

Y12 History

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Curriculum Intent

The Forge Valley History department are committed to giving our young people the cultural context to interpret the world around them. The History department will ensure that enjoyment and understanding of the subject is pursued through examining the cultural, social and economic complexities of the past. We endeavour to develop our pupils understanding of differing cultural contexts to broaden their horizons. Through a mix of thematic units and depth studies students are furnished with a well-developed sense of period as well as an understanding of the key concepts that run throughout our past. Across Key Stages three and four our thematic studies include: comparisons between the medieval Islamic Empire and the British Empire; an analysis of the development of Britain's democratic system over time; and a study of the development of Public Health. Our depth studies range from a reinterpretation of Britain's role in the slave trade; the origins and responses to the Holocaust; and the Chinese Qing Dynasty.

From Year 7 pupils engage with a variety of contemporary sources, and historical interpretations to develop an understanding of how historians construct the past. Through fostering a passion for the subject through dynamic teaching and rigorous assessment, pupils will become well-versed in the importance of interpreting the past in order to understand the present and consider the future. By emphasising the range of roles that students of history take up in society we provide a route to academic success and offer transferable skills that will equip all pupils to thrive in the future.

	Core Knowledge	Procedural Knowledge
Autumn Stuarts 2x a week	<u>Stuart Britain: The Crisis of the Monarchy, 1603-1703</u> Chapter 1: Britain in 1603 Tudor Legacy British Kingdoms, Monarchy in 1603, Economy and Society, Impact of the Reformation Chapter 2: Kings and Parliaments, 1603-29	

	- James' I Reign (Finance, Favourites, Religion, Foreign Policy) - Charles I Early Reign Chapter 3: Personal Rule and Political Breakdown, 1629-40 - Personal Rule - Breakdown of Personal Rule - Short and Long Parliaments	Stuart Britain - Write sustained analytical essays with clear judgement - Explain causes, change and significance across long periods - Analyse and evaluate historical interpretations, explaining why they differ - Engage with historical debate (historiography)
Autumn America 2 x a week	<u>The American Dream: Reality or Illusion, 1945-1980</u> - The United States in 1945 and the legacies of the world war - USA as a superpower - USA as a superpower - Truman and post war reconstruction African-Americans in the North and South - African-Americans in the North and South The presidency - Eisenhower - The presidency - Eisenhower	
Autumn Germany 1 x a week	<u>NEA</u> Students receive an overview of the Germany course, examining the following 4 periods: - The Kaiserreich, 1871-1918 - The Weimar Republic, 1919-1933 - Nazi Germany, 1933-1945 - Post War Germany, 1945-1991	

Spring Stuarts 2 x a week	<u>Stuart Britain: The Crisis of the Monarchy, 1603-1703</u> Chapter 4: Division and Conflict, 1640-46 • Outbreak of the First Civil War • First Civil War, emergence of the New Model Army Chapter 5: Radicalism and Regicide, 1646-49 • Origins of Radicalism • Growth of Political and Religious Radicalism • Second Civil War • Regicide	American Dream • Write focused essays explaining cause, consequence and change • Make balanced judgements supported by precise evidence • Analyse primary sources, making supported inferences • Assess sources by considering provenance, purpose and value • Evaluate usefulness and limitations of sources
Spring America 2 x a week	<u>The American Dream: Reality or Illusion, 1945-1980</u> • Growth of the American economy in the 1950s • Growth of the American economy in the 1950s • USA and the Cold War • African-Americans in the North and South	
Spring Germany 1 x a week	<u>NEA</u> Students conduct their research and planning into their NEA.	
Summer Stuarts 2 x a week	<u>Stuart Britain: The Crisis of the Monarchy, 1603-1703</u> Chapter 6: Republic and Restoration, 1649-60 • Levellers and Third Civil War • Rump • Parliament of Saints • Assessment period • Instrument of Government • Major Generals • King Oliver	Non-Examined Component • Write a sustained independent essay (3,000-4,000 words) with a clear argument • Analyse and evaluate historical interpretations, explaining why they differ

Summer America 2 x a week	<u>The American Dream: Reality or Illusion, 1945-1980</u> • Election of 1960 • Challenges to American power • African - Americans in North and South • United States by 1963	• Use precise evidence to support and challenge arguments • Conduct independent research and organise findings effectively • Apply second-order concepts (e.g. causation, change, significance) within the argument • Make balanced, substantiated judgements
Summer Germany 1 x a week	<u>NEA</u> Students write up their NEA for hand in during the Autumn term.	
Homework	Students will be given around 5 hours homework a week across all three units. They are given a variety of homework pieces these include: • Tasks to develop their wider historical understanding for example readings, podcasts, series to watch etc. • Tasks to develop their historical writing including essay planning, essay writing, feedforward tasks. • Tasks to help them revise for their assessments i.e revision grids, mind maps cue cards etc. • Ongoing NEA work including research, readings, planning and drafting.	
Assessment Pupil's complete regular in class essays as well as homework essays which are marked regularly to assess pupil's progress. There are two formal assessments: Autumn Term Assessment 1: 1 essay and 1 interpretation analysis for Stuarts, and 1 essay and 1 source analysis for America Summer Term Assessment 2: two complete papers one on the Stuarts and one on America.		

Links to Personal Development

The Year 12 curriculum further enhances students' personal development by encouraging independent thinking, critical analysis and engagement with complex historical issues across a range of contexts. Through the study of Stuart Britain (1603–1660), students explore themes of power, authority and conflict, developing their understanding of political change and the relationship between rulers and society. The study of America (1945–1963) broadens students' awareness of global issues such as civil rights, inequality and international tensions, encouraging reflection on democracy, rights and social justice. Germany (1871–1990) deepens students' understanding of political systems and ideologies, including dictatorship and division, fostering critical awareness of governance, propaganda and the impact of political decisions on individuals and societies. Across all units, students develop independence, resilience and intellectual confidence through extended reading, essay writing and engagement with historical debates, preparing them for further academic study and informed citizenship."

How is my Knowledge further developed in Y13?

In Year 13, students build on the knowledge and skills developed in Year 12 by extending their studies of Stuart Britain (1660–1702) and America (1963–1980), deepening their understanding of change, continuity and historical interpretation. In the Stuarts unit, students move from examining the challenges to royal authority in earlier years to analysing how power was restored, maintained and evolved after 1660, engaging with more complex debates around monarchy, Parliament and political stability. In America, students extend their knowledge of civil rights and post-war society to analyse developments such as protest movements, political change and ongoing struggles for equality between 1963 and 1980. Across both units, students develop more sophisticated analytical and evaluative skills, engaging critically with historiography, constructing sustained and independent arguments, and making substantiated judgements using precise evidence. This represents a progression from supported analysis in Year 12 to confident, independent historical enquiry.