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Education and Engagement

# Schools Programme Development Framework Volume 1

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## Using this Framework

The UK Parliament provides a free programme of activities and resources for schools delivered on the Parliamentary Estate in London, through in-school outreach, and online.

This Framework should be used to inform the regular review of this programme to ensure that, when considered holistically, the programme strategically promotes the understanding of and engagement with Parliament's key messages. These key messages are set out on pp4-5, firstly those relating to Parliament as a whole, followed by messages specific to the House of Commons and House of Lords respectively.

As part of the regular review of the schools programme, this Framework can be used to help identify gaps in our provision. Consideration of existing offerings in light of the key messages will highlight any messages which are not currently being sufficiently promoted.

Alongside the requirements of the relevant curriculum, schools have a number of other obligations to meet when planning for teaching and learning. These obligations, summarised on pp6-7, should also be considered when reviewing the programme and can be particularly helpful in identifying further gaps in provision. If schools are under a statutory obligation to teach about a certain concept, or to promote a certain attitude or behaviour, then this might be a need that Parliament can and should seek to address.

Likewise, consideration of the learning objectives prescribed by the various curricula taught across the UK, set out on pp8-75, will highlight themes or concepts relating to Parliament which young people are expected to learn, and yet which are not currently being addressed in our programme.

Considering the UK Parliament's key messages, the statutory and other obligations placed on schools, and the relevant curricula together will ensure that the schools programme strategically and effectively reflects Parliament's corporate objectives while supporting the education of, and engagement with, school children across England, Northern Ireland, Scotland and Wales.

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## Key messages for schools

**The ambitious vision of the UK Parliament is that of a ‘thriving parliamentary democracy’, and among the many conditions that would need to be met in order for this to be achieved, it is vital that we have an informed and engaged public. Central to that aim is the effective communication of the fundamental principles of how Parliament works in a way that can readily be understood, discussed, and engaged with.**

Parliament has therefore set out the key messages below, to be used when the House of Commons and the House of Lords are speaking or acting as one. The first set of messages are used when communicating about the work and role of Parliament as one unified institution.

The two Houses continue to hold their own identities and roles, and the messages specific to each House below are used when speaking for or about that House only, thereby reinforcing the two-House structure and how this is integral to understanding the work of Parliament.

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## UK Parliament

### What is the UK Parliament?

UK Parliament has two Houses which have three important jobs:

- Parliament checks and challenges the work of Government
  - Parliament makes and shapes new laws
  - Parliament debates the big issues of the day which can affect us all
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- **Parliament provides checks and challenges to hold our Government to account**
  - Parliament plays the leading role in debating and agreeing UK citizens’ rights, responsibilities and freedoms
  - Parliament debates the big issues of the day
  - Parliament makes and shapes effective laws for everyone
  - Parliament makes difficult decisions on behalf of everyone
  - Parliament checks that the Government is spending our money wisely
  - Parliament has two houses bringing local voices and expert opinion together in Westminster
  - Anyone can contact Parliament to share their view

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## House of Commons

The House of Commons Communications Handbook provides full guidance on how to communicate about the House of Commons including tone of voice and calls to action to cross promote participation with Parliament’s work and communication principles.

The top-level key learning messages for education audiences are as follows:

### The House of Commons represents and acts for UK citizens

- The House of Commons is made up of 650 elected Members of Parliament (MPs), who represent the people in their local area (constituency)
- MPs bring a range of experience, knowledge and backgrounds to the House of Commons
- People aged 18 and over can vote in General Elections for a Member of Parliament (MP) to represent their area (constituency) in the House of Commons
- The House of Commons holds the Government to account. It has four main functions:
  - Check and challenge the work of the Government
  - Make and change laws
  - Debate the important issues of the day
  - Check and approve taxes and Government spending

## House of Lords

The ‘Talking about the House of Lords’ guidance describes how to communicate about the House of Lords including a list of dos and don’ts.

The top-level key learning messages for education audiences are as follows:

### The Lords provides a second opinion in the UK Parliament

- Members of the House of Lords are appointed to bring specific knowledge and experience from their careers and backgrounds.
- The House of Lords has around 200 independent members who are not members of political parties
- There is no government majority in the House of Lords, and its procedures give greater ability to amend legislation
- The House of Lords often asks the Commons and the government to think again about new laws but generally accepts that the elected House should make the final decisions.

## Statutory and non-statutory obligations

There are a number of statutory and non-statutory obligations and government policies which schools are required to meet. These can heavily guide teachers' planning and should therefore be considered when developing new tours, workshops and resources for schools.

The most pertinent of these obligations and policies are:

### The relevant curriculum

The various curricula most commonly taught in schools across the four nations of the United Kingdom, namely the [National Curriculum](#), as taught in England, Wales and Northern Ireland, the [Northern Ireland Curriculum](#), [Curriculum for Excellence](#) as taught in Scotland, and the [Basic Curriculum](#) for Wales.

