

History Curriculum Knowledge Overview (Y12-13)

When students choose to study History A Level at Callington we ensure that their learning is enhanced to a greater depth of historical knowledge and understanding, allowing them to build on the substantive and disciplinary knowledge they have developed at GCSE.

<u>Scholarly foundation and rationale</u>	<u>Enquiry (substantive and disciplinary knowledge)</u>
<p>Breadth and depth studies enrich student knowledge of significant historical events through exploration of features such as:</p> <p>The role of elites and the basis of legitimacy of power and decision-making</p> <p>how the exercise of power changes over time when confronted with opposition</p> <p>how ideas, social and economic or ideological developments influence and change the exercise of power.</p> <p>In addition, students will be taught how to draw conclusions about and make links in relation to, the various processes of historical change and continuity.</p> <p>The Germany and Wars of the Roses units provide a coherent understanding of how change occurs, how the causes of change interrelate, of degrees of change and continuity and of similarity, difference and significance. The units also provide a coherent understanding of how individuals and groups bring about and react to broader social, economic, religious and cultural changes.</p> <p>Students will be required to identify an issue they wish to study and develop a question from this issue which will be the focus of the Historical Investigation.</p>	<p><u>A Level History Year 12 and 13</u></p> <p>1L The quest for political stability: Germany, 1871–1991</p> <p>This option allows students to study in breadth issues of change, continuity, cause and consequence in this period through the following key questions:</p> <p>How was Germany governed and how did political authority change and develop?</p> <p>How effective was opposition?</p> <p>How and with what results did the economy develop and change?</p> <p>What was the extent of social and cultural change?</p> <p>How important were ideas and ideology?</p> <p>How important was the role of key individuals and groups and how were they affected by developments?</p> <p>Part one: Empire to democracy, 1871–1929</p> <p><u>The Kaiserreich, 1871–1914</u></p> <ul style="list-style-type: none"> • Political authority: the extent and make-up of the German Empire in 1871; the 1871 constitution; the role of Emperor and Chancellor; political groupings and parties and their ideologies • Government and opposition: Kaiser Wilhelm I and government under Bismarck; their personalities and policies; the role of the Reichstag; the struggle between autocracy and democracy; the development of parties and political opposition • Government and opposition: Kaiser Wilhelm II and his chancellors; personalities and policies; the place of the Reichstag; the struggle between autocracy and democracy; the development of parties and political opposition • Economic developments: industrial expansion; old and new industries; trade and wealth • Social developments: the class hierarchy; elitism and the culture of militarism; the condition of the working people • The political, economic and social condition of Germany by 1914 <p><u>Empire to democracy, 1914–1929</u></p> <ul style="list-style-type: none"> • Political authority: the political impact of the First World War on Germany; political change and breakdown by 1918; the 1918 revolution; the establishment of democratic government in the Weimar constitution • Government and opposition to 1924: post-war political problems; attempted coups and the opposition of left and right; the occupation of the Ruhr; the working of Weimar government; its strengths and weaknesses • Government and opposition 1924–1929: the impact of the Ruhr invasion and the leadership of Stresemann; degree of governmental change; degree of opposition • Economic developments: the impact of war; post-war economic problems and policies; reparations; hyperinflation; Dawes and Young Plans and foreign loans; industrial growth; agriculture

Through undertaking the Historical Investigation, students will develop an enhanced understanding of the nature and purpose of history as a discipline and how historians work. They will broaden their study of the past whilst having the opportunity to study a specific issue in great depth.

- Social developments: the effect of war on German society; social and cultural changes in Weimar Germany
- The political, economic and social condition of Germany by 1929

Part two: the impact of Nazism, war and division, 1929–1991

The Nazi experiment, 1929–1949

- Political authority 1929–1945: the collapse of Weimar democracy and the establishment of the one-party authoritarian Nazi State; the roles of Hindenburg and Hitler
- Government and opposition to 1945: Nazism as an ideology and in practice; Hitler's style of government; the Terror State; opposition and resistance; key Nazi leaders; the effect of war
- Political authority and government 1945–1949: post-war occupation and division; the issue of Berlin and the blockade; the division of Germany
- Economic developments: the impact of the Depression; recovery and development under Nazis in peace and war; the post-war economy
- Social developments and tensions; Nazi social policies including *volksgemeinschaft* and the racial state; Nazi culture; postwar German society and the legacy of Nazism
- The political, economic and social condition of Germany by 1949

Division to unity: the Federal Republic of Germany, 1949–1991

- Political authority: Adenauer as Chancellor and establishment of democracy in Western Germany; the constitution, checks and balances; the state of German democracy
- Government and opposition: governments; parties and policies; chancellors after Adenauer and coalition governments under the three party system; the search for consensus
- Extra-parliamentary opposition and pressure: student protest; urban terrorism and the Baader-Meinhof gang; environmentalism
- Economic developments: the growth of the West German economy; the economic miracle and its aftermath; participation in the EEC/EU; impact of the oil crisis
- Social developments: the effect of the Nazi legacy; standards of living; changes to the position of women, youth, unemployment; social tensions; modern culture
- The political, economic and social condition of reunified Germany by 1991: Kohl and the drive to reunification; strengths and problems of reunification

2B The Wars of the Roses, 1450–1499

This option provides for the study in depth of a period in which the English monarchy suffered instability and the country was subjected to a range of political, economic and social pressures. It develops concepts such as authority, hierarchy, faction and legitimacy. It also encourages students to reflect on the sources of power within a state, causes of political breakdown and the impact of dynastic instability on the 'common people'.

