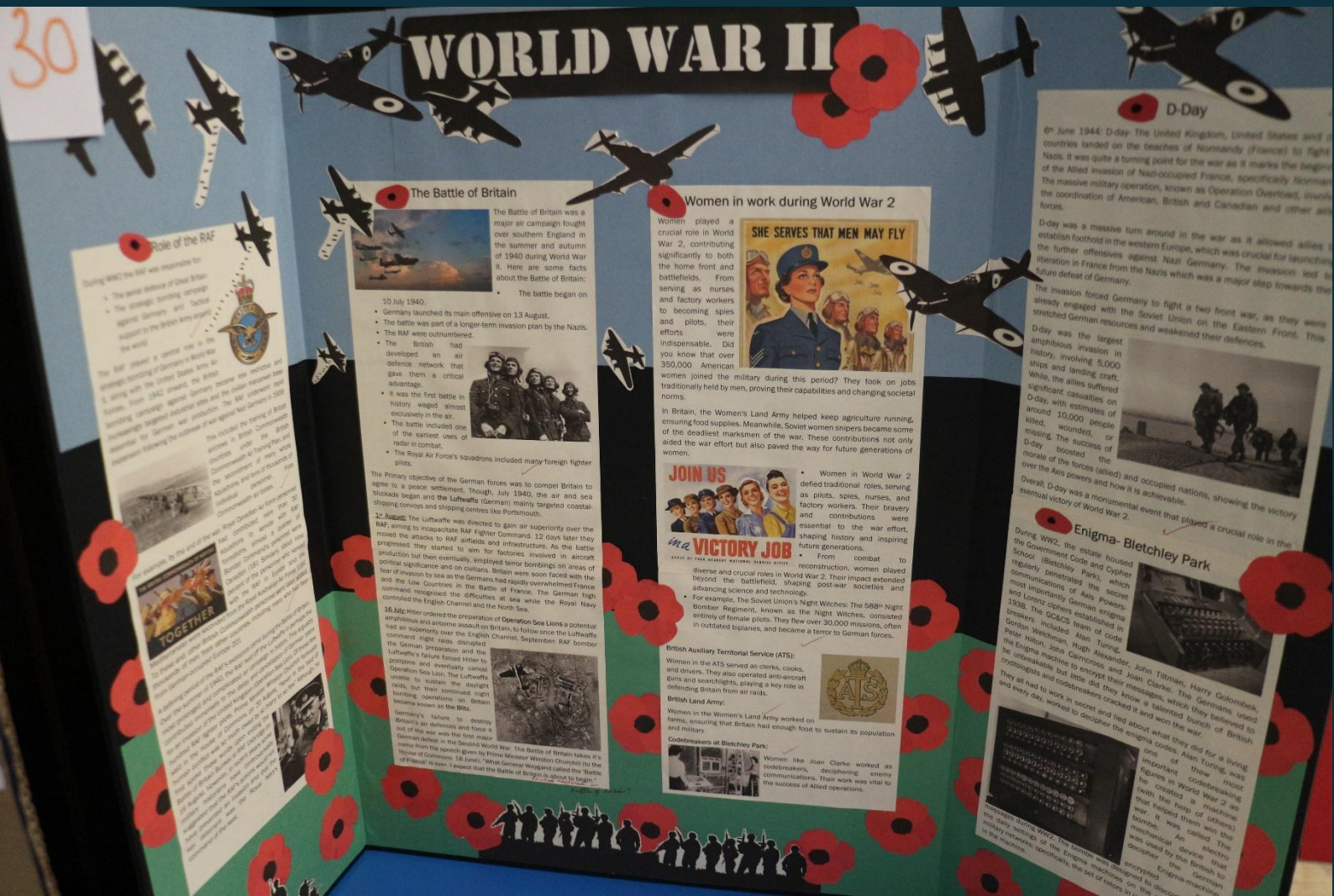
ST BERNARD'S
HIGH SCHOOL

Curriculum Guide
History
2026 - 27



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Curriculum Intent

At its heart, History offers students the opportunity to explore the rich tapestry of human experience—how people, events, and ideas have shaped the world we live in today. The History curriculum is built around the development of critical thinking, a deep appreciation of the past, and an understanding of how historical narratives continue to influence contemporary society. Our aim is to nurture inquisitive, reflective students who question, interpret, and seek to understand the complexities of the world through the lens of the past.

Students begin their historical journey in Year 7 with a broad overview of migration to Britain, spanning from the Stone Age through to the Windrush Generation. This foundational study introduces students to the recurring themes of movement, identity, and integration, helping them to see Britain's development as the result of many diverse influences. From there, they embark on a detailed exploration of medieval English history, examining the structure of feudal society, the power of the monarchy, and the experiences of ordinary people.

In Year 8, students continue their chronological journey through the transformative Tudor and Stuart periods, engaging with themes of religious change, political conflict, and social upheaval. Their studies then move into the early modern and modern eras, with a critical examination of the Industrial Revolution, the transatlantic slave trade, and the expansion and consequences of the British Empire. These topics provide students with opportunities to explore Britain's role in the wider world and to reflect on issues of exploitation, resistance, and legacy.

Year 9 deepens students' analytical and evaluative skills as they move into the twentieth century. They explore the evolution of British democracy at the turn of the century, followed by an in-depth study of the causes, events, and global impact of the First and Second World Wars. The curriculum then shifts focus to a comparative study of civil rights movements in the United States and Britain, encouraging students to consider how ordinary people have challenged injustice and fought for equality. This unit reinforces the importance of agency, resilience, and social change; while laying the groundwork for the more complex historical interpretations they will encounter at Key Stage 4.

At GCSE, students deepen their understanding through a series of focused units designed to build both breadth and depth. They begin with *Crime and Punishment in Britain, c1000–present*, a thematic study which allows students to trace change and continuity in the justice system across a millennium. This is complemented by a detailed local study of *Whitechapel, c1870–c1900*, enabling students to apply historical methods to a specific time and place. Students also explore *The American West, c1835–c1895* and *Early Elizabethan England, 1558–88*, which develop knowledge of political, cultural, and social transformation in both British and American contexts. Finally, they engage critically with *Weimar and Nazi Germany, 1918–39*, exploring how fragile democracy gave way to dictatorship, and what this tells us about power, propaganda, and persecution.

At A Level, students move into increasingly sophisticated historical enquiry, engaging with both modern and early modern history. They begin with *Britain Transformed, 1918–97*, a sweeping overview of social, economic, and political change, alongside *The USA, 1955–92: Conformity and Challenge*, where students examine civil rights, cultural shifts, and the evolving role of government. These studies are enriched by *The Witch Craze in Britain, Europe and North America, c1580–c1750*, a thematic unit that encourages deep critical thinking about belief, fear, and societal control. Through their coursework, students pursue independent study of historical interpretations analysing the debate surrounding the role of German foreign policy in the outbreak of World War One, developing high-level analytical and writing skills.

Central to the History curriculum is the engagement with historiography—the understanding that history is not a fixed narrative, but a contested discipline. Students learn that interpretations of the past are shaped by the

context in which they are written and that history is as much about questioning and debating as it is about discovering facts.

To support the mastery of new and often challenging concepts, the History curriculum integrates regular retrieval practice, structured writing support, and visual learning techniques such as timelines, maps, and dual-coded resources.

Ultimately, History equips students with the knowledge and skills to critically assess the world around them. It teaches them to value evidence over assumption, to appreciate diversity of experience, and to engage ethically with the legacies of the past. In line with Catholic Social Teaching, History encourages students to reflect on issues of human dignity, social justice, and peace—values which remain as relevant today as they were in the past.

Head of Humanities Faculty

Mr Joe Toms

Head of History Department

Ms Keri Lynch

Year 7

Number of lessons per fortnight: 2

Skills developed: Acquisition of relevant knowledge, interpretation of sources, research skills, persuasive writing, explaining causation and justifying an opinion.

Classes: Students are taught in mixed ability classes.

Essential equipment: Blue or black pen, green pen, pencil, ruler, highlighters.

Extracurricular and enrichment opportunities: Historical Film Club, Debate Club.

Careers curriculum: Historian, archivist, museum curator, teacher, archaeologist, librarian, journalist, policy analyst, lawyer, author, editor.