Given that education policy is devolved, it is noted that the structure and content of the curricula taught in schools across the UK is subject to change and should be periodically reviewed.

### Secondary level examinations

The subject-by-subject content set out by the most widely recognised awarding bodies for examinations for 16-18 year olds, particularly the [AQA](#), [CCEA](#), [Pearson](#), [OCR](#), and the [Scottish Qualifications Authority](#) (SQA).

### United Nations Convention on the Rights of the Child (UNCRC) 1989

The [UNCRC](#) is an international human rights treaty that grants all children and young people (aged 17 and under) a comprehensive set of rights. It came into force in the UK in 1992. Under the Convention, the Government is required to ensure that the basic needs of children in the UK are met. Government guidance for schools on how they can meet these obligations is available [online](#).

Many schools choose to follow the United Nations Children's Fund (UNICEF) [Rights Respecting](#) agenda as part of their efforts to meet their obligations under the UNCRC. UNICEF defines a Rights Respecting School as one where 'children's rights are promoted and realised, adults and children work towards this goal together'. The UNICEF Rights Respecting Award 'recognises a school's achievement in putting the United Nations Convention on the Rights of the Child into practice within the school and beyond'.

### Northern Ireland Act 1998

The [Northern Ireland Act 1998](#) made new provision for the government of Northern Ireland for the purpose of implementing the Belfast/Good Friday Agreement 1998. [Section 7.5](#) of the Act places certain statutory duties on public authorities and thus on schools in certain circumstances, including the requirement to promote equality of opportunity between defined groups.

### Prevent

The [Prevent](#) counter-terrorism strategy was first published by the Home Office in 2006 and revised in 2011. It was later codified in the [Counter-Terrorism and Security Act 2015](#), and has three objectives:

- Challenging the ideology that supports terrorism and those who promote it,
- Protecting vulnerable people,
- Supporting sectors and institutions where there are risks of radicalisation.

Government advice for schools on interpreting the Prevent duty is available [online](#).

### British Values

In 2014, the Department for Education published [guidance](#) on promoting British values in schools to ensure young people leave school prepared for life in modern Britain.

The guidance aims to help both independent and state-maintained schools understand their responsibilities in this area. All have a duty to 'actively promote' the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. These values were first set out by the government in the 'Prevent' strategy in 2011. The guidance also covers schools' wider duties to support Spiritual, Moral, Social and Cultural development (SMSC) and, related to this, schools have obligations under the [Equality Act 2010](#) to advance equality of opportunity, eliminate discrimination and foster good relations between different groups.

### Other obligations

Guidance on the full set of policies and documents that governing bodies and proprietors of schools must have can be found [online](#).

## Relevant curricular learning objectives by subject, nation, stage and exam board (where appropriate)

The curricular themes and learning objectives included below are those which align most naturally with Parliament's key messages, set out above. There are therefore entire subjects, and certain themes within others, which are not included.

### Subject key:

**PDMU:** Personal Development & Mutual Understanding

**PSHE:** Personal, Social, Health and Economic Education

**PSE:** Personal and Social Education

**SMSC:** Spiritual, Moral, Social and Cultural development

## Primary

Subject	Nation	Stage	Curriculum aim/theme	Relevant Learning Objective(s)
Citizenship	England	KS1	Developing confidence and responsibility and making the most of their abilities	To share their opinions on things that matter to them and explain their views
Citizenship	England	KS1	Preparing to play an active role as citizens	To take part in a simple debate about topical issues
Citizenship	England	KS1	Preparing to play an active role as citizens	To agree and follow rules for their group and classroom, and understand how rules help them
Citizenship	England	KS1	Breadth of opportunities	Consider social and moral dilemmas that they come across in everyday life (for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues)
Citizenship	England	KS2	Developing confidence and responsibility and making the most of their abilities	To talk and write about their opinions, and explain their views, on issues that affect themselves and society
Citizenship	England	KS2	Preparing to play an active role as citizens	To research, discuss and debate topical issues, problems and events
Citizenship	England	KS2	Preparing to play an active role as citizens	Why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
Citizenship	England	KS2	Preparing to play an active role as citizens	What democracy is, and about the basic institutions that support it locally and nationally
Citizenship	England	KS2	Preparing to play an active role as citizens	That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
Citizenship	England	KS2	Breadth of opportunities	Participate (for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting)
Citizenship	England	KS2	Breadth of opportunities	Consider social and moral dilemmas that they come across in life (for example, encouraging respect and understanding between different races and dealing with harassment)

