

Humanities KS5 Curriculum Intent, Implementation and Impact Overview

	Year: 13 Subject: HISTORY IMPLEMENTATION					
	HT1 & HT2		HT3 & HT4		HT5	
<p>Edexcel A level specification coverage, key concepts and skills ('Big Ideas')</p> <p>(Option 36.1: Protest, agitation and parliamentary reform in Britain, c1780-1928)</p>	<p>Protest, agitation and parliamentary reform in Britain, c1780-1928</p> <p>Context: The fight for suffrage to c.1850 and the fight for social reform.</p> <p>Key Vocabulary: Parliament, suffrage, revolution, radical, Chartism, social, reform, contagious.</p> <p>Prior Learning / LTM: KS3 - Industrial Revolution.</p> <p>Cultural Capital: Acquire understanding of the fight for parliamentary reform in Britain.</p>	<p>Coursework</p> <p>Context: Students select a topic of their choice with the guidance of the teacher.</p> <p>Key Vocabulary: Analysis, evaluation, historiography.</p> <p>Prior Learning / LTM: Depends on the topic chosen.</p> <p>Cultural Capital: Depends on the topic chosen.</p>	<p>Protest, agitation and parliamentary reform in Britain, c1780-1928</p> <p>Context: Social reform, the fight for women's suffrage and Trade Union militancy.</p> <p>Key Vocabulary: Suffrage, political, social, democratic, Trade Union, militancy, strike.</p> <p>Prior Learning / LTM: KS3 - Industrial Revolution and 20th Century. KS5 - Britain Transformed, 1918-97.</p> <p>Cultural Capital: Acquire understanding of political and social changes in Britain.</p>	<p>Coursework</p> <p>Context: Students select a topic of their choice with the guidance of the teacher.</p> <p>Key Vocabulary: Analysis, evaluation, historiography.</p> <p>Prior Learning / LTM: Depends on the topic chosen.</p> <p>Cultural Capital: Depends on the topic chosen.</p>	<p>Protest, agitation and parliamentary reform in Britain, c1780-1928</p> <p>Context: Breadth study - parliamentary reform and influences on parliament.</p> <p>Key Vocabulary: Parliament, reform, representation.</p> <p>Prior Learning / LTM: KS3 - Industrial Revolution. KS5 - Britain Transformed, 1918-97.</p> <p>Cultural Capital: Acquire understanding of political changes in Britain that have led to the current parliamentary system.</p>	<p>REVISION</p> <p>Context: Revision of previous units.</p> <p>Key Vocabulary: See previous.</p> <p>Prior Learning / LTM: KS5 - Britain Transformed, 1918-97. The USA, c1920-55: boom, bust and recovery. Protest, agitation and parliamentary reform in Britain c, 1780-1928.</p> <p>Cultural Capital: See previous.</p>
<p>Link to EdExcel specification</p>	<p>Radical reformers c1790-1819</p> <p>Chartism c1838-c1850.</p>	<p>Coursework</p>	<p>Contagious Diseases Acts and the campaign for their repeal 1862-86. The SPU 1903-14. Trades union militancy, 1915-27.</p>	<p>Coursework</p>	<p>Reform of Parliament</p> <p>Changing influences in parliament: the impact of parliamentary reform.</p>	
<p>Acquire key substantive</p>	X	X	X	X	X	X

knowledge of topic studied.						
Recall substantive knowledge and use in verbal communication and written work.	X	X	X	X	X	X
Analyse substantive knowledge making links with previous learning.	X	X	X	X	X	X
Acquire and use abstract terms in verbal communication and written work.	X	X	X	X	X	X
Revisit abstract terms in a different context.	X	X	X	X	X	X
Know some second order concepts.						
Respond accurately to some second order concepts with support.						
Respond accurately to second order concepts independently.	X	X	X	X	X	X
Produce structured written work.	X	X	X	X	X	X
Set up their own historical enquiry.		X		X		
Use a range of evidence.	X	X	X	X	X	X
Analyse evidence linking to substantive knowledge.	X		X		X	X
Analyse evidence considering provenance.	X		X		X	X

Analyse evidence considering utility for purpose of enquiry.	X		X		X	X
Know what an interpretation is.	X	X	X	X	X	X
Identify similarities and differences between interpretations.	X	X	X	X	X	X
Analyse interpretations through making links to substantive knowledge.	X	X	X	X	X	X
Select own interpretations for a historical enquiry.		X		X		
When analysing interpretations, consider the context in which they were produced.	X	X	X	X	X	X
Second order concepts	Change, continuity, cause, consequence, significance, diversity, chronology.	Change, continuity, cause, consequence, significance, diversity, chronology.	Change, continuity, cause, consequence, significance, diversity, chronology.	Change, continuity, cause, consequence, significance, diversity, chronology.	Change, continuity, cause, consequence, significance, diversity, chronology.	Change, continuity, cause, consequence, significance, diversity, chronology.
IMPACT	Assessment: Essay question (20 marks) Progression to P18: Analytical skills - extended writing. Verbal communication, analysis of evidence and interpretations.	Assessment: Essay question (20 marks); source question (20 marks) Progression to P18: Analytical skills - extended writing. Verbal communication, analysis of evidence and interpretations.	Assessment: Essay question (20 marks) Progression to P18: Analytical skills - extended writing. Verbal communication, analysis of evidence and interpretations.	Assessment: Essay question (20 marks); source question (20 marks) Progression to P18: Analytical skills - extended writing. Verbal communication, analysis of evidence and interpretations.	Assessment: Essay question (20 marks) and interpretation question (20 marks). Progression to P18: Analytical skills - extended writing. Verbal communication, analysis of evidence and interpretations.	Assessment: Essay question (20 marks); source question (20 marks) Progression to P18: Analytical skills - extended writing. Verbal communication, analysis of evidence and interpretations.

Cultural Capital is the body of knowledge a student needs so that they can flourish in the future and not be left behind. LTM = Long Term Memory.