	Content studied	Literacy focus	What parents can do to help
Autumn Term	Autumn 1 Enquiry: Why did people Migrate to Britain? Autumn 2 Enquiry: How did William consolidate power over England?	We read information, sources and interpretations together in class and talk about what we can learn from them and how it links to our enquiry. Students learn new words and ideas by explicit teaching of vocabulary during lessons. Literacy support is available in the classroom through the History Literacy mats, vocabulary lists with each enquiry learning journey and at the start of every lesson.	You can support your child in History by talking to them about what they're learning at school and encouraging them to explain it in their own words. Use the VLE (Virtual Learning Environment) together to review lesson materials. The *Humanities Revision Strategies* booklet is a helpful tool for guiding their revision. Watching historical documentaries, reading books or articles about the past, and visiting museums or historical sites as a family can also bring History to life and deepen their understanding. Useful places to visit include Colchester Castle (to explore Roman migration), the Museum of London and British Museum (for learning about migration through time), and Hedingham Castle or the Tower of London (to understand how William the Conqueror secured control after 1066). A day trip to Battle Abbey in Sussex is also a great way to help students connect with the Norman conquest and its impact on England.
Spring Term	Spring 1 Enquiry: How powerful was the Church in Medieval Europe? Spring 2 Enquiry: What were the experiences of Medieval women?	We read information, sources and interpretations together in class and talk about what we can learn from them and how it links to our enquiry. Students learn new words and ideas by explicit teaching of vocabulary during lessons. Literacy support is available in the classroom through the History Literacy mats,	You can support your child in History by talking to them about what they're learning at school and encouraging them to explain it in their own words. Use the VLE (Virtual Learning Environment) together to review lesson materials. The *Humanities Revision Strategies* booklet is a

		vocabulary lists with each enquiry learning journey and at the start of every lesson.	helpful tool for guiding their revision. Watching historical documentaries, reading books or articles about the past, and visiting museums or historical sites as a family can also bring History to life and deepen their understanding. Useful places to visit for the Spring enquiries include St Albans Cathedral and Waltham Abbey (to explore the power of the Church), Canterbury Cathedral (to understand the Church's influence in medieval England and visit the place of Thomas Becket's death), Colchester Castle (for medieval society), and the Museum of London (to see medieval city life and the role of women).
Summer Term	Summer 1 Enquiry: Why was Jerusalem worth dying for? Summer 2 Enquiry: How did society change in the later Middle Ages?	We read information, sources and interpretations together in class and talk about what we can learn from them and how it links to our enquiry. Students learn new words and ideas by explicit teaching of vocabulary during lessons. Literacy support is available in the classroom through the History Literacy mats, vocabulary lists with each enquiry learning journey and at the start of every lesson.	You can support your child in History by talking to them about what they're learning at school and encouraging them to explain it in their own words. Use the VLE (Virtual Learning Environment) together to review lesson materials. The *Humanities Revision Strategies* booklet is a helpful tool for guiding their revision. Watching historical documentaries, reading books or articles about the past, and visiting museums or historical sites as a family can also bring History to life and deepen their understanding. Useful places to visit include Wat Tyler Country Park (to learn about the Peasants' Revolt and medieval life), Colchester Castle (to explore how towns and people's lives changed after the Black Death), and the Museum of London (to find out how London changed after the Black Death and about social unrest).

Helpful books/websites:

Horrible Histories -Horrible Histories books (available in the school library) and TV programmes

BBC Bitesize History: KS3 History - BBC Bitesize

GCSEPod – has useful videos and quizzes for key stage 3 (students will need to get their login from their teacher)

The National Archives: The National Archives

Medieval Life and Times: History Learning

Opportunities for wider reading/research:

Students will complete a research project for homework in the autumn term on migration to Britain over time. Students will be asked to choose two groups of people who have migrated to Britain and explain who they were, where they were from and how they have contributed to British society. This could be in the form of a PowerPoint presentation, a display poster or an extended written piece. Presentations may be supported by a model, but the focus should be on the written content.

Year 8

Number of lessons per fortnight: 2

Skills developed: Acquisition of relevant knowledge, interpretation of sources, analysis of interpretations, research skills, persuasive writing, explaining causation and justifying an opinion.

Classes: Students are taught in mixed ability classes.

Essential equipment: Blue or black pen, green pen, pencil, ruler, highlighters.

Extracurricular and enrichment opportunities: Historical Film Club, Debate Club.

Careers curriculum: Historian, archivist, museum curator, teacher, archaeologist, librarian, journalist, policy analyst, lawyer, author, editor.

	Content studied	Literacy focus	What parents can do to help
Autumn Term	Autumn 1 Enquiry: How did the reign of Henry VIII shape English history? Autumn 2 Enquiry: What problems did monarchs face in the 16th and 17th Centuries?	We read information, sources and interpretations together in class and talk about what we can learn from it and how it links to our enquiry. Students learn new words and ideas by explicit teaching of vocabulary during lessons. Literacy support is available in the vocabulary lists with each enquiry learning journey and at the start of every lesson.	You can support your child in History by talking to them about what they're learning at school and encouraging them to explain it in their own words. Use the VLE (Virtual Learning Environment) together to review lesson materials. The *Humanities Revision Strategies* booklet is a helpful tool for guiding their revision. Watching historical documentaries, reading books or articles about the past, and visiting museums or historical sites as a family can also bring History to life and deepen their understanding. Useful places to visit include Hever Castle (to explore Henry VIII's childhood and Tudor history), Hampton Court Palace (to see Henry VIII's residences and understand the English Reformation), the Tower of London (to learn about Tudor politics and power struggles), The Globe Theatre (to discover culture during the reign of Elizabeth I and James I), The National Maritime Museum (to explore England's naval power and royal challenges), and the Banqueting House in Whitehall (to understand the causes and some of the consequences of the English Civil War).
Spring Term	Spring 1 Enquiry: What changed during the Industrial Revolution? Spring 2 Enquiry: How did the Transatlantic Slave Trade affect African people?	We read information, sources and interpretations together in class and talk about what we can learn from it and how it links to our enquiry. Students learn new words and ideas by explicit	You can support your child in History by talking to them about what they're learning at school and encouraging them to explain it in their own words. Use the VLE (Virtual Learning Environment)

		teaching of vocabulary during lessons. Literacy support is available in the vocabulary lists with each enquiry learning journey and at the start of every lesson.	together to review lesson materials. The *Humanities Revision Strategies* booklet is a helpful tool for guiding their revision. Watching historical documentaries, reading books or articles about the past, and visiting museums or historical sites as a family can also bring History to life and deepen their understanding. Useful places to visit include the Museum of London Docklands (to learn about trade, transport, and London's growth during the Industrial Revolution), the British Museum (to learn about and the National Maritime Museum in Greenwich (for exhibits on maritime history including the slave trade).
Summer Term	Summer 1 Enquiry: How did slavery come to an end in America? Summer 2 Enquiry: What was the impact of the British Empire?	We read information, sources and interpretations together in class and talk about what we can learn from it and how it links to our enquiry. Students learn new words and ideas by explicit teaching of vocabulary during lessons. Literacy support is available in the vocabulary lists with each enquiry learning journey and at the start of every lesson.	You can support your child in History by talking to them about what they're learning at school and encouraging them to explain it in their own words. Use the VLE (Virtual Learning Environment) together to review lesson materials. The *Humanities Revision Strategies* booklet is a helpful tool for guiding their revision. Watching historical documentaries, reading books or articles about the past, and visiting museums or historical sites as a family can also bring History to life and deepen their understanding. Useful places to visit include the Museum of London (for exhibitions on slavery and abolition), the British Museum (to see artifacts from across the world), the Imperial War Museum (to understand the military and political aspects of the Empire), and the Museum of London Docklands (to explore London's role in the British Empire's trade networks).

Helpful books/websites:

Horrible Histories -Horrible Histories books (available in the school library) and TV programmes

GCSEPod – has useful videos and quizzes for key stage 3 (students will need to get their login from their teacher)

Black and British: A Short, Essential History by David Olusoga (adaptation of Olusoga's historical book, created for KS3)

Hampton Court Historic Palace: History and stories | Hampton Court Palace | Historic Royal Palaces

The National Archives: The National Archives

Ironbridge Gorge Museums: Ironbridge Valley of Invention

International Slavery Museum: International Slavery Museum | National Museums Liverpool

The National Archives: The National Archives

British Museum: British Museum

Royal Museums Greenwich: Royal Museums Greenwich | Home

BBC Bitesize History: KS3 History - BBC Bitesize

Opportunities for wider reading/research:

Students will complete a research project for homework in the spring term on African Kingdoms. Students will be asked to research 2-3 African Kingdoms in detail, before planning and creating a presentation about them. This could be in the form of a PowerPoint presentation, a display poster or an extended written piece. Presentations may be supported by a model, but the focus should be on the written content.