Subject	Nation	Stage	Curriculum aim/theme	Relevant Learning Objective(s)
Health and Wellbeing	Scotland	All	Social wellbeing	Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society
Health and Wellbeing	Scotland	All	Social wellbeing	Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community
History	England, Wales, NI	KS1	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.	Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life
History	England, Wales, NI	KS1	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.	Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
History	England, Wales, NI	KS1	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.	The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]

Subject	Nation	Stage	Curriculum aim/theme	Relevant Learning Objective(s)
History	England, Wales, NI	KS1	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.	Significant historical events, people and places in their own locality
History	England, Wales, NI	KS2	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.	A local history study e.g. a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) or a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality
History	England, Wales, NI	KS2	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
Language and Literacy	Northern Ireland	KS2	Talking and listening	Share, respond to and evaluate ideas, arguments and points of view and use evidence or reason to justify opinions, actions or proposals
PDMU	Northern Ireland	KS1	Northern Ireland	Rules are essential in an ordered community

Subject	Nation	Stage	Curriculum aim/theme	Relevant Learning Objective(s)
PDMU	Northern Ireland	KS2	Rights, Rules and Responsibilities	Understand that rules are essential in an ordered community and the need for different rules in different contexts
PDMU	Northern Ireland	KS2	Rights, Rules and Responsibilities	Appreciate how and why rules and laws are created and implemented
PDMU	Northern Ireland	KS2	Learning to live as members of the community	Recognise the importance of democratic decision-making and active participation at home and in the classroom
PSE	Wales	KS2	Active Citizenship	The importance of democratic decision-making
PSE	Wales	KS2	Moral and Spiritual Development	Be honest and fair and have respect for rules, the law and authority
PSHE	England, Wales, NI	KS2	Living in the wider world	To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people
PSHE	England, Wales, NI	KS2	Living in the wider world	Why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
PSHE	England, Wales, NI	KS2	Living in the wider world	To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)
PSHE	England, Wales, NI	KS2	Living in the wider world	That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world
SMSC	England	KS1 & 2	SMSC	To respect democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England
SMSC	England	KS1 & 2	British Values	An understanding of how citizens can influence decision-making through the democratic process
SMSC	England	KS1 & 2	British Values	An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety
SMSC	England	KS1 & 2	British Values	An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence

Subject	Nation	Stage	Curriculum aim/theme	Relevant Learning Objective(s)
SMSC	England	KS1 & 2	British Values	An understanding that the freedom to choose and hold other faiths and beliefs is protected in law
SMSC	England	KS1 & 2	British Values	An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
SMSC	England	KS1 & 2	British Values	An understanding of the importance of identifying and combatting discrimination
Social Studies	Scotland	First	People, past events and societies	I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence.
Social Studies	Scotland	First	People, past events and societies	Having selected a significant individual from the past, I can contribute to a discussion on the influence of their actions, then and since.
Social Studies	Scotland	First	People in society, economy and business	By exploring the ways in which we use and need rules, I can consider the meaning of rights and responsibilities and discuss those relevant to me.
Social Studies	Scotland	First	People in society, economy and business	I have participated in decision making and have considered the different options available in order to make decisions.
Social Studies	Scotland	Second	People in society, economy and business	I can use evidence selectively to research current social, political or economic issues.
Social Studies	Scotland	Second	People in society, economy and business	I can describe the main features of a democracy and discuss the rights and responsibilities of citizens in Scotland.
Social Studies	Scotland	Second	People in society, economy and business	I can investigate the features of an election and the work of representatives at a local, national or European level to begin to develop my understanding of how democracy works.

## Secondary

Subject	Nation	Stage	Exam board	Topic/theme	Sub-topic	Relevant content strand(s)
Citizenship	England	KS3		Democracy, government and the rights and responsibilities of citizens		<p>The development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch</p> <p>The operation of Parliament, including voting and elections, and the role of political parties</p>
Citizenship	England	KS4		Democracy, government and the rights and responsibilities of citizens		<p>Parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press</p> <p>The different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond</p> <p>The legal system in the UK, different sources of law and how the law helps society deal with complex problems the different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity</p>

