



# Year 12 History



What have students at St Crispin's been taught to understand and be able to do?

## Core Knowledge

### WAR OF THE ROSES UNIT

**Legacy:** Students will have an understanding of those that ruled England before 1445 and how they set the path for the conflict.

**Usurpation:** Students will have an understanding of the claims of both sides of the family and how the usurpation of the throne in the family tree enables challenges to the throne.

**Nobility:** Students will understand the structure of society at the time and the attitudes of the nobility. They will appreciate how privilege opened the way for turmoil.

**Corruption:** An understanding of actions that nobles took to further their own cause.

**Rivalry:** Students can suggest how hostility was created and how this led to conflict breaking out.

**Unrest:** Students will demonstrate how key events led to the outbreak of battles.

**Hostilities:** Students can describe key actions and motives that led to fighting and also how resentment continued to fester and cause further conflict.

**Opposition:** Students can describe forms of opposition and evaluate how successfully each monarch dealt with them.

**Restoration:** Students can explain how claimants were able to gain power, challenge and regain the throne on multiple occasions.

**Betrayal:** Students can explain why Edward IV was toppled by a former ally. They can show how this came about.

## Core Skills

**Source Utility:** Students are able to look at primary sources of information and determine how useful they are in an investigation into past events. They are able to evaluate the provenance of these sources and compare them and make substantiated judgments.

**Analysis:** students are able to use detailed knowledge to answer key questions.

**Evaluation:** Students can weigh up evidence and arguments and reach substantiated judgments. They can sustain an argument in continuous prose.



## Year 12 History continued



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### Core Knowledge

**Foreign Policy:** Students are able to look at the changing climate abroad and see how foreign interference helped and hindered the monarchs.

**Pretenders:** Students will uncover the theories surrounding the princes in the Tower and possible evidence that they survived.

### ITALIAN UNIFICATION UNIT

**Risorgimento:** Meaning 'Rebirth' or 'Reawakening' this title given to the period covered by this course is a little misleading in that it implies a focus and unity of purpose not there in reality!

**The French Revolution:** Students learn about the values of 'Liberty, Equality and Fraternity' which inspired the revolution, and learn why these ideas were so controversial (and so threatening) to the countries around France.

**Napoleonic Wars:** How Napoleonic France conquered Europe - what happened to the Italian states and how they were dealt with at the Congress of Vienna when Napoleon was defeated.

**Secret Societies:** The growth of Italian Nationalism in the Freemasons and then Carbonari groups.

**Republic and Federation:** Different concepts for the future of Italy.

**Liberal and Reactionary:** Students need to understand the conflicting ideologies that will lead to people supporting or opposing the nationalist movement.



## Year 12 History continued



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### Core Knowledge

**The Pope and the Catholic Church:** Students need to be aware of the vast power and influence wielded by the Pope at this time – both temporal and secular power.

**Personal Rivalries:** Students assess the relative contributions of the key players in the Risorgimento – Garibaldi and Cavour despised each other – but both played important roles in unifying the country.

**Empire:** The Italian government's attempts to raise the status of Italy to a 'Great Power' – includes the beginnings of the alliances (familiar to students from earlier studies of the First World War) and raises issues of imperialism and colonialism as the Italians attempted to seize territory in Africa.

### How has learning been assessed?

Students are given chances to practice the skills required for the exam on a regular basis.

**War of the Roses:** The A-Level will comprise two questions, one using source skills and one essay question. Students are given regular opportunities to practice each question throughout the course. At first students are given example answers then support is gradually decreased until students sit essays in timed conditions in class.

**UNIT ONE:** Students are introduced to the source question. They are given lots of practice sources to build up their skills. By the end of the unit they will be able to write a full essay in timed conditions. However, before this there will be clear scaffolding to help students gain confidence to write a full source question.

**UNITS TWO, THREE, FOUR & FIVE:** Students are introduced to the essay question. At the end of the unit they can write a full essay in timed conditions. Before this the essay will be modeled with the use of notes.

