

Beths Grammar School KS5 History Curriculum Map – Year 13

Exam Board: EDEXCEL

Term	<b>INTENT</b>	<b>IMPLEMENTATION</b>	<b>IMPACT</b>
	<p><b>Substantive Knowledge</b> This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p>	<p><b>Disciplinary Knowledge (Skills)</b> This is the action taken within a particular topic in order to gain substantive knowledge.</p>	<p><b>Assessment opportunities</b> What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.</p>
<p><b>Autumn Term 1A Year 13</b></p>	<p><b>Intent</b> Why is this taught now? Coursework writing – Historical Interpretations of the origins of the Cold War</p> <p>The purpose of this coursework is to enable students to develop skills in the analysis and evaluation of interpretations of history in a chosen question, problem or issue 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. The coursework will be assessed using a centre-set assignment. Assignments must meet the requirements detailed below. An assignment framework is provided to support the development of individual assignments.</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• recognise that interpretations are representations and constructions of the past</li> <li>• recognise the relationships between interpretations and the questions that they seek to ask and answer</li> <li>• comprehend and analyse the defining elements of particular interpretations</li> <li>• explain why historians arrive at the interpretations they do and understand that differences in interpretation can be legitimate</li> <li>• be able to evaluate differing interpretations against appropriate and relevant criteria</li> <li>• organise and communicate their findings.</li> </ul>	<p>Teachers may:</p> <ul style="list-style-type: none"> <li>• help students to understand rubrics, assessment criteria and controls.</li> </ul> <p>Teachers must:</p> <ul style="list-style-type: none"> <li>• review the student’s first complete draft.</li> <li>• The guidance may indicate to students if any element of the task requirements is absent or given insufficient attention. Guidance must remain ‘general’, which is defined as guidance that enables students to use their initiative in making amendments and improvements independently.</li> </ul> <p>Teachers must not:</p> <ul style="list-style-type: none"> <li>• give detailed feedback to individual students about how to improve work to meet the assessment criteria.</li> <li>• The guidance provided prior to final submission should only enable students to take the initiative in making amendments, rather than detailing what amendments should be made. This means that teachers cannot provide templates and model answers.</li> <li>• Mark work provisionally with a view to sharing that mark with students so that they may then improve it.</li> <li>• Return work to students to make changes after it has been marked.</li> </ul>

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<p><b>Autumn Term 1B</b> <b>Year 13</b></p>	<p><b>Intent</b> Why is this taught now?</p> <p>Coursework writing – Historical Interpretations of the origins of the Cold War</p> <p>The purpose of this coursework is to enable students to develop skills in the analysis and evaluation of interpretations of history in a chosen question, problem or issue 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. The coursework will be assessed using a centre-set assignment. Assignments must meet the requirements detailed below. An assignment framework is provided to support the development of individual assignments.</p>	<p>Students will:</p> <p>recognise that interpretations are representations and constructions of the past</p> <ul style="list-style-type: none"> <li>• recognise the relationships between interpretations and the questions that they seek to ask and answer</li> <li>• comprehend and analyse the defining elements of particular interpretations</li> <li>• explain why historians arrive at the interpretations they do and understand that differences in interpretation can be legitimate</li> <li>• be able to evaluate differing interpretations against appropriate and relevant criteria</li> <li>• organise and communicate their findings.</li> </ul>	<p>Teachers may:</p> <ul style="list-style-type: none"> <li>• help students to understand rubrics, assessment criteria and controls.</li> </ul> <p>Teachers must:</p> <ul style="list-style-type: none"> <li>• review the student’s first complete draft.</li> <li>• The guidance may indicate to students if any element of the task requirements is absent or given insufficient attention. Guidance must remain ‘general’, which is defined as guidance that enables students to use their initiative in making amendments and improvements independently.</li> </ul> <p>Teachers must not:</p> <ul style="list-style-type: none"> <li>• give detailed feedback to individual students about how to improve work to meet the assessment criteria.</li> <li>• The guidance provided prior to final submission should only enable students to take the initiative in making amendments, rather than detailing what amendments should be made. This means that teachers cannot provide templates and model answers.</li> <li>• Mark work provisionally with a view to sharing that mark with students so that they may then improve it.</li> <li>• Return work to students to make changes after it has been marked.</li> </ul>
<p><b>Spring Term 2A</b> <b>Year 13</b></p>	<p><b>Intent</b> Why is this taught now?</p> <p>Coursework writing – Historical Interpretations of the origins of the Cold War</p> <p>The purpose of this coursework is to enable students to develop skills in the analysis and evaluation of interpretations of history in a chosen question, problem or issue as part of</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• recognise that interpretations are representations and constructions of the past</li> <li>• recognise the relationships between interpretations and the questions that they seek to ask and answer</li> </ul>	<p>Teachers may:</p> <ul style="list-style-type: none"> <li>• help students to understand rubrics, assessment criteria and controls.</li> </ul> <p>Teachers must:</p> <ul style="list-style-type: none"> <li>• review the student’s first complete draft.</li> <li>• The guidance may indicate to students if any element of the task requirements is absent or given insufficient attention. Guidance must remain ‘general’, which is defined as guidance that enables students to use their</li> </ul>