Subject	Nation	Stage	Exam board	Topic/theme	Sub-topic	Relevant content strand(s)
Citizenship Studies	England	KS4- GCSE	AQA			<p>Know and understand what democracy is, how Parliamentary democracy operates within the constituent parts of the UK</p> <p>Know and understand the relationship between the state and citizens, the rights, responsibilities and duties of citizens living and working in the UK and how people participate in democracy</p> <p>Know and understand how taxes are raised and spent by governments, and how national economic and financial policies and decisions relate to individuals</p> <p>Use and apply citizenship knowledge and understanding to contribute to debates, show understanding of different viewpoints, make persuasive and reasoned arguments, and justify and substantiate their conclusions</p>
Citizenship Studies	England	KS5-A & AS level	AQA	CIST1 Identity, Rights and Responsibilities ( <i>Identity</i> )		<p>Definition and nature of active citizenship</p> <p>Citizens' rights and duties</p> <p>The range of legislation relating to equal opportunities legislation in the UK</p> <p>Role and importance of government bodies created to develop equal opportunities in the UK</p> <p>Strengths and weaknesses of current legislation</p>
Citizenship Studies	England	KS5-A & AS level	AQA	CIST1 Identity, Rights and Responsibilities	Rights and Responsibilities	<p>Nature of rights and duties</p> <p>Data Protection Act</p> <p>Human Rights Act 1998</p>
Citizenship Studies	England	KS5-A & AS level	AQA	CIST2 Democracy, Active Citizenship and Participation	Making a Difference	<p>Concept and nature of power <i>including</i> the power of the state to make and enforce law</p> <p>The contrasting workings of 'government' of the UK and the EU <i>including</i> Parliament</p> <p>The role of new technologies in democratic participation and debates: e-democracy</p> <p>Citizens and the electoral process</p>
Citizenship Studies	England	KS5-A & AS level	AQA	CIST3 Power and Justice	Politics, Power and Participation	<p>Who speaks on our behalf? - Electing representatives, elections and accountability</p>

Subject	Nation	Stage	Exam board	Topic/theme	Sub-topic	Relevant content strand(s)
Citizenship Studies	England	KS5-A & AS level	AQA	CIST3 Power and Justice	Politics, Power and Participation	How is the UK governed? - Is Parliament still powerful?
Citizenship Studies	England	KS5-A & AS level	AQA	CIST4 Global Issues and Making a Difference	Global Citizenship	Universal human rights - How are human rights protected in the UK?
Citizenship Studies	England	KS5-A & AS level	AQA	CIST4 Global Issues and Making a Difference	Active Citizenship	Making a difference study - general information on how citizens can participate in Parliament's decision making
Citizenship Studies	England	KS4-GCSE	OCR	Rights, the law and the legal system in England and Wales	Rights and Responsibilities	The human, moral, legal and political rights, and the duties, equalities and freedoms of citizens.
Citizenship Studies	England	KS4-GCSE	OCR	Rights, the law and the legal system in England and Wales	Rights and Responsibilities	The background to Magna Carta and its main provisions. Understand the significance of Magna Carta in the development of rights
Citizenship Studies	England	KS4-GCSE	OCR	Rights, the law and the legal system in England and Wales	The law	The nature of rules and laws. How rules and laws help society deal with complex problems of fairness, justice and discrimination The fundamental principles of law to ensure rights and freedoms, maintain order and resolve conflicts. Apply these principles to particular examples of rules and laws. <i>(Study of Equalities legislation stated as an example)</i>

Subject	Nation	Stage	Exam board	Topic/theme	Sub-topic	Relevant content strand(s)
Citizenship Studies	England	KS4-GCSE	OCR	Democracy and Government	Democracy, elections and voting in the UK	The concept of democracy. The key features of democratic government including: regular and free elections; secret ballots; an inclusive franchise; a choice of candidates/political parties The difference between classical democracy and representative democracy The UK is a representative democracy with fixed term sovereign parliaments, and that MPs represent constituencies. Who can and cannot vote in UK parliamentary elections. The different ways in which citizens can contribute to parliamentary democracy and hold those in power to account. The rights and responsibilities that apply in a representative democracy. The importance of: the rule of law; personal freedom; tolerance and respect for diversity; and equal opportunity in creating conditions for effective democratic government as values underpinning democracy
Citizenship Studies	England	KS4-GCSE	OCR	Democracy and Government	Democracy, elections and voting in the UK	The key features of electoral systems used within the UK including: first-past-the-post; types of proportional representation and referendum. Election systems should include: First-Past-the-Post (General Elections); Additional Member System (Welsh Assembly); Single Transferable Vote (Northern Ireland); The Closed Party List System (European Parliament) The impact electoral systems used in the UK, including those to the European Parliament, have on election outcomes for political parties and composition of governments. The possible advantages and disadvantages of these systems.



Subject	Nation	Stage	Exam board	Topic/theme	Sub-topic	Relevant content strand(s)
Citizenship Studies	England	KS4-GCSE	OCR	Democracy and Government	National, local, regional and devolved government	Political parties with large numbers of parliamentary seats have the potential to form a government alone or to do so through coalition with others. How governments are formed following a parliamentary or assembly election.
Citizenship Studies	England	KS4-GCSE	OCR	Democracy and Government	National, local, regional and devolved government	The role, structure and organisation of local, regional and devolved government in the UK. The changing relationships between England, Northern Ireland, Scotland and Wales The reasons for devolution and centralisation. Evaluate arguments for further devolution
Citizenship Studies	England	KS4-GCSE	OCR	Democracy and Government	British Constitution	The separate but complementary roles of the executive, legislature, judiciary and the Monarchy in UK government and understand the differences between them. Within this context, how Parliament holds government to account through oversight and scrutiny and that Parliament is sovereign. The reasons why these roles are separated.
Citizenship Studies	England	KS4-GCSE	OCR	Democracy and Government	British Constitution	The separate but complementary roles of the House of Commons, House of Lords and the Monarch within the bicameral Westminster parliament and the differences between them. The possible advantages and disadvantages of a bicameral arrangement.