Students will be asked to create an enquiry question. This is a question about their topic, which they will investigate and answer in their project. For example, *how did African rulers demonstrate their power?* Or, h*ow were African Kingdoms effected by the arrival of Europeans?* Students will be asked to reference a range of sources and interpretations and include details of these in a bibliography.

Year 9

Number of lessons per fortnight: 2

Skills developed: Acquisition of relevant knowledge, interpretation of sources, analysis of interpretations, research skills, persuasive writing, explaining causation and justifying an opinion.

Classes: Students are taught in mixed ability classes.

Essential equipment: Blue or black pen, green pen, pencil, ruler, highlighters.

Extracurricular and enrichment opportunities: Historical Film Club, Debate Club.

Careers curriculum: Historian, archivist, museum curator, teacher, archaeologist, librarian, journalist, policy analyst, lawyer, author, editor.

	Content studied	Literacy focus	What parents can do to help
Autumn Term	Autumn 1 Enquiry: How did democracies change from the 18th to the 20th century? Autumn 2 Enquiry: What was the impact of World War One?	We read information, sources and interpretations together in class and talk about what we can learn from it and how it links to our enquiry. Students learn new words and ideas by explicit teaching of vocabulary during lessons. Literacy support is available in the vocabulary lists with each enquiry learning journey and at the start of every lesson.	You can support your child in History by talking to them about what they're learning at school and encouraging them to explain it in their own words. Use the VLE (Virtual Learning Environment) together to review lesson materials. The *Humanities Revision Strategies* booklet is a helpful tool for guiding their revision. Watching historical documentaries, reading books or articles about the past, and visiting museums or historical sites as a family can also bring History to life and deepen their understanding. Useful places to visit include the Houses of Parliament, to explore how UK democracy developed from the 18th to 20th century. To support learning about the First World War, the Imperial War Museum in London offers powerful galleries on trench life, propaganda, and the war's global impact, while local war memorials and the Cenotaph in London provide opportunities to reflect on remembrance and sacrifice.
Spring Term	Spring 1 Enquiry: How did Hitler create a dictatorship? Spring 2 Enquiry: How did persecution change over time?	We read information, sources and interpretations together in class and talk about what we can learn from it and how it links to our enquiry. Students learn new words and ideas by explicit teaching of vocabulary during lessons. Literacy support is available in the vocabulary lists with each enquiry learning	You can support your child in History by talking to them about what they're learning at school and encouraging them to explain it in their own words. Use the VLE (Virtual Learning Environment) together to review lesson materials. The *Humanities Revision Strategies* booklet is a helpful tool for guiding their revision.

		journey and at the start of every lesson.	Watching historical documentaries, reading books or articles about the past, and visiting museums or historical sites as a family can also bring History to life and deepen their understanding. Useful places to visit include the Imperial War Museum in London for exhibitions on Nazi propaganda, the Holocaust, and how dictatorship developed, the Churchill War Rooms to explore how Britain responded to Hitler's rule, and the Holocaust Galleries at the Imperial War Museum London for powerful insights into Jewish persecution.
Summer Term	Summer 1: What are the similarities and differences in the fight for Civil Rights in the USA and UK? Summer 2: What can 19th century Whitechapel tell us about crime and policing in the inner city?	We read information, sources and interpretations together in class and talk about what we can learn from it and how it links to our enquiry. Students learn new words and ideas by explicit teaching of vocabulary during lessons. Literacy support is available in the vocabulary lists with each enquiry learning journey and at the start of every lesson.	You can support your child in History by talking to them about what they're learning at school and encouraging them to explain it in their own words. Use the VLE (Virtual Learning Environment) together to review lesson materials. The *Humanities Revision Strategies* booklet is a helpful tool for guiding their revision. Watching historical documentaries, reading books or articles about the past, and visiting museums or historical sites as a family can also bring History to life and deepen their understanding. Useful places to visit include the Black Cultural Archives in Brixton to learn about the Civil Rights movement in the UK, the Museum of London (for exhibitions on protest, race, and social change, and the Jack the Ripper Museum in Whitechapel for insight into crime and policing in 19th-century inner-city London.

Helpful books/websites:

GCSEPod – has useful videos and quizzes for key stage 3 (students will need to get their login from their teacher)

Horrible Histories -Horrible Histories books (available in the school library) and TV programmes

Black and British: A Short, Essential History by David Olusoga (adaptation of Olusoga's historical book, created for KS3)

BBC Bitesize KS3 History: KS3 History - BBC Bitesize
The Imperial War Museum: https://www.iwm.org.uk/

Wiener Holocaust Library: https://www.wienerholocaustlibrary.org
Black Cultural Archives: https://blackculturalarchives.org

UK Parliament Education: https://learning.parliament.uk
Museum of London – Whitechapel and Crime: https://www.museumoflondon.org.uk

Opportunities for wider reading/research:

Students will complete a research project for homework in the spring term on World War II. Students will be asked to research at least 5 aspects of the Second World War in detail, before planning and creating a presentation about them. This could be in the form of a PowerPoint presentation, a display poster or an extended written piece. Presentations may be supported by a model, but the focus should be on the written content. Students can research any aspect they are interested in such as Pearl Harbour, women in the war, Dunkirk, or evacuation. Students are also asked to include an element of testimony and personal experience, either by researching their own family links to the conflict or including personal stories that are available online.

Year 10

This subject can be chosen as an option for GCSE.

Number of lessons per fortnight: 3

Skills developed: Acquisition of relevant knowledge, interpretation of sources, analysis of interpretations, persuasive writing, explaining causes and consequences of key events, assessing change and continuity in the past, and justifying an opinion.

Classes: Students are taught in mixed ability classes.

Essential equipment: Blue or black pen, green pen, pencil, ruler, highlighters.

Extracurricular and enrichment opportunities: Historical Film Club, Debate Club.

Careers curriculum: Historian, archivist, museum curator, teacher, archaeologist, librarian, journalist, policy analyst, lawyer, author, editor.

	Content studied	Literacy focus	What parents can do to help
Autumn Term	Paper 1: Crime and Punishment through time, c1000-present	We read information, sources and interpretations together in class and talk about what we can learn from it and how it links to our enquiry. Students learn new words and ideas by explicit teaching of vocabulary during lessons. Literacy support is available in the vocabulary lists with each enquiry learning journey and at the start of every lesson.	You can support your child in History by talking to them about what they're learning at school and encouraging them to explain it in their own words. Use the VLE (Virtual Learning Environment) together to review lesson materials. Students should make use of revision platforms like GCSE Pod (they will get their logins form their teacher) and Seneca to regularly revise content. Regular revision all the through Key Stage 4 is key to success in the final exams. The Revision Revolution booklet that students complete in form time is a helpful tool for guiding their revision. Watching historical documentaries, reading books or articles about the past, and visiting museums or historical sites as a family can also bring History to life and deepen their understanding. Useful places to visit include Colchester Castle (to explore medieval crime, punishment, and justice), the Clink Prison Museum (a real medieval prison site in London), and the Jack the Ripper Museum in Whitechapel for insight into crime and policing in 19th-century inner-city London.
Spring Term	Paper 1: Crime and Punishment through time, c1000-present	We read information, sources and interpretations together in class and talk about what we can learn	You can support your child in History by talking to them about what they're learning at school

