



CLAIRES COURT
SIXTH FORM

Curriculum Statement

Year 12 and 13 - History
2025 – 2026

Your place to *aim high*

History

Why should I study History at A-Level?

Studying A Level History improves your understanding of the world today and the extent to which historical events and ideas have shaped it. It gives meaning to current affairs and geopolitical situations. This is seen in the current social movements, a troubled Middle East and our persistent European debate. Our course helps to explain reasons for, and consequences of, the first Brexit in Tudor times with arguments that were similar to those used in 2016 together with the nascent idea of a 'national identity' and the consequences of such a break from Europe. Our study of the Reformation delivers valuable insight into European history and how it still affects today's attitudes and politics (both international and domestic) across the world. Similarly, with civil rights at the fore of political debate, an in-depth understanding of this subject is essential to successfully navigating the wider world. For your coursework, you choose the topic, so that you have the opportunity to independently research a historical controversy that interests you. Past topics have varied widely from the Crusades to Hiroshima.

History is a facilitating subject giving you highly transferable skills that are instrumental in many different career paths. The level of analysis, evaluation and interpretation acquired in a History A level are highly valued by employers and universities alike. Future careers will include any job that requires oral and written communication, the ability to work independently, carry out research and the ability to analyse and evaluate such as law, journalism, academia, accounting and business.

We follow the Edexcel specification found at: <http://goo.gl/QAK4TA> This qualification is linear. Students will sit all their exams at the end of Y13. There are four main areas of study :

Year 12:

Route B: Religion and the state in early modern Europe:

Paper 1, England, 1509–1603: authority, nation and religion

This option comprises a study in breadth in which students will learn about the key political, social and economic features of Tudor England from the accession of Henry VIII to the death of Elizabeth I, an era of decisive change for the English state and church and one which still informs our national identity. The focus of study is on developments and changes over a wide timescale and so the content is presented as themes spanning a significant duration: 1509–1588. This option also contains a study in depth of historical

interpretations on a broad question that is contextualised by, and runs on from, the themes: whether there was a general crisis of government in the last years of Elizabeth I's reign, 1589–1603. The theme of 'crisis of government' being hugely relevant to our present political situation.

Paper 2, Option 2B.1: Luther and the German Reformation, c1515–55

This option comprises a study in depth of Luther's challenge to the Catholic Church, the development of a separate Lutheran Church within the German states, and the response of the Holy Roman Empire and the papacy to this challenge to 1555. This would cause a fracture in the religious unity of western Christianity, which would, in time, spread through Europe and beyond. Students will gain an in-depth understanding of religious protests and the involvement of secular and religious leaders in driving, and resisting, religious and political change. This course is essential for anyone who wants to have any understanding of European history and the Europe of today!

Year 13:

Paper 3, Option 39.1: Civil rights and race relations in the USA, 1850–2009

This option allows you to explore developments that have shaped contemporary America and remain a fundamental issue in US society including the changing pattern of race relations between black and white Americans, both in terms of civil rights and also broader social and cultural changes over a period that began with millions of black Americans in slavery and ended with Barack Obama as President.

Coursework on a topic of choice:

The purpose of this coursework is to enable students to develop skills in the analysis and evaluation of interpretations of history in a chosen historical controversy e.g causes of the Russian Revolution, as part of an independently researched assignment. The focus is on understanding the nature and purpose of the work of the historian. Students will be required to form a critical view based on relevant reading on the question, problem or issue. They will also be specifically required to analyse, explain and evaluate the interpretations of three historians.

Assessment (A level at the end of Year 13)

Paper 1: Breadth study with interpretations (30% A level)

England, 1509–1603: authority, nation and religion

Examination: 2 hours 15 minutes

Section A: one depth essay

Section B: one breadth essay

Section C: one interpretations question

Paper 2: Depth study (20% A level)**Luther and the German Reformation, c1515–55**

Examination: 1 hour 30 minutes

Section A: one source question

Section B: one depth essay

Paper 3: Themes in breadth with aspects in depth (30% A level)**Civil rights and race relations in the USA, 1850–2009**

Examination: 2 hours 15 minutes

Section A: one source question

Section B: one depth essay

Section C: one breadth essay

Coursework 20% A level

Students complete an independently researched enquiry on historical interpretations, e.g. the origins of WW1 or origins of the Cold War. Assessment consists of a 3000-4000 word essay which will be marked internally and externally moderated.

MASTERY

History students will be taught core skills and concepts together with the knowledge that will underpin the study of History at this level. These include an in depth understanding of cause and consequence, change, significance and similarity and difference. The study of History focuses on honing source analysis and interpretation skills. Recall exercises are employed throughout the curriculum to ensure understanding and mastery of knowledge, which will assist students in their command of the key issues and debates that they encounter in both historical and current affairs. Worked examples, teacher modelling and exemplar answers will be employed in order to develop student confidence about how to think and write analytically and evaluate ideas, sources and interpretations. This will enable them to apply this knowledge in their own writing and to demonstrate a deeper understanding of and participation in the world around them. We encourage oral communication skills by requiring the students to create presentations on key issues and to peer teach relevant knowledge and skills. Equally, we regularly practise and formally assess the student's learning using exam style questions which will prepare them for the eventual styles they encounter at A level and beyond. Claire's Court History students acquire deep, long term, secure and adaptable life long learning skills.

For further information please contact: Ms C Bullough - crb@clairescourt.net