Subject	Nation	Stage	Exam board	Topic/theme	Sub-topic	Relevant content strand(s)
Citizenship Studies	England	KS4-GCSE	OCR	Democracy and Government	British Constitution	The main roles of front and back bench MPs, the Commons Speaker and the party whips. The key ceremonial occasions in Parliament including the State Opening of Parliament, the budget, the Monarch's speech and the role of Black Rod. The processes through which parliamentary candidates are selected including the role of citizens in these processes. The process of parliamentary debate and decision-making as part of the process of making and shaping policy and legislation. The role and importance of the official Opposition in parliament.
Citizenship Studies	England	KS4-GCSE	OCR	Democracy and Government	Citizen participation in the UK	The role of citizens in the UK constitution. The opportunities for citizen participation in UK democracy, including the National Citizen Service. The barriers to citizen participation in UK democracy. The importance of citizen participation for the effective operation of a democracy. The potential impact of social media and digital democracy on participation rates and voter engagement. Analyse and evaluate measures designed to increase participation rates and voter engagement in UK democracy
Citizenship Studies	England	KS4-GCSE	OCR	Democracy and Government	Citizen participation in the UK	The different forms of action citizens can take to promote particular viewpoints and hold those in power to account including: joining an interest group; trade union or political party; standing for election; campaigning; lobbying; petitions and joining a demonstration The importance of accountability in a representative democracy
Citizenship Studies	England	KS4-GCSE	OCR	Democracy and Government	Citizen action	Campaigning
Citizenship Studies	England, Wales, NI	KS4-GCSE	Pearson Edexcel	Theme A: Living together in the UK	3 Respect and understanding	The role of the Equality Act 2010 in preventing discrimination

Subject	Nation	Stage	Exam board	Topic/theme	Sub-topic	Relevant content strand(s)
<b>Citizenship Studies</b>	England, Wales, NI	KS4-GCSE	Pearson Edexcel	Theme A: Living together in the UK	5 Rights, duties and values that underpin democracy	Human, moral, legal and political rights and freedoms in the UK, including: to equality and representation; to freedom of speech, opinion and association; to tolerance and respect; and to privacy  Why the rule of law is necessary in a democracy. The checks and balances needed in relation to rights and freedoms, including debates about freedom of speech, privacy and the threat from terrorism.
<b>Citizenship Studies</b>	England, Wales, NI	KS4-GCSE	Pearson Edexcel	Theme A: Living together in the UK	6 Development of human rights	Magna Carta as a first step against arbitrary rule and a guarantee of justice  Human Rights Act 1998
<b>Citizenship Studies</b>	England, Wales, NI	KS4-GCSE	Pearson Edexcel	Theme B: Democracy at work in the UK	1 Parties and candidates	How candidates are selected to stand for a constituency
<b>Citizenship Studies</b>	England, Wales, NI	KS4-GCSE	Pearson Edexcel	Theme B: Democracy at work in the UK	2 Elections and voting systems	The concept of democracy; representative democracy (democracy via elections) and direct democracy (democracy via referendums) and the strengths and weaknesses of each  How the Westminster-first-past-the-post system operates; who can and cannot vote in general elections and why; debates about extending the franchise. The frequency of general elections.  The strengths and weaknesses of the first-past-the-post voting system compared with proportional representation
<b>Citizenship Studies</b>	England, Wales, NI	KS4-GCSE	Pearson Edexcel	Theme B: Democracy at work in the UK	3 Forming and organising the work of government	The process of forming a government, including the role of the monarch in appointing a government. What happens when no single party can form a government and a coalition government is formed

