Year 13 History

What will students know and be able to do:

By the end of Year 13, students will have built upon their existing knowledge gained in Year 12, giving them a sound understanding of historical principles. The emphasis of the course this year is to further develop their historical knowledge and the skills required for historical research, with students developing their knowledge in cause and effect, continuity and change, similarity and differences and the use of historical evidence. Their studies this year will continue to develop an interest in the past and acquire an understanding and sound knowledge of selected periods or themes. They will continue with their coursework and revision from Year 12, but will also be introduced to a new topic that is based around an in-depth theme. This theme focuses on the nature and development of popular culture as well as the circumstances surrounding the growth, extent and decline of the Witchcraze in the 16th and 17th centuries. Students should understand the similarities and differences in behaviour between individuals and communities in terms of their participation in cultural events and adherence to prevailing beliefs or practices. Whether considering the political and intellectual elite, bourgeoisie or the urban and rural lower classes, factors will be taken into account such as religious belief and practice, employment, gender, age, nationality and geographic location. Through a study of defined social or regional groups in Europe and colonial North America, it will be possible to assess the role and significance of government or religious institutions, key individuals, legal processes, religious conflict and wars which shaped the development, impact and decline of systems of belief, cultural expression and reactions to non-conformity. Students will develop the ability to analyse thematically key issues across the full period.

How will they learn this:

Students will continue with lessons in a similar manner to Year 12, however they will be divided between working on their coursework and doing revision, and studying their new topic. Students will continue to use 'flipped learning', meaning they will be given a homework task that will give them the information needed for the following lesson. The purpose of this is to challenge students to work independently, as well as be able to spend lessons discussing and applying knowledge, rather than a focus on learning facts. This is particularly important in Year 13 as it gives students more opportunity for exam practise if they come to lessons prepared with the information needed. Students will be encouraged to develop their own interpretations of the past and to consider History as an historian.

How will they be assessed:

Students will complete a variety of exam question essays throughout the term. They complete these in a specific essay book, which is marked and then given back to the student to complete DIRT tasks. They will then complete their final exams in May/June.

Popular culture and the Witchcraze of the 16th and 17th Centuries

	Term 1	Term 2	Term 3
Topic	Popular Culture The main reasons for the growth and decline in the persecution of witches	The persecuted Responses of the authorities to witchcraft	Exam revision
Aims	Students to know, understand, and be able to explain the following: Popular culture • Nature and relevance of terminology/references to early modern society and culture: • Socio-economic situation in early modern Europe and colonial America. • Similarities and differences in popular culture across early modern Europe and colonial America. • Extent to which the elite participated in and contributed to popular culture. • Nature of elite culture and reasons for its development across the period. • Arguments relating to the withdrawal of the elite from popular culture • Similarities and differences in social behaviour and attitudes to key features of life, such as: food, marriage, sex, childbirth, illness, hygiene, death, morality. • Types of ritual and their impact on culture: • Nature and extent of public displays and cultural events.	Students to know, understand, and be able to explain the following: The persecuted • Geographical patterns of persecution, and the nature and intensity of witch hunts and trials. • Extent to which the witchcraze was mainly an urban or rural phenomenon. • Similarity, difference and significance of persecution in key locations or regions. • Sociological and anthropological patterns of persecution. • The nature and intensity of witch hunts and trials, and extent of persecution on different groups • Relationship between the social composition of persecutions and geographical location or chronological development. • Similarities and differences in social, religious and economic patterns of the witch hunts and the extent of prosecution.	Students will spend lessons practising exam questions and discussing key points to ensure they are fully prepared for their exam in May.

	- Extent and significance of similarities and differences between dominant types of ritual, pageant and festivals across early modern Europe and colonial America. - Methods and extent of cultural communication and development. - Nature and extent of the role of magic in society - Forms of moral regulation and nature of their development - Comparative extent of moral regulation and challenges to popular culture. - Reasons for and the effect of the gradual privatisation of everyday life. - Attitudes towards other religious faiths and social or ethnic groups including the extent to which there was a 'shared' or 'sub-culture' - Impact of exploration, discovery and scientific thinking on ideas about the cosmos and man's place in the world. - The effect of the development of nation states, imperialism and princely courts on 'national' identity/culture and the European elite society. - Impact of wider socio-economic developments on urban and rural life/culture in Europe (e.g. population changes, effect of plague, household servants, laws of inheritance, patriarchal society, role of women, geographical mobility). - Significance and course of the Reformation, its impact on society and popular culture.	<u>Responses of the authorities to witchcraft</u> - Positive and negative effects of intellectual arguments on legal developments and reactions to witchcraft. - Comparative nature and importance of central and local secular courts within and between regions. - Role and significance of political leaders in criminal procedure, personal support for witch hunts or condemnation and legal reversal (e.g. the German prince-bishops, James I, Louis XIV). - Extent to which the Churches and specific religious institutions were involved in the legal process of witch trials or opposed to persecution (e.g. Church in Rome, Jesuits, New England puritans). - Inter-relationship between the rise and decline of the witchcraze and the use of judicial torture. - Extent to which the elite initiated or enabled the prosecution of witches through their involvement in the development of legal procedure. - Significance of tribunes of the people to the legal process of witch trials. - Nature and significance of the withdrawal of the elite from popular culture. - Similarity and difference in the nature and extent of the synthesis of religious belief, popular culture and superstition as well as the impact of this on the authorities	

