

Key Stage 5 Curriculum Overview 2019-20 – Unit 4: **Popular Culture and the Witchcraze of the 16th and 17th Centuries**

		Topic 1 – Key Themes	Topic 2 – Research	Topic 3 – Research/Writing up	Topic 4 – Writing up	Topic 5 – Tudors Revision	Topic 6 – Exams
		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
13	Unit description	Key Themes in Witch Hunting Students will study: Introduction to the witch craze, popular culture, causes of witch-hunting, legal process, gender study, regional variation, decline of witch-hunting, historiography, course work skills.	Question research Students will use a range of resources including books, periodicals, websites to research their chosen course work question. Students will select primary sources and historians' interpretations for evaluation.	Question research/writing up Students will complete research stage and evidence selection before planning and writing the 4000 word essay. Students to be taught independent research skills and academic referencing.	Writing up Students will independently complete the writing up of the 4000 word essay, including referencing and bibliography/appendices.	Recap of Tudors Unit from Year 12 Students will revise Henry VII, Henry VIII and the Mid Tudor Crisis (Edward VI and Mary I)	
	Assessment	Preliminary research for three questions (AO2)	Resource record completed (AO2 and AO3)	Introduction and detailed plan written (AO1, AO2, AO3)	4000 word essay (AO1, AO2, AO3)	1. Knowledge test (AO1) 2. Mock exam (knowledge essay and source essay – AO1 and AO2)	

Assessment types

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 materials, 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.

>Something More?

Curriculums at BSS are designed to nurture not only intellectual and physical development but also the spiritual growth of students. This will be through:

- Encouraging students to reflect on their experiences, beliefs and purpose and to contemplate the big Questions of Who am I? Why am I here? What is my purpose?
- Highlighting extraordinary people, events, and discoveries that inspire awe or investigates how a sense of awe has led to **breakthroughs and creativity**.
- Using art, music, literature, and nature to inspire awe, wonder, and spiritual insight.
- Encouraging creative expression to connect with the inner self and the transcendent.
- Fostering a sense of belonging and interconnectedness with others, nature, and the universe.
- Encouraging self-awareness, emotional intelligence, and moral reasoning.
- Promoting open-ended investigations rather than just seeking right answers.
- Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.

How does our curriculum do >Something More?

KS5 History:

- Encouraging self-awareness, emotional intelligence, and moral reasoning:
 - ✓ **Independent research and discussions on the cause, nature and morality of witch hunting in the Early Modern period**