



Ursuline College

History Department

The Team

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Key Stage 3

At Key Stage 3 all students study History for 4/6 lessons a fortnight depending on their year. Our curriculum begins with a study of Medieval Britain and ends by analysing significant events of the 20th century in. History is taught both chronologically and thematically in order to develop the key skills required for the study of GCSE History and beyond. Furthermore, there is a substantial study of British history across time as well as an in depth study of some other countries and cultures in order to make the Key Stage 3 curriculum broad and balanced. Assessment at Key Stage 3 provides a foundation for the skills of using historical sources and demonstrating knowledge that are required in Key Stage 4 and 5.

	Cycle 1	Cycle 2	Cycle 3
Year 7	- The Causes of the Battle of Hastings. - The impact of the Norman conquest on England. - How castles developed in the Middle Ages. - The significance of religion in the Middle Ages. - Plague and protest in Medieval England. - Medieval women.	- The causes and consequences of the Wars of the Roses. - The significance of the reign of the Tudors – Henry VII, Henry VIII, Edward VI, Mary I, Elizabeth I and Mary Queen of Scots. - The Spanish Armada. - The development of life in Tudor England – schools, food, crime and punishment. - The causes and consequences of the Gunpowder Plot 1605. - The causes and consequences of the English Civil War and the significance of the actions of Cromwell.	- The causes and consequences of the Plague 1665, the great fire of London. 1666 and the Glorious Revolution 1688. - Empire, Persecution and Resistance in the new world. - Georgian Britain.
	Cycle 1	Cycle 2	Cycle 3
Year 8	- The reasons for the development of the British Empire. - The causes and consequences of the French Revolution and the	- The impact of the industrial revolution on society and the economy in Britain. - The impact of developments in transport on society and the	- The role and status of women in British society and how this changed over time. - The sinking of the Titanic.

	significance of the battles of Trafalgar and Waterloo. The impact and abolition of the slave trade.	economy in Britain and in the local area. The significance of developments in crime and punishment during the industrial revolution.	
Year 9	- The causes of the First World War. - The events and consequences of the First World War. - Democracy and dictatorship in 20th century Europe. - Hitler rise to power and life in Nazi Germany. - Racial persecution in Nazi Germany.	- The causes of WW2. - The events of the Second World War. - Life in post-war Britain. - Social Change in the modern world	- The Development of the USA: Economic downturn & recovery - The economic impact of WWII. - Civil rights 1940-1970. - Political change 1960-2000. - Social change 1950-2000. - Cold War rivalry. - The search for world peace from 1975.

Key Stage 4

Exam Board: Eduqas

Link to Specification: <https://www.eduqas.co.uk/qualifications/history-gcse/>

Future Careers: The skills developed in History are applicable to a wide range of careers, including-

Law, Politics, Public sector, Business, Marketing, Journalism, Economics, Teaching, Academia, Insurance
Social research, Archaeology and curation (museums, galleries, archives and libraries)

From Year 10 students will have the option to take History as a GCSE. We follow the WJEC Eduqas specification. At Key Stage 4 the curriculum builds upon the topics and skills developed in Key Stage 3 as well as looking more broadly at world history through the study of the USA from 1929-2000. There are regular trips to Berlin to study the history of Nazi Germany to provide context to one of the areas of study.

The GCSE History course is made up of two Components:

Component 1: Studies in Depth

This component is in two parts and students will study one element of British History and one non-British History from different historical eras. For the British element students will study The Elizabethan Age from 1558-1603. For the non-British element students will study Germany in Transition from 1919-1939, where they will focus on the rise of the Nazi Party and life in Hitler's Germany.

Component 2: Studies in Breadth

This component is split into two parts and students will carry out a Period Study and a Thematic Study. The Period Study will be The Development of the USA from 1929 to 2000 and the Thematic Study will be focused on Changes in Crime and Punishment in Britain from around the year 500 to the present day.

Examinations

Component 1: Studies in **Depth**

Two written examinations of 2 hours (split into two papers of 1 hour duration each). This accounts for 50% of the qualification.

Component 2: Studies in **Breadth**

Two Written examinations of 2 hours (split into two papers of 45 minutes for the Period Study and 1 hour 15 minutes for the Thematic Study). This accounts for 50% of qualification.