Subject	Nation	Stage	Exam board	Topic/theme	Sub-topic	Relevant content strand(s)
<b>Citizenship Studies</b>	England, Wales, NI	KS4-GCSE	Pearson Edexcel	Theme B: Democracy at work in the UK	4 The Westminster Parliament	The distinction between executive, legislature, judiciary and monarchy  The roles of the Houses of Commons and Lords and the relationship between them; the process of parliamentary debate and deliberation of public issues as part of the process of making and shaping policy and legislation.  The roles of prime minister, cabinet and ministers, the opposition, speaker, whips, front bench and backbench MPs and the ceremonial role of Black Rod; the role of an MP in representing constituents' interests
<b>Citizenship Studies</b>	England, Wales, NI	KS4-GCSE	Pearson Edexcel	Theme B: Democracy at work in the UK	5 Making and shaping law	How a bill becomes law: debate in the House of Commons and the House of Lords; scrutiny by committees; royal assent.
<b>Citizenship Studies</b>	England, Wales, NI	KS4-GCSE	Pearson Edexcel	Theme B: Democracy at work in the UK	6 The Constitution	The institutions of the British constitution: the power of government, the prime minister and cabinet; the roles of the legislature, the Opposition, political parties, the monarch, citizens, the judiciary, the police and the civil service  That the UK has an uncodified constitution and examples of how this is changing, including as a result of devolution and membership of the EU  The concept of parliamentary sovereignty; checks and balances, including the role of judicial review; how Parliament holds government to account through oversight and scrutiny
<b>Citizenship Studies</b>	England, Wales, NI	KS4-GCSE	Pearson Edexcel	Theme B: Democracy at work in the UK	7 Government in constituent parts of the UK	The powers of devolved bodies in Scotland, Wales and Northern Ireland  How relations are changing between England, Scotland, Wales and Northern Ireland, including views on devolution and independence.
<b>Citizenship Studies</b>	England, Wales, NI	KS4-GCSE	Pearson Edexcel	Theme C: Law and justice	2 Principles and sources of law	The main sources of law: common law (case law or precedent), legislation and the EU

Subject	Nation	Stage	Exam board	Topic/theme	Sub-topic	Relevant content strand(s)
<b>Citizenship Studies</b>	England, Wales, NI	KS4-GCSE	Pearson Edexcel	Theme D: Power and influence	1 Citizen participation in politics and society	<p>The opportunities, and barriers to citizen participation in democracy and politics in the UK</p> <p>Ways in which citizens can contribute through direct and indirect action to democracy and hold those in power to account and contribute to wider public life, including by voting, joining an interest group or political party, standing for election, campaigning, advocacy, lobbying, petitions, joining a demonstration and volunteering</p> <p>How digital democracy, social media and other measures are being developed as a means to improve voter engagement and political participation</p> <p>Key differences in how citizens can and cannot participate in politics in political systems outside the UK: one democratic and one non-democratic.</p>
<b>Citizenship Studies</b>	England, Wales, NI	KS4-GCSE	Pearson Edexcel	Theme E: Taking citizenship action	1 Identify an issue, form a team and carry out initial research	Understand the range of methods and approaches relevant to citizenship actions that can be used by governments, organisations, groups and individuals to address citizenship issues in society
<b>English</b>	England, Wales, NI	KS3		Spoken English		<p>Giving short speeches and presentations, expressing their own ideas and keeping to the point</p> <p>Participating in formal debates and structured discussions, summarising and/or building on what has been said</p>
<b>English</b>	England, Wales, NI	KS4		Spoken language		Understand and use the conventions for discussion and debate, as well as continuing to develop their skills in working collaboratively with their peers to discuss reading, writing and speech across the curriculum.

Subject	Nation	Stage	Exam board	Topic/theme	Sub-topic	Relevant content strand(s)
<b>English</b>	England, Wales, NI	KS4		Spoken English		<p>Listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary</p> <p>Planning for different purposes and audiences, including selecting and organising information and ideas effectively and persuasively for formal spoken presentations and debates</p> <p>Listening and responding in a variety of different contexts, both formal and informal, and evaluating content, viewpoints, evidence and aspects of presentation</p>
<b>English Language</b>	England	KS4-GCSE	AQA	Non exam assessment		Students must undertake a prepared spoken presentation on a specific topic. Presentations must be formal but may take a wide variety of forms, including talks, debates, speeches and dialogues
<b>English Language</b>	Northern Ireland	KS4-GCSE	CCEA	Unit 2: Speaking and listening	Task 1: Individual presentation and interaction	<ul style="list-style-type: none"> <li>• communicate clearly and effectively;</li> <li>• present information and ideas;</li> <li>• use standard English as appropriate;</li> <li>• structure and sustain talk;</li> <li>• choose and adapt language appropriate to an audience;</li> <li>• respond appropriately to questions and views of others;</li> </ul>
<b>English Language</b>	Northern Ireland	KS4-GCSE	CCEA	Unit 2: Speaking and listening	Task 2: Discussion	<ul style="list-style-type: none"> <li>• interact with others;</li> <li>• make a range of effective contributions;</li> <li>• express ideas clearly, accurately and appropriately;</li> <li>• listen and respond to others' ideas and perspectives;</li> <li>• challenge what they hear where appropriate and shape meaning through asking questions and making comments and suggestions;</li> </ul>