The main reasons for the growth and decline in the persecution of witches

- Legacy of medieval and 15th century attitudes, beliefs and reactions to heresy, demonology and witches (e.g. Nider's Formicarius, Le Franc, Dominican inquisitors, persecutions against the Cathars and Vaudois).
- Extent to which late medieval demonology acquired its own momentum or naturally developed
- Circumstances and significance of Innocent VIII's papal bull (Summis Desiderantes Affectibus) in 1484.
- Nature and impact of Kramer and Sprenger's Malleus Maleficarum (Hammer of the Witches) of 1486. Germany and beyond.
- Nature, course and significance of intellectual or legal arguments, beliefs in witchcraft and the publication of demonology on the development or continuation of persecution.
- Similarity and difference in belief or disbelief
- Reasons for the growth, continuation and decline of persecution and witch trials
- Similarity and difference in reasons for growth or decline across regions.
- Extent to which the persecution of witches was instigated, encouraged or enabled by the contribution of elite society or the popular classes
- Extent to which members of the elite were victims of persecution.
- Effect of religious and political conflict and wars on the extent and nature of persecutions, such as.

- Ways in which campaigns against medieval superstition and the survival of popular beliefs shaped intellectual arguments during the Reformation and reactions to perceived witchcraft (e.g. moral regulation, non-conformity, suspicion).
- Nature and impact of the witch trials and systems of prosecution on individuals and communities.
- Reasons for the types of torture deployed and their immediate impact on the outcomes of witch trials.
- Effect and significance of torture, trials and confession on the course and extent of the witch hunts (e.g. escalation, decline, legal developments).
- Comparative impact of confession on those prosecuted for witchcraft across the period and between regions.
- Personal and collective motives for denunciations by victims and perpetrators (e.g. social resentment, cooperation).
- Significance of using children in trials.
- Role of demonology and printed works on the extent of denunciation.
- Short- and long-term impact of denunciations on legal procedures and the nature of witch trials across Europe and colonial America.
- Reasons for the development and nature of judicial caution and decriminalisation by the 17th century.

	• Significance of socio-economic and political problems or features on the development or escalation of persecution. • Chronological patterns of persecution, the pace of change and the intensity of the witch trials.		
Resources	• Barstow, A. (1994) *Witchcraze,* Harper Collins, London • Behringer, W. (2004) *Witches and Witch-Hunts,* Polity Press, Cambridge • Briggs, R. (2002) *Witches and Neighbours: The Social and Cultural Context of European Witchcraft*, Blackwell, Oxford • Cohn, N. *Europe's Inner Demons: An Enquiry Inspired by the Great Witch-Hunt* • Farmer, A. (Mar.2016) *The Witchcraze of the 16th and 17th Centuries*, Hodder • Levack, B. (2006) *The Witch Hunt in Early Modern Europe*, Longman • Levack, B. (ed.) (2004) *The Witchcraft Sourcebook*, Routledge, London • Oldridge, D. (ed.) (2008) *The Witchcraft Reader*, Routledge, Abingdon • Pickering, A. (2009) *Different Interpretations of Witch-hunting in Early Modern Europe c.1560-c.1660*, Heinemann, Harlow • Scarre, G & Callow, J. (2nd ed. 2001) *Witchcraft and Magic in Sixteenth and*	• Barstow, A. (1994) *Witchcraze,* Harper Collins, London • Behringer, W. (2004) *Witches and Witch-Hunts,* Polity Press, Cambridge • Briggs, R. (2002) *Witches and Neighbours: The Social and Cultural Context of European Witchcraft*, Blackwell, Oxford • Cohn, N. *Europe's Inner Demons: An Enquiry Inspired by the Great Witch-Hunt* • Farmer, A. (Mar.2016) *The Witchcraze of the 16th and 17th Centuries*, Hodder • Levack, B. (2006) *The Witch Hunt in Early Modern Europe*, Longman • Levack, B. (ed.) (2004) *The Witchcraft Sourcebook*, Routledge, London • Oldridge, D. (ed.) (2008) *The Witchcraft Reader*, Routledge, Abingdon • Pickering, A. (2009) *Different Interpretations of Witch-hunting in Early Modern Europe c.1560-c.1660*, Heinemann, Harlow • Scarre, G & Callow, J. (2nd ed. 2001) *Witchcraft and Magic in Sixteenth and*	

	Seventeenth Century Europe, Palgrave, Basingstoke • Sharpe, J. (2013) *Witchcraft in Early Modern England*, Routledge, Abingdon • Spierenburg, P. (1991) *The Broken Spell*, Macmillan, Basingstoke • Thomas, K. (1971) *Religion and the Decline of Magic*, Penguin, London • Thurston, R. (2013) *The Witch-Hunts*, Routledge, Abingdon Trevor-Roper, H. (1969) *The European Witchcraze of the Sixteenth and Seventeenth Centuries*, Penguin, London	*Seventeenth Century Europe*, Palgrave, Basingstoke • Sharpe, J. (2013) *Witchcraft in Early Modern England*, Routledge, Abingdon • Spierenburg, P. (1991) *The Broken Spell*, Macmillan, Basingstoke • Thomas, K. (1971) *Religion and the Decline of Magic*, Penguin, London • Thurston, R. (2013) *The Witch-Hunts*, Routledge, Abingdon Trevor-Roper, H. (1969) *The European Witchcraze of the Sixteenth and Seventeenth Centuries*, Penguin, London	
Assessment	Students complete a variety of exam questions every fortnight.	Students complete a variety of exam questions every fortnight.	Students complete a variety of exam questions in preparation for the final exam in May.