	Paper 3: Weimar and Nazi Germany, 1918-1939	from it and how it links to our enquiry. Students learn new words and ideas by explicit teaching of vocabulary during lessons. Literacy support is available in the vocabulary lists with each enquiry learning journey and at the start of every lesson.	and encouraging them to explain it in their own words. Use the VLE (Virtual Learning Environment) together to review lesson materials. Students should make use of revision platforms like GCSE Pod (they will get their logins form their teacher) and Seneca to regularly revise content. Regular revision all the through Key Stage 4 is key to success in the final exams. The Revision Revolution booklet that students complete in form time is a helpful tool for guiding their revision. Watching historical documentaries, reading books or articles about the past, and visiting museums or historical sites as a family can also bring History to life and deepen their understanding. Useful places to visit include the Imperial War Museum (London), which has powerful exhibitions on Nazi Germany, Hitler's rise to power, and the impact of Nazi policies. The Holocaust Galleries offer vital insight into the persecution of Jews and other minorities (though bear in mind that the unit we study ends in 1939 so not all Holocaust learning is directly relevant to the exam). For deeper study, the Wiener Holocaust Library in London provides access to original documents and exhibitions on propaganda, racial policies, and anti-Semitism.
Summer Term	Paper 3: Weimar and Nazi Germany, 1918-1939	We read information, sources and interpretations together in class and talk about what we can learn from it and how it links to our enquiry. Students learn new words and ideas by explicit teaching of vocabulary during lessons. Literacy support is available in the vocabulary lists with each enquiry learning journey and at the start of every lesson.	You can support your child in History by talking to them about what they're learning at school and encouraging them to explain it in their own words. Use the VLE (Virtual Learning Environment) together to review lesson materials. Students should make use of revision platforms like GCSE Pod (they will get their logins form their teacher) and Seneca to regularly revise content. Regular revision all the through Key Stage 4 is key to success in the final exams. The Revision Revolution booklet that students complete in form time is a helpful tool for guiding their revision. Watching historical

			documentaries, reading books or articles about the past, and visiting museums or historical sites as a family can also bring History to life and deepen their understanding. Useful places to visit include the Imperial War Museum (London), which has powerful exhibitions on Nazi Germany, Hitler's rise to power, and the impact of Nazi policies. The Holocaust Galleries offer vital insight into the persecution of Jews and other minorities (though bear in mind that the unit we study ends in 1939 so not all Holocaust learning is directly relevant to the exam). For deeper study, the Wiener Holocaust Library in London provides access to original documents and exhibitions on propaganda, racial policies, and anti-Semitism.

Helpful books/websites:

Books:

- **Pearson Edexcel GCSE (9–1) History Crime and Punishment Through Time, c1000–Present**
- **Pearson Edexcel GCSE (9–1) History Weimar and Nazi Germany, 1918–1939**
  (Pearson, endorsed by Edexcel)
- It is recommended that you purchase a revision guide for Edexcel the topics studied if you are able. Revision guides are available on sale in the school shop if you wish to purchase them.

If you want to push your knowledge on even further why not try…

- Halle Rubenhold, *The Five: The Untold Lives of the Women Killed by Jack the Ripper* (Black Swan, 2020)

Websites:

- **BBC Bitesize -**Clear overviews of topics, videos and quizzes.
- **Historic Royal Palaces – Tower of London -**Includes stories and sources about punishment, imprisonment, and treason.
- **National Archives Education -**Primary sources and case studies linked to crime and justice.
- **The Wiener Holocaust Library** -Online collections, exhibitions, and timelines about Nazi Germany and the Holocaust.
- **Imperial War Museums** -Digital exhibitions and videos on life in Nazi Germany, propaganda, and World War II.
- **Seneca Learning -** Interactive revision quizzes tailored to the Edexcel spec
- **GCSEPod** - High-quality revision videos on Crime and Punishment topics

Listen/watch:

The Rest is History: Rise of the Nazis (podcast, available through podcast and music streaming apps)

The Rise of the Nazis (documentary, available on BBC iPlayer)

Tony Robinson's Crime and Punishment (documentary on DVD but some clips available on YouTube)

Year 11

This subject can be chosen as an option for GCSE.

Number of lessons per fortnight: 3

Skills developed: Acquisition of relevant knowledge, interpretation of sources, analysis of interpretations, persuasive writing, explaining causes and consequences of key events, assessing change and continuity in the past, and justifying an opinion.

Classes: Students are taught in mixed ability classes.

Essential equipment: Blue or black pen, green pen, pencil, ruler, highlighters.

Extracurricular and enrichment opportunities: Historical Film Club, Debate Club.

Careers curriculum: Historian, archivist, museum curator, teacher, archaeologist, librarian, journalist, policy analyst, lawyer, author, editor.

	Content studied	Literacy focus	What parents can do to help
Autumn Term	Paper 2: Superpower relations and the Cold War, 1941-1991	We read information, sources and interpretations together in class and talk about what we can learn from it and how it links to our enquiry. Students learn new words and ideas by explicit teaching of vocabulary during lessons. Literacy support is available in the vocabulary lists with each enquiry learning journey and at the start of every lesson.	You can support your child in History by talking to them about what they're learning at school and encouraging them to explain it in their own words. Use the VLE (Virtual Learning Environment) together to review lesson materials. Students should make use of revision platforms like GCSE Pod (they will get their logins from their teacher) and Seneca to regularly revise content. Regular revision all through Key Stage 4 is key to success in the final exams. The Revision Revolution booklet that students complete in form time is a helpful tool for guiding their revision. Watching historical documentaries, reading books or articles about the past, and visiting museums or historical sites as a family can also bring History to life and deepen their understanding. Useful places to visit include Kelvedon Hatch Secret Nuclear Bunker (Brentwood, Essex), which offers a fascinating insight into Britain's preparations for nuclear war during the Cold War. Students can explore the underground government bunker, including its communication rooms and emergency broadcasting facilities, helping them understand the nuclear arms race, deterrence and the fear of nuclear conflict. This is

			particularly relevant to the Edexcel topics on the arms race and the Cuban Missile Crisis. The Imperial War Museum (London) provides opportunities to explore the wider history of twentieth-century conflict, including the development of modern warfare, nuclear weapons and the impact of international tensions on civilians. It is useful for developing students' understanding of the wider context of superpower rivalry, although not all exhibitions are specifically focused on the Cold War.
Spring Term	Paper 2: Superpower relations and the Cold War, 1941-1991 Paper 2: Early Elizabethan England, 1558-1588	We read information, sources and interpretations together in class and talk about what we can learn from it and how it links to our enquiry. Students learn new words and ideas by explicit teaching of vocabulary during lessons. Literacy support is available in the vocabulary lists with each enquiry learning journey and at the start of every lesson.	You can support your child in History by talking to them about what they're learning at school and encouraging them to explain it in their own words. Use the VLE (Virtual Learning Environment) together to review lesson materials. Students should make use of revision platforms like GCSE Pod (they will get their logins from their teacher) and Seneca to regularly revise content. Regular revision all through Key Stage 4 is key to success in the final exams. The Revision Revolution booklet that students complete in form time is a helpful tool for guiding their revision. Watching historical documentaries, reading books or articles about the past, and visiting museums or historical sites as a family can also bring History to life and deepen their understanding. Useful places to visit include Spains Hall in Essex, a well-preserved Elizabethan country house that offers insight into gentry life and architecture during Elizabeth I's reign, Hampton Court Palace shows Tudor and early Elizabethan royal life with grand halls, beautiful gardens, and royal apartments.
Summer Term	Paper 2: Early Elizabethan England, 1558-1588 Revision	We read information, sources and interpretations together in class and talk about what we can learn from it and how it links to our enquiry. Students learn new words and ideas by explicit teaching of vocabulary during	You can support your child in History by talking to them about what they're learning at school and encouraging them to explain it in their own words. Use the VLE (Virtual Learning Environment) together to review lesson

		lessons. Literacy support is available in the vocabulary lists with each enquiry learning journey and at the start of every lesson.	materials. Students should make use of revision platforms like GCSE Pod (they will get their logins from their teacher) and Seneca to regularly revise content. Regular revision all through Key Stage 4 is key to success in the final exams. The Revision Revolution booklet that students complete in form time is a helpful tool for guiding their revision. Watching historical documentaries, reading books or articles about the past, and visiting museums or historical sites as a family can also bring History to life and deepen their understanding. Useful places to visit include Spains Hall in Essex, a well-preserved Elizabethan country house that offers insight into gentry life and architecture during Elizabeth I's reign, Hampton Court Palace shows Tudor and early Elizabethan royal life with grand halls, beautiful gardens, and royal apartments.

Helpful books/websites:

Books

- *Revise Edexcel GCSE (9–1) History:* Superpower relations and the Cold War, 1941-1991 (Pearson)
- *Edexcel GCSE (9–1) History: Early Elizabethan England Student Book* by Hodder Education
- It is recommended that you purchase a revision guide for Edexcel the topics studied if you are able. Revision guides are available on sale in the school shop if you wish to purchase them.