Part one: the Fall of the House of Lancaster, 1450–1471

The origins of conflict, 1450–1459

- English society and politics in 1450: the weakness of Henry VI's rule; baronial factions; Cade's rebellion; the loss of Normandy
- The impact on English politics of the emerging power and influence of Richard of York
- The outbreak of war: the first Battle of St Albans and the balance of military power in 1455

- The uneasy peace: the influence of Margaret of Anjou; factional rivalries and their impact on English society

The War of the Barons, 1459–1461

- The renewal of war: York's flight into exile; the emergence of Warwick 'the Kingmaker'; the capture of Henry VI at Northampton
- Filling the political vacuum: the rule of Richard of York as Protector of England
- Shifting loyalties and the Lancastrian revival: Wakefield; the second Battle of St Albans; the death of York and the restoration of Henry VI
- Proclamation of Edward IV as King; Yorkist victory at Towton; the strengths and weaknesses of the Yorkists by 1461

The triumph of the Yorkists, 1461–1471

- The personal rule of Edward IV and the political impact of his marriage to Elizabeth Woodville
- Factional rivalries: Warwick 'the Kingmaker'; attempts to restore Henry VI; Margaret of Anjou; Edward, Prince of Wales
- The crushing of the Lancastrian cause: Barnet and Tewkesbury; the destruction of the Lancastrian nobility
- The impact of the baronial wars on English society by 1471: the weakening of the aristocracy; the impact on trade and the economy

Part two: the fall of the House of York, 1471–1499

'The Sun in Splendour': the reign of Edward IV, 1471–1483

- The consolidation of royal authority under Edward IV and the development of new methods of government
- Factional rivalries and court politics: hostile reactions against the influence of the Woodvilles
- Change and continuity in English society during a decade of peace: trade and the economy, social mobility, the regions
- The premature death of Edward IV and the crisis of the Yorkist succession

The downfall of the Yorkist Monarchy, 1483–1486

- The coup d'état by Richard of Gloucester: the issue of the Princes in the Tower and Richard III's position as a usurper
- Factional rivalries; the emergence of Henry Tudor, dissensions among the Yorkist nobility, Buckingham's rebellion
- The strengths and weaknesses of Richard III's position in 1484: the death of his wife and heir; the problem of the succession
- The downfall of Richard III: Bosworth, the proclamation of a new Tudor dynasty under Henry VII and his marriage to Elizabeth of York

The end of the Yorkist Dynasty, 1486–1499

- Yorkist opposition to Henry VII: the Lovell revolt; defeat of the Pretender Lambert Simnel at Stoke; the Yorkshire Uprising
- Attempts to maintain the Yorkist cause: Margaret of Burgundy, the Earl of Warwick and the Pretender Perkin Warbeck
- The end of the Yorkist challenge: defeat of Warbeck and his Scottish and Cornish allies; the execution of Warbeck and Warwick
- The impact of the Wars of the Roses on English society by 1499: trade and the economy; central authority and the regions

Historical Investigation- Non-examined Assessment (NEA)

A personal study based on a topic of student's choice. This should take the form of a question in the context of approximately 100 years. It must not duplicate the content of options chosen for Components 1 and 2.

At Callington we focus this investigation on the Golden Age of Spain 1469-1598. This period allows students to explore an alternative to the British Empire; a country whose explorers discovered the 'new world' and whose religious fanaticism led to the infamous 'Spanish Inquisition. Later their quest for power saw their monarch Charles I share his role between Spain and being head of the Holy Roman Empire and later again Philip II undertake the Spanish Armada. We will provide students with an overview of this period, considering such enquiries as: Then support them in choosing their question to investigate.

- What were the political issues and how well did rulers handle them?
- Where did opposition come from and how was it dealt with?
- How and to what extent did the economy and society develop and change?
- How important were religious and other new ideas in Spain's development?
- To what extent did Spain become a 'Great Power'?
- How important was the role of key individuals and groups and how were they affected by developments?

Then we will support them in choosing their question to investigate and supervise their independent research.

How is it assessed?

- 3500-4500 words
- 40 marks
- 20% of A-level
- marked by teachers
- moderated by AQA