

# KS5 Curriculum Sequencing – Homework/Prep Time Work and Private Study Work: History A Level

## A Level History homework, prep time work and private study work policy

All homework, prep time work and private study work in A Level Geography is set on Edulink homework with a clear set date, due date and time allocation in order to meet the recommended Sixth Form requirement of 8-9 hours of homework/prep time work and/or private study work for the course each fortnight.

<b>Homework</b>	4 hours of homework will be set for each student across both sides of the course every fortnight. This can vary in terms of weighting between the human and physical side of the course with two teachers. Homework will be checked for completion in future lessons.
<b>Prep time work</b>	3 hours of prep time work will be set for A Level History per fortnight. Prep time work is linked to previously studied topic areas in order to prep for assessments and/or prepping for future lesson content. Prep time work reading and note taking is also set looking ahead to topics in future lessons. Prep time work will be checked for completion in future lessons.
<b>Private study work</b>	<p>2 hours of private study work will be set each fortnight across both sides of the course. One piece of work that is set from the start of September up until the end of the academic year is access to the supra-curricular content that has been developed for private study. This includes the following areas:</p> <ol style="list-style-type: none"><li>1) wider reading resources</li><li>2) Lecture and talks from specialists</li><li>3) Modern History Review magazine articles</li><li>4) In the news articles linked to each unit of study</li><li>5) British Government and Leaders Podcasts</li><li>6) Online journal articles</li><li>7) Selected podcast lectures</li><li>8) Gresham College lecture series</li><li>9) Margaret Thatcher: A Very British Revolution series of programmes</li></ol> <p>All of the above can be found here:</p> <p>Private study work is not checked for completion but evidence of completion will show through assessments.</p>

## Sequencing of homework, prep time work and private study work

### Paper 1 – Britain Transformed, 1918-1997

Area of subject learning checklist	Homework/Prep Time Work and Private Study work set
A changing political and economic environment, 1918-79	<p>EQ1. To what extent did the political landscape change between 1918 and 1979?            EQ2. In what ways and with what success did governments deal with economic change between 1918 and 1979?            EQ3. How effectively did governments respond to changes in the workplace between 1918 and 1979?</p> <ul style="list-style-type: none"> <li>• Preparation for EQ 1</li> <li>• Preparation for EQ 2</li> <li>• Preparation for EQ 3</li> <li>• Revision for knowledge test 1</li> <li>• Revision for knowledge test 2</li> <li>• Revision for knowledge test 3</li> <li>• Preparation and planning for assessment 1</li> <li>• Writing assessment 1</li> <li>• Extended reading Journal/Historians text</li> </ul>
Creating a welfare state, 1918-1979	<p>EQ4. How successfully did British governments provide welfare support in the years 1918-79?            EQ5. Why, and with what impact, was the National Health Service created?            EQ6. To what extent has educational reform led to widening opportunity?</p> <ul style="list-style-type: none"> <li>• Preparation for EQ 4</li> <li>• Preparation for EQ 5</li> <li>• Preparation for EQ 6</li> <li>• Revision for knowledge test 4</li> <li>• Revision for knowledge test 5</li> <li>• Revision for knowledge test 6</li> <li>• Preparation and planning for assessment 2</li> <li>• Preparation and planning for assessments 3</li> <li>• Extended reading Journal/Historians text</li> </ul>
Society in transition, 1918-1979	<p>EQ7. To what extent did British class structure and social values change between 1918 and 1979?            EQ8. In what ways, for what reasons and to what extent did life change for British women, 1918-79?            EQ9. How far did relations between Britons and immigrants to Britain change between 1918 and 1979?</p> <ul style="list-style-type: none"> <li>• Preparation for EQ 7</li> <li>• Preparation for EQ 8</li> <li>• Preparation for EQ 9</li> <li>• Revision for knowledge tests 7</li> </ul>

