



## Year 13 History Course outline (Paper 2 and Paper 3)

Students have 3 lessons per cycle/fortnight Homework is set every 2 lessons			
Term	Topic and approximate duration	Key learning areas	Homework Options Students will be guided by the class teacher as to which level to complete (according to target level)
Autumn Term	<b>Paper 3 – Breadth study of Witch craze 1580-1750 (5 weeks)</b>	Students should understand the impact of the Scientific Revolution on the decline in the belief in magic and witchcraft. Key individuals such as Copernicus, Kepler, Galileo and Newton will be studied. Also thinkers such as Bacon, Hobbes and Locke will be analysed.	
	<b>Nature of landmark assessment</b>	20 mark essay on the impact of the Scientific Revolution	
	<b>Depth 1 - Berwick witches (3 weeks)</b>	Students should be able to understand: what the Witch Craze was and why it developed; the origins of persecution in Britain, the attitude of James VI (Scotland) and his journey from Denmark; the effect of Danish witch hunting on Scotland; the cases of the Berwick witches including Agnes Sampson; the involvement of the Earl of Bothwell; impact of trials, confessions and executions; reasons for the extent of persecutions in Scotland to 1597; the significance of King James' <i>Daemonologie</i> . Students should be able to analyse causes and consequences of attitudes and influences on the persecution of witches.	<ol style="list-style-type: none"> <li>1. Reading &amp; notes from article</li> <li>2. Prepare for knowledge test</li> <li>3. Interim</li> <li>4. Prepare for landmark</li> </ol>
	<b>Depth 2 - Lancashire witches; (3 weeks)</b>	Students should be able to understand: the influence of social, economic and religious contest of the area around Pendle in the early 17 <sup>th</sup> century; the significance of the witchcraft statute of 1604; the origins of the Lancashire witches; the investigations of Roger Nowell; the trial of 1612.	
	<b>Nature of landmark assessment</b>	20 mark source analysis question	

<b>Spring Term</b>	<b>Mock Exam Prep</b>  <b>Depth 3 Great Witch Hunt Bamberg</b> (3 weeks)	Review of Paper 2 and Paper 3  Students should also understand: the economic, political and religious situation in Bamberg (Germany); the numbers and groups affected by the witch hunt; the roles of the Prince – Bishop von Dornheim and Frederick Forner; the reasons for ending the witch craze in Bamberg. Students should be able to identify how Historians use sources and apply relevant criteria to evaluate and analyse the utility of sources. As well as analyse and evaluate issues in depth	<ul style="list-style-type: none"> <li>• 20 mark Depth study essay</li> <li>• 20 mark Source essay</li> </ul>
	<b>Nature of landmark assessment</b>	<b>Mock Examination</b>	
	<b>Depth 4 Matthew Hopkins and the East Anglian Witch Craze</b> (3 weeks)  <b>Depth 5 Cotton Mather and the Salem Witch-hunt, 1692-93</b>	Students should understand the economic and political context: the impact of the breakdown of traditional authority and legal structures; economic crises. Geography, numbers, class and gender of victims; the roles and methods of Matthew Hopkins and John Sterne and reasons for their influence and power. The ending of the witch craze: the growing cost; the re-establishment of traditional authority; the role of John Gaule.  Students should understand the social, economic and political context of Salem: weakened authority following the 1688 Revolution; Indian threats and economic crisis; social tensions. The influence of Cotton Mather, including <i>Memorable Providences relating to Witchcraft and Possessions</i> ; instigators, including the roles of Samuel Parris, children and Tituba; the nature of the victims; the trials and executions Reasons for the ending of the witch hunt: the role of Cotton Mather's father and Governor Phips; the general pardon. At this point students might debate the impact of various factors on the course of the witch craze at different times and in different regional areas.	<ul style="list-style-type: none"> <li>• 20 mark Depth study essay</li> <li>• 20 mark Source essay</li> </ul>
	<b>Nature of landmark assessment</b>	20 mark Depth study essay	

<b>Summer Term</b>	Revision: Russian Revolution (Paper 2)	Recap of 4 main units – Russia 1894 to 1924  Focus will be on mastering the 20 mark question of Paper 2 – Analysing how the historian could use two sources	<ul style="list-style-type: none"> <li>• 20 mark Paper sources question</li> <li>• 20 mark Paper sources question</li> </ul>
	<b>Nature of landmark assessment</b>	A Level Exam	