**Italian Unification:** The Italy exam consists of two questions (part a and part b) students practice both exam questions multiple times in each unit.

**UNIT ONE:** Students are introduced to the question types and given non-subject specific exemplars. They write single paragraphs initially and then build up to full answers but with their notes present by the end of the unit.



## Year 12 History continued



### How has learning been assessed?

**UNIT TWO:** Students write full questions under timed conditions. They do not have their notes with them but are told the question in advance and given time to plan for Personal Study.

**UNITS THREE and FOUR:** Students write exam questions under timed conditions. They are told the topic of the question but not the specific question. We practice as many questions as possible to familiarize students with planning as well as writing under timed conditions.

**MOCKS:** Students will complete two mocks in the school year. The first mock will see a full Italy paper and a partial War of the Roses paper. The second mock of the year will see full papers for both Italy and War of the Roses.

### What is coming up in the following year?

#### War of the Roses

A period of tyrannical rulers, complex political machinations, love affairs and leaders' blood spilled both literally and metaphorically. The inspiration for Game of Thrones comes to life in the classroom as you work out how power switched back and forth between two warring families.

**England 1445:** In the first Unit students are introduced to the warring family. They gain an understanding of who the key figures are, what the country was like and how those who came before Henry VI set the scene for conflict.

**Henry VI:** Students look at how a man who became king at 9 months old struggle to live up to the legacy of his father. They look at how the conflict of the War of the Roses began and determine the role and responsibility of key characters in the outbreak. They will evaluate why after a battle hostilities continued and how an 18 year old was able to overthrow King Henry.

**Edward IV:** A man who was crowned twice. Students investigate how successful Edward was over his two reigns, making comparisons between the two and considering why he lost the throne in his first reign but made a success of his second.

**Richard III:** A notorious figure in history forever immortalized by Shakespeare. Students discover how this man unexpectedly took the throne and if the portrayal of Richard is fair.

**Henry VII:** The start of the most famous royal dynasty; the Tudors. Students will explain how Henry went from being crowned on the battlefield and then saw off numerous threats to end the War of the Roses.



## Year 12 History continued



### What is coming up in the following year?

#### Italian Unification

**RISORGIMENTO and REVOLUTION:** We introduce the students to a Europe very different to the continent they know today – dominated by vast empires and rocked by the French Revolution. We look at how Italy is divided into rival kingdoms and easy prey to Napoleon's France and Metternich's Austria. In the aftermath of the Napoleonic Wars we look at the rising tide of revolution in Italy and how those revolutions all meet with failure, introducing important characters like Mazzini, Garibaldi and Pope Pius IX, and analyzing the key causes and consequences of the main events.

**PIEDMONT, CAVOUR and ITALY:** Following the heroic failures of 1849, the focus of Italian Nationalism becomes Piedmont, the largest state in the divided Italy. We look at the political machinations of Piedmont's Prime Minister Count Cavour, and challenge the traditionalist view of his role in the Unification of Italy, investigating the Crimean War, War of 1859 and his role in drawing the French into 'doing something for Italy'.

**GARIBALDI and ITALY:** Historian AJP Taylor called Garibaldi 'The only wholly admirable figure in modern History' – River Pirate, adventurer, biscuit-inspiring revolutionary – Garibaldi led 'The Thousand' to conquer Southern Italy and then handed his conquests to the King of Piedmont, unifying Italy for the first time since the Roman Empire. How was he able to achieve this goal? Was he manipulated by the Piedmontese government or did he force them into bold action they would never have taken without him? Students weigh up the issues and make up their own minds.

**The KINGDOM OF ITALY, 1861 – 1896:** 'Italy is made' wrote the poet Giosue Carducci, 'now we must make Italians!' The country was unified but how successfully did the government manage to bring the people together? Students investigate the Franco-Prussian War, the Pope becoming the Prisoner of the Vatican, and Italy's attempts to attain 'Great Power' status in joining the Triple Alliance and attempting to gain an African colony (It doesn't go well at the Battle of Adwa!)