

Y13 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 3x a week	<u>Stuart Britain: The Crisis of the Monarchy, 1603-1703</u> Chapter 7: Restoration and Intrigue, 1660-78 • Richard Cromwell and Restoration • Return of Charles II • Declaration of Breda/Restoration Settlement • Clarendon • CABAL	

	• Foreign Policy • Danby Chapter 8: Crisis and Revolution 1678-1689 • Popish Plot • Exclusion Crisis • End of Charles II • Reign of James II • Introducing Glorious Revolution	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> • Johnson's pursuit of the 'Great Society' • Impact of Kennedy's legacy • Escalation of Vietnam War • Relations between USA and its Western Allies • Developments in the Civil Rights Movement • Civil Rights Legislation • Impact of change • Anti-War movements • Feminism • Radicalisation of African-Americans/ role of the media • Presidential election of 1968 •	
Spring Stuarts 3 x a week	<u>Stuart Britain: The Crisis of the Monarchy, 1603-1703</u> Chapter 9: Revolution and War, 1689-1702 • Revolution Settlement • William and Mary Finance • William and Mary Foreign Policy • William and Mary Religion • Constitutionalism	American Dream • Write focused essays explaining cause, consequence and change • Make balanced judgements supported by precise evidence

	• Secularisation Revision	• 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> • Restoration of conservative social policies • Foreign Policy Nixon • Watergate Affair and its aftermath • Assessment period • Ford and Carter as presidents • Position of USA as a world power • Response to crises in the Middle East • Impact of Civil Rights legislation • USA by 1980	
Summer Stuarts 3x a week	Revision and Exam period	
Summer America 2 x a week	Revision and Exam period	
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.	
Assessment		

Pupil's complete regular in class essays as well as homework essays which are marked regularly to assess pupil's progress.

There are three formal assessments:

Autumn Term

Assessment 1: 2 full papers one on America and one on Stuarts

Summer Term

Assessment 2: 2 full papers one on America and one on Stuarts.

Links to Personal Development

In Year 13, students further develop their personal understanding of society, power and identity by extending their study of Stuart Britain (1660–1702) and America (1963–1980). Through the later Stuarts period, students explore the restoration of monarchy, political stability and the development of constitutional relationships, encouraging reflection on governance, authority and accountability. In America, the continuation of civil rights and social change after 1963 deepens students' awareness of equality, protest and the ongoing challenges of achieving social justice. Across both units, students engage more critically with complex historical debates, refine their ability to form independent judgements, and develop resilience and confidence through sustained essay writing and evaluation of interpretations. This supports their growth as thoughtful, informed individuals who can critically engage with political, social and ethical issues in the modern world

How is my Knowledge further developed in University?

At undergraduate level, students further develop their procedural knowledge by moving beyond structured analysis to fully independent historical enquiry. They refine their ability to construct sophisticated, sustained arguments that engage critically with a wide range of historiography, often forming their own interpretations rather than simply evaluating existing ones. Source work becomes more complex, with students analysing larger bodies of evidence in depth and considering wider contextual, methodological and theoretical approaches. Students are expected to design and carry out independent research projects, selecting appropriate sources, framing original questions and synthesising evidence into coherent, original arguments. Written work places greater emphasis on nuance, critical engagement and academic conventions, including referencing and engagement with scholarly debates. Overall, this represents a progression from advanced school-level analysis to independent, research-driven historical scholarship