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	<p>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. The coursework will be assessed using a centre-set assignment. Assignments must meet the requirements detailed below. An assignment framework is provided to support the development of individual assignments.</p>	<ul style="list-style-type: none"> <li>comprehend and analyse the defining elements of particular interpretations</li> <li>explain why historians arrive at the interpretations they do and understand that differences in interpretation can be legitimate</li> <li>be able to evaluate differing interpretations against appropriate and relevant criteria</li> <li>organise and communicate their findings.</li> </ul>	<p>initiative in making amendments and improvements independently.</p> <p>Teachers must not:</p> <ul style="list-style-type: none"> <li>give detailed feedback to individual students about how to improve work to meet the assessment criteria.</li> <li>The guidance provided prior to final submission should only enable students to take the initiative in making amendments, rather than detailing what amendments should be made. This means that teachers cannot provide templates and model answers.</li> <li>Mark work provisionally with a view to sharing that mark with students so that they may then improve it.</li> <li>Return work to students to make changes after it has been marked.</li> </ul>
<p><b>Spring Term 2B</b> <b>Year 13</b></p>	<p><b>Intent</b> Why is this taught now?</p> <p>Coursework writing – Historical Interpretations of the origins of the Cold War</p> <p>The purpose of this coursework is to enable students to develop skills in the analysis and evaluation of interpretations of history in a chosen question, problem or issue 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. The coursework will be assessed using a centre-set</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>recognise that interpretations are representations and constructions of the past</li> <li>recognise the relationships between interpretations and the questions that they seek to ask and answer</li> <li>comprehend and analyse the defining elements of particular interpretations</li> <li>explain why historians arrive at the interpretations they do and understand that differences in interpretation can be legitimate</li> <li>be able to evaluate differing interpretations against</li> </ul>	<p>Teachers may:</p> <ul style="list-style-type: none"> <li>help students to understand rubrics, assessment criteria and controls.</li> </ul> <p>Teachers must:</p> <ul style="list-style-type: none"> <li>review the student’s first complete draft.</li> <li>The guidance may indicate to students if any element of the task requirements is absent or given insufficient attention. Guidance must remain ‘general’, which is defined as guidance that enables students to use their initiative in making amendments and improvements independently.</li> </ul> <p>Teachers must not:</p> <ul style="list-style-type: none"> <li>give detailed feedback to individual students about how to improve work to meet the assessment criteria.</li> <li>The guidance provided prior to final submission should only enable students to take the initiative in making amendments, rather than detailing what amendments</li> </ul>

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	<p>assignment. Assignments must meet the requirements detailed below. An assignment framework is provided to support the development of individual assignments.</p>	<p>appropriate and relevant criteria</p> <ul style="list-style-type: none"> <li>• organise and communicate their findings.</li> </ul>	<p>should be made. This means that teachers cannot provide templates and model answers.</p> <ul style="list-style-type: none"> <li>• Mark work provisionally with a view to sharing that mark with students so that they may then improve it.</li> <li>• Return work to students to make changes after it has been marked.</li> </ul>
<p><b>Summer Term</b> <b>3A</b> <b>Year 13</b></p>	<p><b>Intent</b> Why is this taught now? Revision/preparation for national examinations</p>	<p>Revision tasks including:</p> <ul style="list-style-type: none"> <li>• Knowledge consolidation</li> <li>• Analysis practice</li> <li>• Question planning.</li> </ul>	<p>National Examinations undertaken</p>