	<ul style="list-style-type: none"> <li>• Revision for knowledge test 8</li> <li>• Revision for knowledge test 9</li> <li>• Preparation and planning for assessment 4</li> <li>• Preparation and planning for assessment 5</li> <li>• Preparation and planning for the Internal Progression Examination</li> <li>• Extended reading Journal/Historians text</li> </ul>
<p>Changing quality of life, 1918-79</p>	<p>EQ10. How far did living standards change in Britain between 1918 and 1979?  EQ11. In what ways and to what extent did mass popular culture affect British society between 1918 and 1979?  EQ12. To what extent did the British experience of travel and leisure pursuits change between 1918 and 1979?</p> <ul style="list-style-type: none"> <li>• Preparation for EQ 10</li> <li>• Preparation for EQ 11</li> <li>• Preparation for EQ 12</li> <li>• Revision for knowledge tests 10</li> <li>• Revision for knowledge test 11</li> <li>• Revision for knowledge test 12</li> <li>• Preparation and planning for the Internal Progression Examination</li> <li>• Extended reading Journal/Historians text</li> </ul>
<p>The impact of Thatcher's governments (1979-1990) on Britain (1979-97)</p>	<p>EQ13. What were the effects of Thatcher's economic policies?  EQ14. To what extent were state intervention and the public sector 'rolled back'?  EQ15. How far did political and social division within Britain change 1979-97?  EQ16. What were the effects of Thatcherism on politics and party development?</p> <ul style="list-style-type: none"> <li>• Preparation for EQ 13</li> <li>• Preparation for EQ 14</li> <li>• Preparation for EQ 15</li> <li>• Preparation for EQ 16</li> <li>• Revision for knowledge test 13</li> <li>• Revision for knowledge test 14</li> <li>• Preparation and planning for assessment 6</li> <li>• Preparation and planning for assessment 7 Extended reading Journal/Historians text</li> <li>• Watch and answer <i>Thatcher: A Very British Revolution; The Making of Margaret</i></li> <li>• Watch and answer <i>Thatcher: A Very British Revolution; Power</i>  Watch and answer <i>Thatcher: A Very British Revolution; Enemies</i></li> <li>• Watch and answer <i>Thatcher: A Very British Revolution; That Bloody Women</i></li> <li>• Watch and answer <i>Thatcher: A Very British Revolution; Downfall</i></li> </ul>

## Paper 2: USA Boom, Bust and Recovery

Area of subject learning checklist	Homework/Prep Time Work and Private Study work set
<b>1. Boom and Crash, 1920-29</b>	<p>EQ1: Why did the USA experience an economic boom in the 1920s? EQ2: What caused the Wall Street Crash and subsequent depression? EQ3: To what extent were the 1920s a decade of Intolerance? EQ4: Why were the 1920s a period of major cultural change in the USA?</p> <ul style="list-style-type: none"><li>• Preparation for EQ 1</li><li>• Preparation for EQ 2</li><li>• Preparation for EQ 3</li><li>• Preparation for EQ 4</li><li>• Revision for knowledge test 1</li><li>• Revision for knowledge test 2</li><li>• Revision for knowledge test 3</li><li>• Revision for knowledge test 4</li><li>• Preparation and planning for assessment 1</li><li>• Preparation and planning for assessment 2</li><li>• Extended reading Journal/Historians text</li></ul>
<b>2. Depression and New Deal, 1929-38</b>	<p>EQ5: Why was the depression so serious for the Economy? EQ6: How successful was the First New Deal in ending the depression? EQ7: What opposition was there to the first New Deal? EQ8: To what extent had President Roosevelt brought recovery by 1938?</p> <ul style="list-style-type: none"><li>• Preparation for EQ 5</li><li>• Preparation for EQ 6</li><li>• Preparation for EQ 7</li><li>• Preparation for EQ 8</li><li>• Revision for knowledge test 5</li><li>• Revision for knowledge test 6</li><li>• Preparation and planning for assessment 3</li><li>• Preparation and planning for assessment 4</li><li>• Extended reading Journal/Historians text</li></ul>
<b>3. Impact of the New Deal and the Second World War</b>	<p>EQ8: How successful was the New Deal in bringing economic recovery to the USA by 1940? EQ9: How far did the New Deal improve the lives of Ethnic Minorities in the USA? EQ10: How far did the period to 1945 bring social and cultural change to the USA? EQ11: To what extent did WW2 affect the performance of the US economy 1941-1945?</p> <ul style="list-style-type: none"><li>• Preparation for EQ 8</li><li>• Preparation for EQ 9</li><li>• Preparation for EQ 10</li><li>• Preparation for EQ 11</li></ul>

