlet: Rise and Fall of Fascism in Italy Timeline Brainscape: Protest, Agitation and Parliamentary Reform</p>
<p>Workbooks & revision guides to practice, consolidate and revise</p>	<p>My Revision Notes: Edexcel AS/A-level History: The rise and fall of Fascism in Italy c1911-46 My Revision Notes: Edexcel AS/A-level History: Germany and West Germany, 1918-89 My Revision Notes: Edexcel A-level History: Protest, Agitation and Parliamentary Reform in Britain 1780-1928 Edexcel A-level History Coursework Workbook</p>