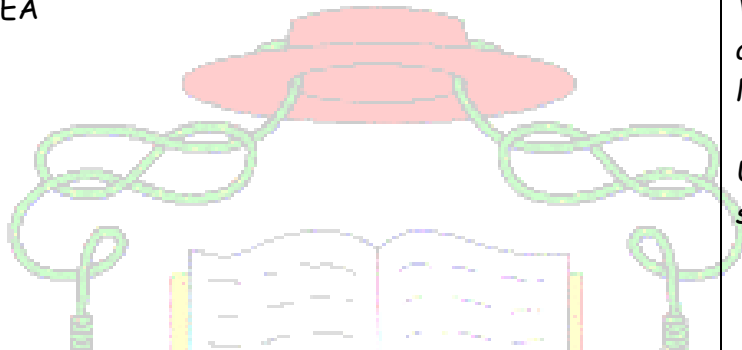


**Archbishop Beck Catholic College Long Term Plan for A level History**

**Year 12 History British Paper**

<b>Autumn Half Term 1</b>	<b>Half Term 2</b>	<b>Key Vocabulary/Reading Opportunities</b>
<p>Topic Areas to be covered:</p> <p><b><u>Section 1 The Affluent Society 1951-1964</u></b></p> <p>Prime Ministers Churchill Eden Macmillan And Douglas-Home Domestic policy Economic policy</p> <p><b><u>AP1 Assessment</u></b></p>	<p>Topic Areas to be covered:</p> <p>Prime Ministers Churchill Eden Macmillan And Douglas-Home Social policy Foreign policy</p> <p><b><u>AP 2 Assessment</u></b></p>	<p>Labour, Conservative ,Stop and Go, post war, establishment, affluence, consumerism , nuclear deterrent , nationalisation, privatisation, socialism</p> <p><i>Use of A level History library in dept. area to support learning.</i></p>
<b>Spring Half Term 3</b>	<b>Half Term 4</b>	<b>Key Vocabulary/Reading Opportunities</b>
<p><b><u>Section 2 The sixties 1964-1970</u></b></p> <p>Taught through the PM Wilson Domestic policy Economic policy</p>	<p>Taught through the PM Wilson Social policy Foreign policy</p> <p><b><u>AP3 Assessment</u></b></p>	<p>Social democracy, democratic socialism, Winds of change, decolonisation, devaluation, post war consensus, Troubles, sectarian, nationalist, republican, unionist, permissive , EEC, Rhodesia</p> <p><i>Use of A level History library in dept. area to support learning.</i></p>

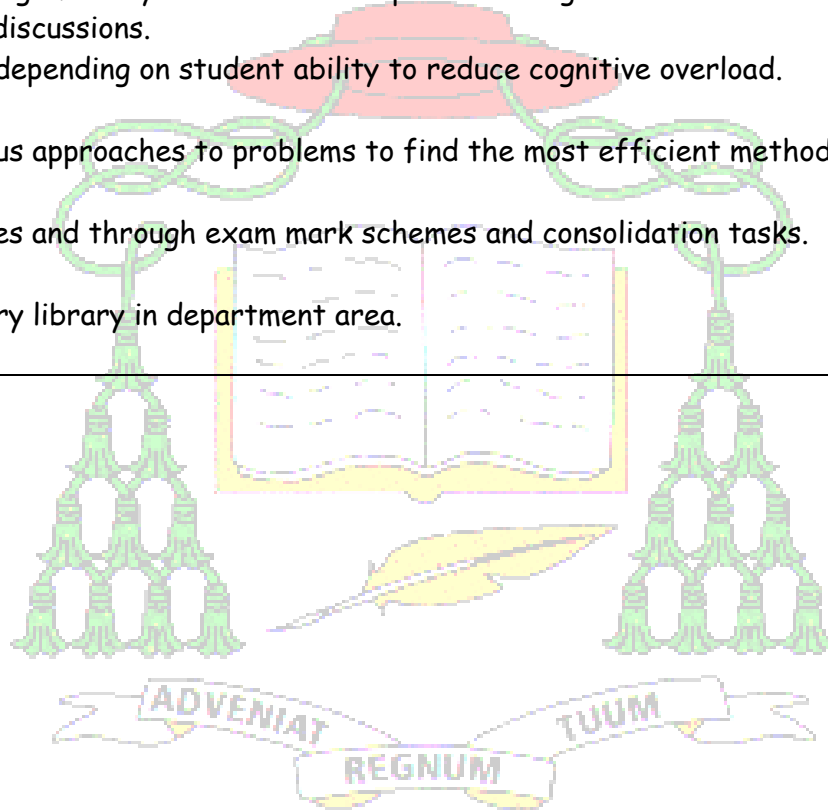
Summer Half Term 5	Half Term 6	Key Vocabulary/Reading Opportunities
<p><b><u>The end of Post war Consensus 1970-1979</u></b></p> <p>Domestic policy Economic policy Social policy</p>	<p>Foreign policy NEA</p> 	<p><i>White paper Bloody Sunday, Sunningdale agreement, winter of discontent, feminism, National front, anti-Nazi League, EEC</i></p> <p><i>Use of A level History library in dept. area to support learning.</i></p>