	<ul style="list-style-type: none"> <li>• Revision for knowledge tests 7</li> <li>• Revision for knowledge test 8</li> <li>• Preparation and planning for assessment 5</li> <li>• Preparation and planning for assessment 6</li> <li>• Extended reading Journal/Historians text</li> </ul>
<p><b>4. The Transformation of the USA, 1945-55</b></p>	<p>EQ12: How far was the US economy transformed in the period 1945-55?  EQ13: To what extent did the cold war affect life within the USA?  EQ14: To what extent did American culture change in the years 1945-55?  EQ15: How far did the civil rights of minorities improve in the period 1945-55?</p> <ul style="list-style-type: none"> <li>• Preparation for EQ 12</li> <li>• Preparation for EQ 13</li> <li>• Preparation for EQ 14</li> <li>• Preparation for EQ 15</li> <li>• Revision for knowledge tests 9</li> <li>• Revision for knowledge test 10</li> <li>• Preparation and planning for assessment 7</li> <li>• Preparation and planning for assessment 8</li> <li>• Preparation and planning for the Internal Progression Examination</li> <li>• Extended reading Journal/Historians text</li> </ul>

### Paper 3: The Witchcraze:

Area of subject learning checklist	Homework/Prep Time Work and Private Study work set
<p>Changing attitudes to witchcraft in Britain</p>	<p>EQ1 What were the key features of the witch craze in Britain and Europe? EQ2 What was the impact of the Reformation and the Counter Reformation?</p> <p>EQ3 Why did sceptical attitudes to witchcraft grow and develop in the years c1580-1750?</p> <ol style="list-style-type: none"> <li>1. The Boy of Burton, 1596-97</li> <li>2. The Pendle Swindle, 1634</li> <li>3. The Demon Drummer of Tedworth, 1662</li> <li>4. The Case of Jane Wenham, 1712</li> <li>5. The influence of Lord Chief Justice Sir John Holt, 1689-1710</li> </ol> <p>EQ4 What was the impact of notable sceptical publications to witchcraft?</p> <ol style="list-style-type: none"> <li>6. Reginald Scot's <i>A Discoverie of Witchcraft</i>, 1584</li> <li>7. Samuel Harsnett's <i>A Discovery of the Fraudulent Practises of John Darrel</i>, 1599</li> <li>8. Thomas Ady's <i>A Candle in the Dark</i>, 1656</li> <li>9. John Webster's <i>The Displaying of Supposed Witchcraft</i>, 1677.</li> <li>10. Balthasar Bekker's <i>The Enchanted World</i>, 1691</li> </ol> <ul style="list-style-type: none"> <li>• Preparation for EQ2</li> <li>• Preparation for EQ3</li> <li>• Preparation for EQ4</li> <li>• Revision for knowledge test 1</li> <li>• Revision for knowledge test 2</li> <li>• Preparation and planning for assessment 1</li> <li>• Writing assessment 1</li> <li>• Extended reading Journal/Historians text</li> </ul>
<p>The wider intellectual context: the coming of the age of science and reason</p>	<p>EQ5 To what extent did understanding of the universe change in the years c1580-c1750?</p> <ol style="list-style-type: none"> <li>1. Ptolemy and Copernicus</li> <li>2. Brahe and Kepler</li> <li>3. Galileo</li> <li>4. Newton</li> </ol> <p>EQ6 How did approaches to human understanding and knowledge change in the years c1580-c1750?</p> <ol style="list-style-type: none"> <li>5. Francis Bacon and the empirical scientific approach</li> <li>6. The foundation of Gresham College and the Royal Society</li> <li>7. Thomas Hobbes' deductive reasoning and materialism</li> <li>8. John Locke and his <i>Essay concerning Human Understanding</i> (1690)</li> </ol> <ul style="list-style-type: none"> <li>• Preparation for EQ5</li> <li>• Preparation for EQ6</li> <li>• Revision for knowledge test 3</li> <li>• Revision for knowledge test 4</li> <li>• Preparation and planning for assessment 2</li> <li>• Extended reading Journal/Historians text</li> </ul>
<p>The North Berwick Witches in</p>	<p>EQ7 Why did the persecutions begin? EQ8 What was the impact of confessions, trials and executions in the years 1590-91? EQ9 Why were the persecutions so widespread in the years to 1597?</p>