Subject	Nation	Stage	Exam board	Topic/theme	Sub-topic	Relevant content strand(s)
English Language	England	KS4-GCSE	OCR		Presenting information and ideas Responding to spoken language Using spoken Standard English	<ul style="list-style-type: none"> <li>select information and ideas for prepared spoken presentations</li> <li>organise information and ideas effectively and persuasively</li> <li>plan effectively for different purposes and audiences</li> <li>give presentations and speeches in a formal setting</li> <li>listen carefully to questions and feedback and respond appropriately</li> <li>express ideas effectively using spoken Standard English</li> </ul>
English Language	Wales	KS4-GCSE	WJEC EDUQAS	Spoken Language		Present information and ideas: selecting and organising information and ideas effectively and persuasively for prepared spoken presentations; planning effectively for different purposes and audiences; making presentations and speeches
English Language	England, Wales, NI	KS4-GCSE	Pearson Edexcel	3.1 Spoken language		<p>3.1.1 presenting information and ideas: selecting and organising information and ideas effectively and persuasively for prepared spoken presentations; planning effectively for different purposes and audiences; making presentations and speeches</p> <p>3.1.2 responding to spoken language: listening to and responding appropriately to any questions and feedback</p> <p><i>Note: Students must demonstrate presentations skills, which can be in the context of a formal debate</i></p>
Government and Politics	Northern Ireland	KS4-GCSE	CCEA	Unit 1: Democracy in action	Taking action in a democracy	<p>The range of actions an individual citizen can take to achieve their aims and hold the powerful in society to account:</p> <ul style="list-style-type: none"> <li>- petitioning</li> <li>- demonstrating</li> <li>- voting</li> <li>- joining a political party</li> </ul>
Government and Politics	Northern Ireland	KS4-GCSE	CCEA	Unit 2: International politics in action	The European Union	The UK referendum on membership of the EU, 23 June 2016

Subject	Nation	Stage	Exam board	Topic/theme	Sub-topic	Relevant content strand(s)
Government and Politics	Northern Ireland	KS4-GCSE	CCEA	Unit 2: International politics in action	Migration	<p>The legal protections offered to migrants, including the Human Rights Act 1998</p> <p>The UK government response to increased migration, including the Immigration Act 2016</p>
Government and Politics	Northern Ireland	KS5-AS & A2 level	CCEA	Unit AS 2: The British Political Process	Section A: Parliament	<ul style="list-style-type: none"> <li>demonstrate knowledge and understanding of the main functions of the House of Commons: representation; legislation; and scrutiny;</li> <li>demonstrate knowledge and understanding of the main functions of the House of Lords: representation; legislation; and scrutiny;</li> <li>assess the extent to which the House of Commons is effective in performing its functions;</li> <li>assess the extent to which the House of Lords is effective in performing its functions; and</li> <li>evaluate the extent to which the House of Commons and the House of Lords are independent of the Executive</li> </ul>
Government and Politics	Northern Ireland	KS5-AS & A2 level	CCEA	Unit A2 1: Option A: A Comparative Study of the Government and Politics of the USA and the UK	Comparative government	<ul style="list-style-type: none"> <li>analyse similarities and differences in the structures, powers and operation of Congress and Parliament; and</li> <li>compare and evaluate the effectiveness of the Senate, the House of Representatives, the House of Lords and the House of Commons in performing their functions in: representation; legislation; and scrutiny</li> </ul>
Government and Politics	Northern Ireland	KS5-AS & A2 level	CCEA	Unit A2 1: Option B: A Comparative Study of the Government and Politics of the Republic of Ireland and the UK	Comparative government	<ul style="list-style-type: none"> <li>analyse similarities and differences in the structures, powers and operation of Oireachtas and Parliament; and</li> <li>compare and evaluate the effectiveness of the Seanad, the Dáil, the House of Lords and the House of Commons in performing their functions in: representation; legislation; and scrutiny</li> </ul>

Subject	Nation	Stage	Exam board	Topic/theme	Sub-topic	Relevant content strand(s)
<b>Government and Politics</b>	England	KS5-A & AS level	AQA	Unit 1 GOVP1 People, Politics and Participation	Participation and Voting Behaviour Electoral Systems	<p>The nature of participation in the political process:</p> <ul style="list-style-type: none"> <li>- A knowledge of different forms of political involvement: who participates and how in terms of gender, class, ethnicity, age and region</li> <li>- Reasons for non-participation</li> </ul> <p>The role of elections in a democracy:</p> <ul style="list-style-type: none"> <li>- Strengths and weaknesses of electoral systems used in the UK</li> <li>- Likely effects of electoral system on party system</li> <li>- Majority and coalition governments</li> </ul> <p>Nature of representation:</p> <ul style="list-style-type: none"> <li>- Nature and use of referendums within the UK</li> <li>- Arguments for and against greater use of referendums within the UK.</li> </ul>
<b>Government and Politics</b>	England	KS5-A & AS level	AQA	Unit 2 GOVP2 Governing Modern Britain	The British Constitution	<p>The nature and sources of the British constitution: A knowledge of the main sources of the British constitution (statute case, law, conventions, treaties, constitutional change); How far the British constitution influences and limits the powers of government.</p> <p>The judiciary and its relationship to other 'powers' of government: The relationship of the judiciary to the executive and legislature; The impact of the Human Rights Act and European Court of Human Rights upon the British political system.</p>
<b>Government and Politics</b>	England	KS5-A & AS level	AQA	Unit 2 GOVP2 Governing Modern Britain	Parliament	<p>The role of parliament in the political system: The composition and main roles and functions of Parliament (representation, legislation, scrutiny); The relative powers of the House of Commons and House of Lords.</p> <p>Parliamentary sovereignty in theory and practice.</p> <p>Parliament and government relationships including scrutiny role of HoC and HoL, influence of backbenchers, frontbenchers &amp; Whips</p>