Websites

- BBC Bitesize -Clear overviews of topics, videos and quizzes.
- Seneca Learning – Free interactive revision (look under Edexcel History > American West)
- GCSEPod – Revision videos (students need a school login)
- History Learning Site
- SchoolHistory.co.uk

Listen/watch:

Podcasts: The Rest is History have a range of podcast episodes that support your study. Search the rest is history and scroll through or search to find relevant topics. (podcast, available through podcast and music streaming apps)

Documentary: Turning Point: The Bomb and the Cold War (2024) (currently available on Netflix)

Year 12

Edexcel A Level History: Paper 1 Britain Transformed, 1918-97 & Paper 2 The USA, 1955-92: conformity and challenge

Number of lessons per fortnight: 5 lessons each fortnight – 3 lessons on Paper 1, 2 lessons on Paper 2 each fortnight

Skills developed: Acquisition of relevant knowledge, interpretation of sources and interpretations, comparative analysis, analysis, evaluation, critical thinking, research skills, persuasive writing and problem-solving skills.

Essential equipment: Folder, dividers, plastic wallets, paper, blue or black pen, green pen, red pen, pencil, ruler, highlighters, *Democracies in change: Britain and the USA in the 20th century* textbook –textbook is provided by the school - students must return these at the end of the course.

Extracurricular and enrichment opportunities: Debate club, opportunity to compete in ESU School's Mace Debate competition

Careers curriculum: History can lead to a range of different career pathways due to the broad skill set that the subject develops. Some of the careers the subject can lead to are historian, archivist, museum curator, teacher, archaeologist, librarian, journalist, policy analyst, lawyer, author, editor.

	Content studied	Literacy focus	What parents can do to help
Autumn Term	**Paper 1: Britain Transformed, 1918-97** Theme 1: A changing political and economic environment, 1918-79 Theme 2: Creating a welfare state, 1918-79 Theme 3: Society in transition, 1918-79 **Paper 2: The USA, 1955-92: Conformity and challenge** Key Topic 1: Affluence and conformity, 1955-63 Key topic 2: Protest and reaction, 1963-72	We read information, sources and interpretations together in class and talk about what we can learn from it and how it links to our enquiry. Students learn new words and ideas by explicit teaching of vocabulary during lessons. Literacy support is available in the vocabulary lists with each enquiry learning journey and at the start of every lesson.	You can support your child in A Level History by talking to them about what they're learning and encouraging them to explain ideas and arguments in their own words. This helps build their confidence in articulating complex historical concepts. It's important that students complete all pre-reading tasks before lessons—these lay the groundwork for deeper understanding and enable them to engage fully in class discussions. Parents can support by helping students plan time for this independent reading. Encourage your child to review their class notes regularly and to revise consistently throughout the year rather than only before exams. Revisiting key themes and events regularly strengthens long-term retention. Applying this revision to past exam questions, available via the VLE or online, is an essential step in developing strong essay-writing skills and exam technique. Students are also expected to engage more deeply with the subject through extra reading. Parents can support by encouraging them to read beyond the classroom—historical books, journals, and reliable online

			resources can all help expand their understanding. A great option is to sign up for JSTOR, a digital library where students can access several free academic articles each month on a wide range of historical topics as well as accessing the articles and other texts available on the VLE. Finally, watching relevant documentaries, listening to relevant podcast or visiting historical sites and exhibitions can bring topics to life and spark valuable discussion at home.
Spring Term	**Paper 1: Britain Transformed, 1918-97** Theme 4: The changing quality of life. 1918-79 Historical Interpretations: What impact did Thatcher's governments (1979-90) have on Britain, 1979-97? **Paper 2: The USA, 1955-92: Conformity and challenge** Key topic 2: Protest and reaction, 1963-72 Key Topic 3: Social and political change, 1973-80	We read information, sources and interpretations together in class and talk about what we can learn from it and how it links to our enquiry. Students learn new words and ideas by explicit teaching of vocabulary during lessons. Literacy support is available in the vocabulary lists with each enquiry learning journey and at the start of every lesson.	You can support your child in A Level History by talking to them about what they're learning and encouraging them to explain ideas and arguments in their own words. This helps build their confidence in articulating complex historical concepts. It's important that students complete all pre-reading tasks before lessons—these lay the groundwork for deeper understanding and enable them to engage fully in class discussions. Parents can support by helping students plan time for this independent reading. Encourage your child to review their class notes regularly and to revise consistently throughout the year rather than only before exams. Revisiting key themes and events regularly strengthens long-term retention. Applying this revision to past exam questions, available via the VLE or online, is an essential step in developing strong essay-writing skills and exam technique. Students are also expected to engage more deeply with the subject through extra reading. Parents can support by encouraging them to read beyond the classroom—historical books, journals, and reliable online resources can all help expand their understanding. A great option is to sign up for JSTOR, a digital library where students can access several free academic articles each month on a wide range of historical topics as well

			as accessing the articles and other texts available on the VLE. Finally, watching relevant documentaries, listening to relevant podcast or visiting historical sites and exhibitions can bring topics to life and spark valuable discussion at home.
Summer Term	**Paper 2: The USA, 1955-92: Conformity and challenge** Key Topic 4: Republican dominance and its opponents. 1981-92 Preparation for coursework	We read information, sources and interpretations together in class and talk about what we can learn from it and how it links to our enquiry. Students learn new words and ideas by explicit teaching of vocabulary during lessons. Literacy support is available in the vocabulary lists with each enquiry learning journey and at the start of every lesson.	You can support your child in A Level History by talking to them about what they're learning and encouraging them to explain ideas and arguments in their own words. This helps build their confidence in articulating complex historical concepts. It's important that students complete all pre-reading tasks before lessons—these lay the groundwork for deeper understanding and enable them to engage fully in class discussions. Parents can support by helping students plan time for this independent reading. Encourage your child to review their class notes regularly and to revise consistently throughout the year rather than only before exams. Revisiting key themes and events regularly strengthens long-term retention. Applying this revision to past exam questions, available via the VLE or online, is an essential step in developing strong essay-writing skills and exam technique. Students are also expected to engage more deeply with the subject through extra reading. Parents can support by encouraging them to read beyond the classroom—historical books, journals, and reliable online resources can all help expand their understanding. A great option is to sign up for JSTOR, a digital library where students can access several free academic articles each month on a wide range of historical topics as well as accessing the articles and other texts available on the VLE. Finally, watching relevant documentaries, listening to relevant podcast or visiting historical sites and exhibitions

			can bring topics to life and spark valuable discussion at home.

Textbooks:

- Democracies in change: Britain and the USA in the 20th century **–** textbook which covers Paper 1 and Paper 2 provided by the school – this must be returned to the school at the end of Year 13
- There is a revision guide available for Paper 1 which you may wish to purchase: My Revision Notes, Edexcel AS/A Level History, Britain Transformed 1918-97 (2017) Hodder Education

Paper 1: Britain Transformed, 1918-97

Books:

- Andrew Boxer, *The End of Consensus: Britain 1945–90* (Heinemann, 2009)
- Ian Cawood, *Britain in the Twentieth Century* (Routledge, 2004)
- Stuart Clayton, *Mass Media Popular Culture and Social Change in Britain since 1945 (*Pearson, 2010)
- Diana Laffin, *Britain since 1945,* Enquiring History (Hodder, 2013
- Michael Lynch, *Britain 1900–51*(Hodder, 2008)
- Michael Lynch, *Britain 1945–2007* (Hodder, 2008)
- Malcolm Pearce and Geoffrey Stewart, *British Political History 1867–2001* (Routledge, 2002)
- Robert Pearce, *Contemporary Britain 1914–1979* (Longman, 2004)
- Rex Pope, *The British Economy since 1914: A Study in Decline?* (Seminar Studies In History, Routledge, 1998)
- Rosemary Rees, *Poverty and Public Health 1815–1948* (Heinemann, 2001)
- Chris Rowe and Sally Waller, *Britain, 1906–1951* (Nelson Thornes, 2008)
- Chris Rowe, Sally Waller, *The Making of Modern Britain, 1951–2007* (Nelson Thornes, 2009)
- Geoff Stewart, *British Political History 1945–90: Consensus and Conflict* (Pearson, 2010)
- Sally Waller, *A Sixties Social Revolution? British Society* 1959–1975 (Nelson Thornes, 2008)
- Peter Hennessy, *Having it So Good: Britain in the Fifties* (Penguin, 2007)
- Jeffrey Hill, Sport, *Leisure and Culture in Twentieth Century Britain* (Palgrave McMillan, 2002)
- David Kynaston, *Austerity Britain* (Tales of a New Jerusalem) (Bloomsbury, 2008)
- David Kynaston, *Family Britain, 1951– 1957* (Tales of a New Jerusalem) (Bloomsbury, 2010)
- David Kynaston, *Modernity Britain: Book One: Opening the Box, 1957–1959* (Bloomsbury 2013)
- Andrew Marr, *The Making of Modern Britain* (Macmillan, 2009)
- Kenneth O Morgan (editor), *The Oxford History of Britain (*Oxford University Press, revised edition, 2010)
- Dominic Sandbrook, *White Heat: A History of Britain in the Swinging Sixties 1964–1970* (Abacus 2009
- Dominic Sandbrook, *Never Had It So Good: A History of Britain from Suez to the Beatles* (Abacus 2010)
- Dominic Sandbrook, *Seasons in the Sun: The Battle for Britain, 1974–1979* (Penguin, 2013)
- Anthony Seldon and Daniel Collings*, Britain under Thatcher (Seminar Margaret Thatcher, The Downing Street Years* (Harper Press, 2012) Studies In History, Routledge, 1999)
- Margaret Thatcher, *The Path to Power* (Harper Press, 2012)
- Jonathan Aitkin, *Margaret Thatcher: Power and Personality* (Bloomsbury Continuum, 2014)
- Eric J, Evans, *Thatcher and Thatcherism* (The Making of the Contemporary World) (Routledge, 2013)
- Simon Jenkins, *Thatcher and Sons: A Revolution in Three Acts* (Penguin, 2007)
- Dennis A Kavanah, *Thatcherism and British Politics: The End of Consensus?* (Oxford University Press, 1987)
- Charles Moore, *Margaret Thatcher: The Authorized Biography, Volume One: Not For Turning* (Penguin, 2014)
- Alwyn W Turner*, Rejoice! Rejoice! Britain in the 1980s* (Aurum Press Ltd, 2013)
- Alwyn W Turner, *A Classless Society: Britain in the 1990s* (Aurum Press Ltd, 2014)

Articles:

- Kent Matthews, Patrick Minford, Stephen Nickell and Elhanan Helpman, Mrs Thatcher's Economic Policies 1979–1987, Economic Policy, Volume 2, Number 5, The Conservative Revolution, October 1987, pages 57–101. Available online: www.jstor.org/stable/1344621

- David Metz, Maggie's Lucky Strike, History Today, Volume 54, 2004: www.historytoday.com/david-metz/maggie%E2%80%99s-lucky-strike
- Ian Cawood, Harold Wilson: A Reappraisal, History Review, 2006: www.historytoday.com/ian-cawood/harold-wilson-reappraisal
- Liz Homans, Swinging Sixties: The Abolition of Capital Punishment, History Today, Volume 58, 2008: www.historytoday.com/liz-homans/swinging-sixties-abolition-capital-punishment
- Paul Rich, Black People in Britain: Response and Reaction, 1945–62, History Today, Volume 36, 1986: www.historytoday.com/paul-rich/black-people-britain-response-and-reaction-1945-62
- There are a number of articles saved to the VLE, you can find the articles for Paper 1 here: History - Britain - All Documents

Watch:

- The Iron Lady (2011) (film)
- The Rise and Fall of Margaret Thatcher (2013) (film)
- Margaret Thatcher, The Iron Lady (2012) (film)
- There are some lectures saved to the VLE, you can find the lectures for Paper 1 here: History - Britain - All Documents
- The Crown (2016) (dramatisation, series)

Listen: There are lots of historical podcast available on streaming sites which you should have a look at and see if there is anything you think might be relevant to what you are studying. *The Rest is History* is an easy to listen to and informative podcast which you can access through your usual music streaming app (e.g. Spotify), the episodes relevant to Paper 1 are listed below:

- The Rest is History, Episode 35: The Prime Ministers' World Cup
- The Rest is History, Episode 36: Our Greatest Prime Minister
- The Rest is History, Episode 43: 1940
- The Rest is History, Episode 61: California
- The Rest is History, Episode 65: A Very British Scandal
- The Rest is History, Episode 91: The Beatles
- The Rest is History, Episode 120: The Oil Weapon
- The Rest is History, Episode 180: England & Englishness
- The Rest is History, Episode 193: How Prime Ministers Fall
- The Rest is History, Episode 223: Sun, Sea, and Sex
- The Rest is History, Episode 239: Young Churchill: Born to Lead
- The Rest is History, Episode 240: Young Churchill: Soldier of Empire
- The Rest is History, Episode 241: Young Churchill: Prisoner and Fugitive
- The Rest is History, Episode 263: USA vs England: The 200 Year Rivalry
- The Rest is History, Episode 363: Sixties Fashion: The Teenage Revolution (Part 1)
- The Rest is History, Episode 364: Sixties Fashion: Swinging London (Part 2)
- The Rest is History, Episode 372: The Birth of British Fascism
- The Rest is History, Episode 373: Oswald Moseley: Fascist Leader
- The Rest is History, Episode 374: The Battle of Cable Street: Fascism Defeated
- The Rest is History, Episode 401: Windrush: The Story of Black Britain
- The Rest is History, Episode 417: Britain in 1974: State of Emergency (Part 1)
- The Rest is History, Episode 418: Britain in 1974: The Crisis Election (Part 2)
- The Rest is History, Episode 419: Britain in 1974: Countdown to a Coup (Part 3)
- The Rest is History, Episode 420: Britain in 1974: Thatcher Enters the Ring (Part 4)
- The Rest is History, Episode 558: The Rolling Stones: Sex, Drugs and Rock 'n' Roll (Part 1)
- The Rest is History, Episode 559: The Rolling Stones: Satanic Majesties of Sixties Rebellion (Part 2)

Websites

- Spartacus Educational http://spartacus-educational.com/

Paper 2: The USA, 1955-92: Conformity and challenge

Books:

- Robin Bunce, *Pursuing Life and Liberty: Equality in the USA, 1945– 1968* (Pearson, 2009)
- Richard V Damms, *The Eisenhower Presidency 1953–61* (Seminar Studies In History, Pearson, 2002)
- Alan Farmer: *An Introduction to American History, 1860-1990* (Access to History Context, Hodder, 2002)
- Ron Field, *Civil Rights in America, 1865–1980* (Cambridge Perspectives in History, Cambridge University Press, 2002)
- Derrick Murphy, *Flagship History -United States 1776–1992* (Collins Educational, 2001)
- David Paterson et al, *Civil Rights in the USA, 1863–1980* (Heinemann, 2001)
- Joanne de Pennington, *Modern America, The USA, 1865 to the Present* (Hodder Murray, 2005)
- Vivienne Sanders, *Access to History: Civil Rights in the USA 1945–68* (Hodder, 2008)
- Vivienne Sanders, *Politics, Presidency and Society in the USA, 1968–2001* (Hodder, 2008)
- Hugh Brogan, *The Penguin History of the USA* (Penguin, 1999)
- Clayborne Carson (editor), *The Eyes on the Prize - Civil Rights Reader: Documents, Speeches and Firsthand Accounts from the Black Freedom Fighters, 1954–1990* (Prentice-Hall, 1992)
- Robert Cook, *Sweet Land of Liberty?: The African-American Struggle for Civil Rights in the Twentieth Century Studies In Modern History*, Routledge, 1997)
- Robert Dallek, *John F. Kennedy, An Unfinished Life* (Penguin, 2003)
- Peniel E Joseph, *The Black Power Movement: Rethinking the Civil Rights-Black Power Era (*Routledge, 2006)
- Peter J Ling, *Martin Luther King Jr* (Routledge Historical Biographies, Routledge, 2002)
- James T Patterson, *Grand Expectations: The United States, 1945–1974* (Oxford History of the United States, Oxford University Press, 1998)
- Peter Wallison, *Ronald Reagan: The Power Of Conviction And The Success Of His Presidency* (Basic Books, 2004)
- Malcolm X, *Autobiography of Malcolm X* (Penguin, 2007)
- Adam Fairclough, *Better Day Coming: Blacks and Equality, 1890-2000* (Penguin, 2002)