	Cycle 1	Cycle 2	Cycle 3
Year 10	The Elizabethan Age 1558-1603 - The key elements of Elizabethan government. - Lifestyles of the rich and poor. - Popular entertainment in Elizabethan England including the development of the theatre. - The key elements of the religious settlement. - The Catholic Threat. - The causes and consequences of the Spanish Armada. - The Puritan Threat.	Germany in Transition 1919-39 - The situation in Germany at the end of WW1. - The political and economic problems of the Weimar Republic. - Germany under Stresemann 1923-9, the 'golden age'. - The Nazi rise to power and the end of the Weimar Republic. - Hitler's consolidation of power 1933-34 - Nazi economic, social and racial policy	- Terror & persuasion - Hitler's foreign policy 1933-9 Crime & Punishment in Britain c.500-present - The causes of crime in Britain c.500 to Present Day - The nature of crime in Britain c.500 to Present Day - Responsibility for enforcing the law in Britain c.500 to Present Day - The methods of enforcing the law in Britain c.500 to Present Day - The methods of punishment in Britain c.500 to Present Day - Attitudes to punishment in Britain c.500 to Present Day
Year 11	- Historic site study: Policing in Liverpool 1787-1900 Recap: The Development of the USA 1929-2000 - Economic downturn & recovery - The economic impact of WWII. - Civil rights 1940-1970. - Political change 1960-2000. - Social change 1950-2000. - Cold War rivalry. - The search for world peace from 1975.	Recap: The Elizabethan Age and Germany in Transition Recap: Crime & Punishment in Britain c.500-present	

Key Stage 5

Exam Board: AQA (Y12) OCR (Y13)

Link to Specification: <https://www.ocr.org.uk/qualifications/as-and-a-level/history-a-h105-h505-from-2015/>

History A-level 7042 Specification

Future Careers: The skills developed in History are applicable to a wide range of careers, including-

Law, Politics, Public sector, Business, Marketing, Journalism, Economics, Teaching, Academia, Insurance, Social research, Archaeology and curation (museums, galleries, archives and libraries)

The department aims to develop History students who possess valuable background knowledge of current affairs as well as in depth knowledge of the topics studied. Just as importantly, they will have developed the skills which are so highly prized in employment and further education in research, analysis of sources and data, and then the construction of well-evidenced arguments.

Some students each year will proceed to go and take History degrees at university and will have been prepared, through the curriculum we have chosen, to be successful in further education. Equally students will be able to use history as a stepping stone to many other degree courses and employment opportunities, especially in related fields such as Law, Journalism, Politics, Economics and Business Studies, International Relations, History of Art, Languages, Social Studies, Police and Armed Forces. Some students have also successfully combined it with Mathematics or Science subjects to go on to careers in Medicine, Veterinary Science or Engineering. Therefore, the study of History at A Level should be seen as a passport to success in any future area of work or study.

For Year 13 (from September 2025), this has been a two-year programme of study, and students follow the OCR History A Level specification. The two units that students study in Year 12 are Italian History from 1896 to 1945, with a particular focus on the role of Mussolini, and a breadth study of the Wars of the Roses 1445-1509: Lancastrians, Yorkists and Henry VII. In Year 13 student will complete an independent study based on a topic of their choosing, followed by a thematic breadth study of Civil Rights in America in the 20th century. It is hoped that the breadth studies taught in Key Stage 3 and 4 have given students chronological understanding and the ability to identify and evaluate change and continuity over time. These are the essential skills required to be successful in this vital unit.

For Year 12 (from September 2025), this is a two year programme of study, and student follow the AQA History A Level specification. The two units studied are a depth study on *The Wars of the Roses 1450-1499* and a breadth study on *the Making of a Superpower, USA 1865-1975*. It is hoped that the breadth studies taught in Key Stage 3 and 4 have given students chronological understanding and the ability to identify and evaluate change and continuity over time. These are the essential skills required to be successful in this vital unit.

Examinations

Y13 (taken in summer 2026)

15% Italy 1896–1943- This is a written examination that contains two traditional essay questions.

25% Britain, Wars of the Roses – This is a written examination with the main focus of using historical sources.

20% Independent Essay – One coursework question based on a topic chosen by students

40% Civil Rights in the USA – This is a written examination that contains two traditional essay questions

Y12 (taken in summer 2027)

40% The Wars of the Roses 1450-1499 – this is a written examination with a focus on source and two essay based questions.

40% The Making of a Superpower: USA 1865-1975 – this is a written examination with a focus on historical interpretations and two essay based questions

20% Independent Essay – one coursework question based on a topic chosen by students

	Cycle 1	Cycle 2	Cycle 3
Year 12	The Fall of the House of Lancaster, 1450–1471	- The War of the Barons, 1459–1461 - The Triumph of the Yorkists, 1461–1471	The Triumph of the Yorkists, 1461–1471
Sep 2025	- Origins of conflict' - The War of the Barons, 1459–1461		The Fall of the House of York, 1471–1499 'The Sun in Splendour': The Reign of Edward IV, 1471–1483

Year 13 Sep 2026	• The Downfall of the Yorkist Monarchy, 1483–1486	• The Downfall of the Yorkist Monarchy, 1483–1486	
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	Cycle 1	Cycle 2	Cycle 3
Year 13 Sep 2025	• Independent essay • Trade Union rights • African American rights	• Independent essay • Trade union rights • African-American rights	• Independent essay • Native-American rights • Women’s rights