<p>Scotland, 1590-91, and the aftermath to 1597</p>	<ul style="list-style-type: none"> <li>• Preparation for EQ7</li> <li>• Preparation for EQ8</li> <li>• Preparation for EQ9</li> <li>• Revision for knowledge test 5</li> <li>• Preparation and planning for assessment 3</li> <li>• Extended reading Journal/Historians text</li> </ul>
<p>The Lancashire witches of 1604-13</p>	<p>EQ10 What was the significance of the social, economic and religious context of the Pendle witch trials?  EQ11 Why, and with what effect, were Lancashire families accused of witchcraft?  EQ12 In what ways were the outcomes of the trials significant?</p> <ul style="list-style-type: none"> <li>• Preparation for EQ10</li> <li>• Preparation for EQ11</li> <li>• Preparation for EQ12</li> <li>• Revision for knowledge test 6</li> <li>• Preparation and planning for assessment 4</li> <li>• Extended reading Journal/Historians text</li> </ul>
<p>The Great Witch-Hunt in Bamberg, Germany, 1623-47</p>	<p>EQ13 What was the significance of the economic, political and religious context of the witch hunt?  EQ14 Why, and with what effect, were specific individuals and groups targeted in the great witch hunt?  EQ15 Why did the witch craze come to an end?</p> <ul style="list-style-type: none"> <li>• Preparation for EQ13</li> <li>• Preparation for EQ14</li> <li>• Preparation for EQ15</li> <li>• Revision for knowledge test 7</li> <li>• Preparation and planning for assessment 5</li> <li>• Extended reading Journal/Historians text</li> </ul>
<p>Matthew Hopkins and the East Anglian witch craze, 1645-47</p>	<p>EQ16 How far were economic and political issues responsible for the East Anglian witch craze?  EQ17 How far were Matthew Hopkins and John Stearne responsible for the extent of the witch craze?  EQ18 Why did the witch craze come to an end in 1647?</p> <ul style="list-style-type: none"> <li>• Preparation for EQ16</li> <li>• Preparation for EQ17</li> <li>• Preparation for EQ18</li> <li>• Revision for knowledge test 8</li> <li>• Preparation and planning for assessment 6</li> <li>• Extended reading Journal/Historians text</li> </ul>
<p>Cotton Mather and the Salem</p>	<p>EQ19 How far were social, economic and political issues responsible for the Salem witch-hunt?  EQ20 To what extent did accusations lead to a widespread witch hunt?</p>

witch-hunt, 1692-93.

EQ21 Why did witch-hunt come to an end?

- Preparation for EQ16
- Preparation for EQ17
- Preparation for EQ18
- Revision for knowledge test 8
- Preparation and planning for assessment 6
- Extended reading Journal/Historians text



## Coursework: Debates on the Holocaust

Area of subject learning checklist	Homework/Prep Time Work and Private Study work set
<p><b>Taught Phase:</b></p> <p><b>Nazi Germany, The Holocaust, Historical debate</b></p>	<p>EQ1: What was Hitler’s background and how did the Nazi Party develop to 1933?            EQ2: What were the key components of the Nazi state?            EQ3: How did anti-Semitism and policy towards the Jews develop up to 1945?            EQ4: What were the key events in the development of the Holocaust?            EQ5: The Holocaust: What are the key views in the causation debate?            EQ6: Historiography: Why do historians disagree?            EQ7: What are the requirements of the Coursework Mark scheme?</p> <ul style="list-style-type: none"> <li>• Preparation for EQ1</li> <li>• Preparation for EQ2</li> <li>• Preparation for EQ3</li> <li>• Preparation for EQ4</li> <li>• Preparation for EQ5</li> <li>• Preparation for EQ6</li> <li>• Preparation for EQ7</li> <li>• Completion of summer reading task (historiography)</li> </ul> <p>Coursework booklet provided incorporating relevant reading</p>
<p><b>Reading Phase:</b></p>	<ul style="list-style-type: none"> <li>• Preparation for practice coursework question</li> <li>• Writing practice coursework question</li> <li>• Reading Historian’s academic articles and completing thorough notes and summary sheets</li> <li>• Selecting Historians articles to use for coursework</li> <li>• Complete Coursework proposal form</li> <li>• Keeping resource record sheet up to date</li> <li>• Preparation for individual progress meeting</li> </ul>
<p><b>Writing</b></p>	<ul style="list-style-type: none"> <li>• Complete write of coursework draft</li> <li>• Self-assess draft using PIE5 guidelines &amp; use to make improvements.</li> <li>• Use generic feedback provided (within exam guidelines) to make improvements.</li> <li>• Complete final submission of coursework</li> </ul>