Articles:

- There are a number of articles saved to the VLE, you can find the articles for Paper 1 here: History - USA - All Documents

Websites:

- Modern Social Movements: www.fordham.edu/Halsall/mod/mod sbook56.asp
- Pop Culture: www.fordham.edu/Halsall/mod/modsbook60.asp
- National Archives: A collection of source documents that relate to protests, racial tension and the state and federal government response to calls for equal rights for black Americans in the 1950s and 1960s: www.nationalarchives.gov.uk/education/topics/civil-rights.htm Section on Martin Luther King with documents: www.nationalarchives.gov.uk/education/heroesvillains/
- Viv Saunders, Sport and 20th Century American Society, History Review, 2010: www.historytoday.com/viv-saunders/sport-and-20th-century-american-society
- Spartacus Educational: http://spartacus-educational.com/USA.htm

Watch:

- Malcolm X (1992) (film)
- ABC The Century America's Time (documentary)
- All the President's Men (1967) (film)
- Nixon (1996) (film)

- Parkland (2013) (film)
- Useful revision videos for the Civil Rights Movement (from GCSEPod) can be found here: History - Year 12 - All Documents
- There are some useful documentaries saved on the VLE, you can find the documentaries for Paper 2 here: History - Documentaries - All Documents

Listen:

There are lots of historical podcast available on streaming sites which you should have a look at and see if there is anything you think might be relevant to what you are studying. *The Rest is History* is an easy to listen to and informative podcast which you can access through your usual music streaming app (e.g. Spotify), the episodes relevant to Paper 2 are listed below:

- The Rest is History, Episode 29: Americanisation
- The Rest is History, Episode 72: The Vietnam War
- The Rest is History, Episode 106: Watergate (part 1)
- The Rest is History, Episode 107: Watergate (part 2)
- The Rest is History, Episode 125: The CIA
- The Rest is History, Episode 237: Marilyn Monroe
- The Rest is History, Episode 263: USA vs England: The 200 Year Rivalry
- The Rest is History, Episode 310: Ronald Reagan and the American Dream
- The Rest is History, Episode 311: Reagan: The Road to the White House
- The Rest is History, Episode 312: Reagan, Iran-Contra and the Cold War
- The Rest is History, Episode 360: Fear City: New York in the 1970s
- The Rest is History, Episode 392: JFK: The Road to the White House (Part 1)
- The Rest is History, Episode 393: JFK: Cuba, Camelot and the Cold War (Part 2)
- The Rest is History, Episode 394: JFK: Death in Dallas (Part 3)
- The Rest is History, Episode 395: JFK: Hunt for the Killer (Part 4)
- The Rest is History, Episode 396: JFK: The Second Assassin Strikes (Part 5)
- The Rest is History, Episode 397: JFK: A Conspiracy Unmasked (Part 6)
- The Rest is History, Episode 398: JFK: The Mystery is Solved (Part 7)
- The Rest is History, Episode 438: The Moonwalkers, with Tom Hanks
- The Rest is History, Episode 439: Disco: Sex and Race in Seventies America
- The Rest is History, Episode 508: America in ’68: Nightmare in Vietnam (Part 1)
- The Rest is History, Episode 509: America in ’68: The Assassination of Martin Luther King (Part 2)
- The Rest is History, Episode 510: America in ’68: The Killing of Robert Kennedy (Part 3)
- The Rest is History, Episode 511: America in ’68: George Wallace, The First Donald Trump (Part 4)
- The Rest is History, Episode 512: America in ’68: The Chicago Riots (Part 5)
- The Rest is History, Episode 513: America in ’68: Nixon’s Great Comeback (Part 6)

Year 13

Edexcel A Level History: Paper 1 Britain Transformed, 1918-97 & Paper 2 The USA, 1955-92: conformity and challenge

Number of lessons per fortnight: 5 lessons each fortnight – 3 lessons on Paper 1, 2 lessons on Paper 2 each fortnight

Skills developed: Acquisition of relevant knowledge, interpretation of sources and interpretations, comparative analysis, analysis, evaluation, critical thinking, research skills, persuasive writing and problem-solving skills.

Essential equipment: Folder, dividers, plastic wallets, paper, blue or black pen, green pen, red pen, pencil, ruler, highlighters, *Democracies in change: Britain and the USA in the 20th century* textbook –textbook is provided by the school - students must return these at the end of the course.

Extracurricular and enrichment opportunities: Debate club, opportunity to compete in ESU School's Mace Debate competition

Careers curriculum: History can lead to a range of different career pathways due to the broad skill set that the subject develops. Some of the careers the subject can lead to are historian, archivist, museum curator, teacher, archaeologist, librarian, journalist, policy analyst, lawyer, author, editor.

	Content studied	Literacy focus	What parents can do to help
Autumn Term	**Paper 3: the witch craze in Britain, Europe and North America, c1580-c1750** Depth Study 1: The North Berwick witches in Scotland, 1590-91 and the aftermath to 1597 Depth Study 2: The Lancashire witches of 1604-13 Depth Study 3: The Great Witch-Hunt in Bamberg, Germany, 1623-32 Depth Study 4: Matthew Hopkins and the East Anglian witch craze, 1645-47 **Coursework**: Research, planning and writing	We read information, sources and interpretations together in class and talk about what we can learn from it and how it links to our enquiry. Students learn new words and ideas by explicit teaching of vocabulary during lessons. Literacy support is available in the vocabulary lists with each enquiry learning journey and at the start of every lesson.	You can support your child in A Level History by talking to them about what they're learning and encouraging them to explain ideas and arguments in their own words. This helps build their confidence in articulating complex historical concepts. It's important that students complete all pre-reading tasks before lessons—these lay the groundwork for deeper understanding and enable them to engage fully in class discussions. Parents can support by helping students plan time for this independent reading. Encourage your child to review their class notes regularly and to revise consistently throughout the year rather than only before exams. Revisiting key themes and events regularly strengthens long-term retention. Applying this revision to past exam questions, available via the VLE or online, is an essential step in developing strong essay-writing skills and exam technique. Students are also expected to engage more deeply with the subject through extra reading. Parents can support by encouraging them to read beyond the classroom—historical books, journals, and reliable online resources can all help expand

			their understanding. A great option is to sign up for JSTOR, a digital library where students can access several free academic articles each month on a wide range of historical topics as well as accessing the articles and other texts available on the VLE. Finally, watching relevant documentaries, listening to relevant podcast or visiting historical sites and exhibitions can bring topics to life and spark valuable discussion at home.
Spring Term	**Paper 3: the witch craze in Britain, Europe and North America, c1580-c1750** Depth Study 5: Cotton Mather and the Salem witch-hunt, 1692-93 Breadth Study 1: Changing attitudes to witchcraft in Britain Breadth Study 2: The wider intellectual context: the coming of the age of science and reason **Coursework**: Research, planning and writing	We read information, sources and interpretations together in class and talk about what we can learn from it and how it links to our enquiry. Students learn new words and ideas by explicit teaching of vocabulary during lessons. Literacy support is available in the vocabulary lists with each enquiry learning journey and at the start of every lesson.	You can support your child in A Level History by talking to them about what they're learning and encouraging them to explain ideas and arguments in their own words. This helps build their confidence in articulating complex historical concepts. It's important that students complete all pre-reading tasks before lessons—these lay the groundwork for deeper understanding and enable them to engage fully in class discussions. Parents can support by helping students plan time for this independent reading. Encourage your child to review their class notes regularly and to revise consistently throughout the year rather than only before exams. Revisiting key themes and events regularly strengthens long-term retention. Applying this revision to past exam questions, available via the VLE or online, is an essential step in developing strong essay-writing skills and exam technique. Students are also expected to engage more deeply with the subject through extra reading. Parents can support by encouraging them to read beyond the classroom—historical books, journals, and reliable online resources can all help expand their understanding. A great option is to sign up for JSTOR, a digital library where students can access several free academic articles each month on a wide range of historical topics as well