Year 12

Wider learning experiences to support this A Level	Learning Characteristics instilled in the curriculum	Career Opportunities
<ul style="list-style-type: none"> <li>• University visits</li> <li>• Visit to Parliament</li> <li>• Study skills visit to central library</li> </ul>	<p><b>Confidence</b> Use of consolidations to revisit prior learning and allow to students to feel open to making mistakes. Encourage discussion of mistakes and praise those who offer up incorrect solutions/alternate methods for discussion.</p> <p><b>Positive</b> High expectations in presentation of notes and weekly homework. Supporting understanding of AO1 and AO2 through modelling and scaffolding responses.</p> <p><b>Resilience</b> Learners are challenged from the word go with high expectations of presentation and work ethic. 5 hours weekly independent tasks, reading, researching, assessment tasks, mind maps.</p>	<ul style="list-style-type: none"> <li>• History careers week</li> <li>• Work experience</li> <li>• University visits</li> </ul>

### Metacognition Methods applied in Teaching

- Consolidation exercise at the beginning of every lesson to revisit prior learning.
- Give sufficient thinking time during discussions.
- Split topics into appropriate chunks depending on student ability to reduce cognitive overload.
- Variation of teaching styles
- Discussion of solutions and the various approaches to problems to find the most efficient method.
- Modelling of extended questions
- Valiant vocabulary highlighted in notes and through exam mark schemes and consolidation tasks.
- Independent learning tasks.
- Wider reading through A level History library in department area.



**Archbishop Beck Catholic College Long Term Plan for History**

**Year 13 British Paper**

Autumn Half Term 1	Half Term 2	Key Vocabulary/Reading Opportunities
<p><b><u>Section 1 Impact of Thatcherism</u></b>                      Taught through the Thatcher government                      Domestic policy                      Economic policy</p> <p><b>AP1 Assessment</b></p>	<p>Taught through the Thatcher government                      Social policy                      Foreign policy</p> <p><b>AP2 Assessment</b></p>	<p>Anglo Irish agreement, hunger strikes, monetarism, privatisation, deregulation, Right to buy, picketing, Poll tax, Eurosceptic, Europhile</p> <p><i>Use of A level History library in dept. area to support learning.</i></p>
Spring Half Term 3	Half Term 4	Key Vocabulary/Reading Opportunities
<p><b><u>Section 2 Towards a new consensus , 1987-1997</u></b>                      Taught through the PM Thatcher ( End of )                      Major                      Domestic policy                      Economic policy                      Social policy</p>	<p><b><u>Section 2 Towards a new consensus , 1987-1997</u></b>                      Taught through the PM Thatcher ( End of )                      Major                      Foreign policy</p> <p><b><u>Section 3 The era of New Labour 1997-2007</u></b>                      Taught through the PM-Blair                      Domestic Policy</p> <p><b>AP3 Assessment</b></p>	<p>Black Wednesday, Arms To Iraq, liberalism, social conservatism, rave culture, 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> wave feminism,</p> <p><i>Use of A level History library in dept. area to support learning.</i></p>

Summer Half Term 5	Half Term 6	Key Vocabulary/Reading Opportunities
<p><b><u>Section 3 The era of New Labour 1997-2007</u></b></p> <p>Economic policy Social policy Foreign policy</p>	<p>Consolidation of all topics</p>	<p><i>New Labour, Good Friday Agreement, liberal interventionism, war on terror</i></p> <p><i>Use of A level History library in dept. area to support learning</i></p>
<p><b>Wider learning experiences to support this A Level</b></p>	<p><b>Learning Characteristics instilled in the curriculum</b></p>	<p><b>Career Opportunities</b></p>
<ul style="list-style-type: none"> <li>• University visits</li> <li>• Visit to Parliament</li> <li>• Study skills visit to central library</li> </ul>	<p><b>Confidence</b> Use of consolidations to revisit prior learning and allow to students to feel open to making mistakes. Encourage discussion of mistakes and praise those who offer up incorrect solutions/alternate methods for discussion.</p> <p><b>Positive</b> High expectations in presentation of exercise books and weekly homework. Supporting understanding of AO1, AO2, AO3 through modelling and scaffolding responses.</p> <p><b>Resilience</b> Learners are challenged from the word go with high expectations of presentation and work ethic. 5 hours weekly independent tasks, reading, researching, assessment tasks, mind maps.</p>	<ul style="list-style-type: none"> <li>• History careers week</li> <li>• Work experience</li> <li>• University visits</li> </ul>

## Metacognition Methods applied in Teaching

- Consolidation exercise at the beginning of every lesson to revisit prior learning.
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- Split topics into appropriate chunks depending on student ability to reduce cognitive overload.
- Variation of teaching styles
- Discussion of solutions and the various approaches to problems to find the most efficient method.
- Modelling of extended questions
- Valiant vocabulary highlighted in notes and through exam mark schemes and consolidation tasks.
- Independent learning tasks.
- Wider reading using history a level library.

