



What is the Curriculum Intent?

Our A-Level History curriculum is designed to inspire students to become confident, critical thinkers who can analyse the complexities of the past and its relevance to the present. By exploring significant historical periods and themes, such as Tsarist and Communist Russia and Modern Britain, students develop a deep understanding of change and continuity, cause and consequence, and the construction of historical arguments. Through a balance of breadth and depth studies, independent research, and critical engagement with sources, we aim to equip students with the skills to think and write like historians, preparing them for further education and active, informed citizenship.

How does the curriculum build on that from KS3 History?

- The A-Level History curriculum at Oriel builds upon the foundation laid by the GCSE program by expanding both the depth and breadth of historical knowledge and skills.
- At GCSE, students gain a comprehensive understanding of significant events and themes, such as the development of medicine, the impact of the Tudor Reformation, the rise of Nazi Germany, and the dynamics of the Cold War. A-Level History extends these themes by introducing more complex and nuanced topics that encourage a deeper engagement with historical enquiry and critical analysis.
- For example, the Year 12 Breadth Study on Tsarist and Communist Russia, 1855-1964, draws on students' previous understanding of political revolutions and authoritarian regimes, which may have been introduced through the study of Nazi Germany. This topic allows students to explore themes of autocracy, reform, and revolution in greater detail.
- Similarly, the Depth Study on "The Making of Modern Britain, 1951-2007" provides a platform for students to apply their understanding of post-war European dynamics and domestic social changes, fostering an appreciation for the interplay between historical events and contemporary society.

What do students do with this knowledge or these skills?

- Students utilize the knowledge and skills gained from the A-Level History curriculum to think critically about historical events and interpretations. The curriculum emphasizes 'Historical Knowing,' enabling students to acquire substantive knowledge and develop a wide chronological awareness. Through 'Historical Thinking,' students engage with second-order concepts such as causation, change, continuity, and significance, honing their ability to construct and evaluate historical arguments.
- The inclusion of the Non-Exam Assessment (NEA) component, focusing on the causes of the English Civil War, provides students with the opportunity to undertake independent research, critically evaluate primary sources, and develop coherent arguments based on historical evidence. This not only prepares students for higher education but also equips them with skills relevant to various career paths, including research, analysis, communication, and critical thinking.

How does the GCSE Ancient History curriculum align with the History National Curriculum?	How does the curriculum align with the Department's Curriculum Intent?
<ul style="list-style-type: none"> The A-Level History curriculum aligns with the AQA A-level History guidance by ensuring a balanced approach to both breadth and depth of historical study. The curriculum is structured to include both Breadth Studies, which cover long periods and thematic developments, and Depth Studies, which focus on more specific events and their impacts. This design adheres to the AQA requirements, which emphasize the importance of understanding historical change over time and the ability to critically engage with both primary sources and historical interpretations. The chosen topics, such as Tsarist and Communist Russia and The Making of Modern Britain, align with AQA's prescribed themes, facilitating a comprehensive understanding of significant historical periods that have shaped the modern world. The integration of the NEA further aligns with AQA's emphasis on independent learning and critical enquiry, providing students with the opportunity to engage with historiography and develop their interpretations. 	<ul style="list-style-type: none"> The A-Level History curriculum at Oriel reflects the Department's Curriculum Intent by prioritizing student-centred learning, the development of historical thinking, and the relevance of history both inside and outside the classroom. The curriculum fosters successful historical learning through the integration of substantive and disciplinary knowledge, enabling students to think, write, and communicate like historians. By building on the skills developed at GCSE, the A-Level curriculum ensures a seamless transition and preparedness for higher education and beyond. The study of topics such as Modern Britain and Tsarist Russia provides authentic connections to contemporary issues, demonstrating the relevance of historical study to understanding current societal challenges. The curriculum is inclusive, providing all students with the opportunity to succeed through differentiated resources, high-quality feedback, and support. By engaging with challenging and thought-provoking historical enquiries, students are inspired to become passionate historians, equipped with the skills and knowledge to engage critically with the past and its impact on the present and future.

What are the Assessment Objectives?

AO1	Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.
AO2	Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.
AO3	Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

What is studied in the A-level History curriculum?

Students have ten lessons a fortnight as one of their option choices to study A-level History but divided into following timetabled allocations:

- Component 1 – Russia: 4 lessons per fortnight
- Component 2 – Britain: 4 lessons per fortnight
- Component 3 – NEA: 2 lessons per fortnight

YEAR 12	Paper 1: Breadth Study <i>Part One</i>		1H Tsarist and Communist Russia, 1855–1964 Part one: Autocracy, Reform and Revolution: Russia, 1855–1917	<ul style="list-style-type: none"> • Trying to preserve autocracy, 1855–1894 • The collapse of autocracy, 1894–1917
	Paper 2: Depth Study <i>Part One</i>		2S The Making of Modern Britain, 1951–2007 Part one: building a new Britain, 1951–1979	<ul style="list-style-type: none"> • The Affluent Society, 1951–1964 • The Sixties, 1964–1970 • The end of Post-War Consensus, 1970–1979
	Component 3: Historical Investigation		Non-Exam Assessment The Causes of the English Civil War, 1558–1642	<ul style="list-style-type: none"> • Introduction to the NEA • Thematic Overviews: Political tensions; Financial Issues and Religious Divisions • Researching and completing AO1 • Researching and completing AO2 and AO3
YEAR 13	Paper 1: Breadth Study <i>Part Two</i>		1H Tsarist and Communist Russia, 1855–1964 Part two: the Soviet Union, 1917–1964	<ul style="list-style-type: none"> • The emergence of Communist dictatorship, 1917–1941 • The Stalinist dictatorship and reaction, 1941–1964
	Paper 2: Depth Study <i>Part Two</i>		2S The Making of Modern Britain, 1951–2007 Part two: Modern Britain, 1979–2007	<ul style="list-style-type: none"> • The impact of Thatcherism, 1979–1987 • Towards a new Consensus, 1987–1997 • The Era of New Labour, 1997–2007

Additional support at home

Workbook & Revision Guides

- [Oxford AQA History for A-Level: Tsarist and Communist Russia, 1855-1964](#) (Textbook)
- [Oxford AQA History for A-Level: Tsarist and Communist Russia, 1855-1964](#) (Revision Guide)
- [Oxford AQA History for A-Level: The Making of Modern Britain, 1951-2007](#) (Textbook)
- [Oxford AQA History for A-Level: The Making of Modern Britain, 1951-2007](#) (Revision Guide)