			as accessing the articles and other texts available on the VLE. Finally, watching relevant documentaries, listening to relevant podcast or visiting historical sites and exhibitions can bring topics to life and spark valuable discussion at home.
Summer Term	Revision	We read information, sources and interpretations together in class and talk about what we can learn from it and how it links to our enquiry. Students learn new words and ideas by explicit teaching of vocabulary during lessons. Literacy support is available in the vocabulary lists with each enquiry learning journey and at the start of every lesson.	You can support your child in A Level History by talking to them about what they're learning and encouraging them to explain ideas and arguments in their own words. This helps build their confidence in articulating complex historical concepts. It's important that students complete all pre-reading tasks before lessons—these lay the groundwork for deeper understanding and enable them to engage fully in class discussions. Parents can support by helping students plan time for this independent reading. Encourage your child to review their class notes regularly and to revise consistently throughout the year rather than only before exams. Revisiting key themes and events regularly strengthens long-term retention. Applying this revision to past exam questions, available via the VLE or online, is an essential step in developing strong essay-writing skills and exam technique. Students are also expected to engage more deeply with the subject through extra reading. Parents can support by encouraging them to read beyond the classroom—historical books, journals, and reliable online resources can all help expand their understanding. A great option is to sign up for JSTOR, a digital library where students can access several free academic articles each month on a wide range of historical topics as well as accessing the articles and other texts available on the VLE. Finally, watching relevant documentaries, listening to relevant podcast or visiting historical sites and exhibitions

			can bring topics to life and spark valuable discussion at home.

Paper 3: The Witch Craze in Britain, Europe and North America, c1580-c1750

Textbooks:

- *The witch craze in Britain, Europe and North America, c1580-c1750* - textbook provided by the school – this must be returned to the school at the end of Year 13
- *Access to History, the Witchcraze of the 16th and 17th Centuries* (2020) – textbook which you could refer to, it is less detailed and not just focussed on Edexcel specification)

Books: Aspects in breadth

- J Henry, *The Scientific Revolution and the Origins of Modern Science* (Palgrave Macmillan, 2008)
- J Israel, *Radical Enlightenment: Philosophy and the making of Modernity 1650–1750* (Oxford University Press, 2001)
- G Parker, *Global Crisis* (Yale University Press, 2012) Chapter 22 'The Great Divergence' gives grand world contextual overview.
- Lawrence Principe, *The Scientific revolution: a Very Short Introduction* (Oxford University Press, 2011)
- D Oldridge, *The Devil in Tudor and Stuart England*, (The History Press, 2000)
- Keith Thomas, *Religion and the Decline of Magic* (Penguin, new edition, 2003)

Books: Aspects in depth

- Brian P Levack, *The Witchhunt in Early Modern Europe* (Pearson, 2006) (all depth studies)
- Brian Pavlac, *Witch Hunts in the Western World* (University of Nebraska Press, 2009) (all depth studies)
- Robert Thurston, *The Witch Hunts* (Pearson, 2007) (all depth studies)
- H R Trevor-Roper, *The European Witch-Craze of the Sixteenth and Seventeenth Centuries* (Penguin, 1967) (all depth studies)
- Christina Larner, *Enemies of God: The Witch Hunt in Scotland* (John Hopkins Press, 1981) (depth study 1)
- P G Maxwell-Stuart, *An Abundance of Witches: The Great Scottish Witch Hunt* (Tempus, 2005) (depth study 1)
- Christine Goodier, *1612, The Lancashire Witch Trial* (Palatine Books, 2011) (depth study 2)
- Robert Poole, *The Lancashire Witches* (Manchester University Press, 2002) (depth study 2)
- Thomas Potts, *The Discovery of Witches 1613 (*Reprint available through Amazon etc) (depth study 2)
- L Roper, *Witch Craze: Terror and Fantasy in Baroque Germany* (Yale University Press, 2004) (depth study 3)
- Malcolm Gaskill, *Witchfinders* (Murray, 2005) (depth study 4)
- M B Norton, *In the Devil's Snare: The Salem Witchcraft Crisis of 1692* (Knopf, 2002) (depth study 5)

Articles: There are a number of articles saved to the VLE, you can find the articles for Paper 3 here: History - Videos and wider reading articles - All Documents

Watch: There are some useful documentaries saved on the VLE, you can find the documentaries for Paper 3 here: History - Videos and wider reading articles - All Documents

Listen: There are lots of historical podcast available on streaming sites which you should have a look at and see if there is anything you think might be relevant to what you are studying. *The Rest is History* is an easy to listen to and informative podcast which you can access through your usual music streaming app (e.g. Spotify), the episodes relevant to Paper 3 are listed below:

- The Rest is History Episode 26. Witches
- The Rest is History Episode 331: American Witches

Coursework: Origins of the First World War

Books:

- Christopher Clark, *The Sleepwalkers: How Europe Went to War in 1914* (2012)
- Niall Ferguson, *The Pity of War* (1998)
- Fritz Fischer, *Germany's Aims in the First World War* (1967)
- David Fromkin, *Europe's Last Summer: Who Started the Great War in 1914?* (2004)
- *Imanuel Geiss, German Foreign Policy, 1871-1914 (1976)*
- *Max Hastings, Catastrophe 1914: Europe Goes to War (2013)*
- Ruth Henig, *The Origins of the First World War* (2nd ed., 2002)
- *Holger Herwig – The First World War: Germany and Austria-Hungary (1996)*
- James Joll & Gordon Martel, *The Origins of the First World War* (3rd ed., 2007)
- Margaret MacMillan, *The War That Ended Peace: How Europe Abandoned Peace for the First World War* (2013)
- Sean McMeekin, *July 1914: Countdown to War* (2013)
- Annika Mombauer, *Helmuth von Moltke and the Origins of the First World War* (2001)
- William Mulligan, *The Origins of the First World War* (2010)
- John Röhl, *Kaiser Wilhelm II: A Concise Life* (2014)
- David Stevenson, *Armaments and the Coming of War: Europe, 1904–1914* (1996)
- Hew Strachan, *The First World War: Volume I: To Arms* (2001)
- Samuel R. Williamson Jr., *Austria-Hungary and the Origins of the First World War* (1991)

Articles:

- Fischer, F. "*World Policy, World Power and German War Aims*." *Journal of Contemporary History*, 1966.
- Mombauer, A. *"Of War Plans and War Guilt: The Debate Surrounding the Schlieffen Plan*." *Journal of Strategic Studies*, 2002.
- Williamson, S.R. "*Military Diplomacy in the Dual Alliance: German Military Attachés in Austria-Hungary and the Balkans, 1879-1914*." *Journal of Modern History*, 1973.
- JSTOR is a particularly good resource for this topic area.

Watch: There are a range of documentaries and historians giving lectures available to you on the VLE, they can be found here: History - Year 12

Listen: There are lots of historical podcast available on streaming sites which you should have a look at and see if there is anything you think might be relevant to what you are studying. *The Rest is History* is an easy to listen to and informative podcast which you can access through your usual music streaming app (e.g. Spotify), the episodes relevant to your coursework topic are listed below:

- The Rest is History, Episode 465: The Murder of Franz Ferdinand: The Killer (Part 1)
- The Rest is History, Episode 466: The Murder of Franz Ferdinand: The Conspiracy (Part 2)
- The Rest is History, Episode 467: The Murder of Franz Ferdinand: The Victim (Part 3)
- The Rest is History, Episode 468: The Murder of Franz Ferdinand: The Crime (Part 4)
- The Rest is History, Episode 469: The Road to the Great War: Countdown to Armageddon (Part 1)
- The Rest is History, Episode 470: The Road to War (Part 2)
- The Rest is History, Episode 471: The Road to the Great War: The Austrian Ultimatum (Part 3)
- The Rest is History, Episode 472: The Road to the Great War: Britain's Fateful Choice (Part 4)
- The Rest is History, Episode 473: The Road to the Great War: The Tsar Chooses War (Part 5)
- The Rest is History, Episode 474: The Road to the Great War: The Lights Go Out (Part 6)
- BBC Radio 4: *In Our Time* – "The Origins of the First World War" (available on BBC Sounds or podcast apps).
- BBC Radio 4: *In Our Time* – "Paul von Hindenburg" (available on BBC Sounds or podcast apps).

- History Hit – The Road to 1914
- History Extra Podcast (BBC History Magazine) – multiple episodes around WWI centenary with historians like Margaret MacMillan and Christopher Clark.