Subject	Nation	Stage	Exam board	Topic/theme	Sub-topic	Relevant content strand(s)
<b>Government and Politics</b>	England	KS5-A & AS level	AQA	Unit 2 GOVP2 Governing Modern Britain	Multi-level governance	<p>Elected local and devolved government in the UK:</p> <ul style="list-style-type: none"> <li>- The main powers of elected local government, the Scottish Parliament and Welsh Assembly</li> <li>- Relations between the Westminster Parliament and elected local and devolved government</li> <li>- Debates on the nature and extent of devolved power</li> </ul>
<b>Government and Politics</b>	England	KS5-A & AS level	AQA	Unit 4A GOV4A The Government of the USA	The Constitutional Framework of US Government The Legislative Branch of Government: US Congress The Executive Branch of Government (including limitations and constraints on Executive power)	<p>Comparisons with the UK's uncodified constitution and unitary system to illustrate arguments</p> <p>Comparisons with the Westminster Parliament to illustrate arguments</p> <p>Comparisons with the UK Executive to illustrate arguments</p>
<b>Government and Politics</b>	England	KS5-A & AS level	AQA	Unit 4B GOV4B Political Issues: Ideologies in Action	Ethnicity and gender	<p>Politics of citizenship and identity</p> <p>Major legislation concerning immigration and race relations together with significance of EU membership and the Equality and Human Rights Commission</p> <p>Women in society</p> <p>Politics of the women's movement.</p> <p>Major legislation concerning equal opportunities.</p>
<b>History</b>	England	KS4-GCSE	AQA	3.2.2 Section B: Wider world depth studies	BA Conflict and tension: the First World War, 1894-1918	<p>Part one: The causes of the First World War</p> <ul style="list-style-type: none"> <li>- Outbreak of war: reasons for the outbreak of hostilities and the escalation of the conflict</li> </ul>
<b>History</b>	England	KS4-GCSE	AQA	3.2.2 Section B: Wider world depth studies	BB Conflict and tension: the inter-war years, 1918-1939	<p>Part three: The origins and outbreak of the Second World War</p> <ul style="list-style-type: none"> <li>- The outbreak of war</li> </ul>

Subject	Nation	Stage	Exam board	Topic/theme	Sub-topic	Relevant content strand(s)
History	England	KS4-GCSE	AQA	3.3.1 Section A: Thematic studies	BB Britain: Power and the people: c1170 to the present day	<p>Part one: Challenging authority and feudalism</p> <ul style="list-style-type: none"> <li>• Constraints on kingship <i>including</i> Magna Carta, its terms and its short and long-term impact</li> <li>• The origins of parliament: issues between King Henry III and his barons; the role of Simon de Montfort; the Provisions of Oxford and the Parliament of 1265 and their short and long-term impact.</li> </ul>
History	England	KS4-GCSE	AQA	3.3.1 Section A: Thematic studies	BB Britain: Power and the people: c1170 to the present day	<p>Part two: Challenging royal authority</p> <ul style="list-style-type: none"> <li>• Divine Right and parliamentary authority: the causes of the English Revolution; the New Model Army and the development of political radicalism during the Civil War era; the short and long term impact of the English Revolution, including the significance of trial and execution of Charles I and Oliver Cromwell and the Commonwealth.</li> <li>• Royal authority and the right to representation: the causes of the American Revolution including the relationship between the government and people; impact and significance of the American Revolution.</li> </ul>

Subject	Nation	Stage	Exam board	Topic/theme	Sub-topic	Relevant content strand(s)
History	England	KS4-GCSE	AQA	3.3.1 Section A: Thematic studies	AC Britain: Migration, empires and the people: c790 to the present day	<p>Part four: Britain in the 20th century including</p> <ul style="list-style-type: none"> <li>• The end of Empire: the impact of the First and Second World Wars; the impact of Suez; nationalism and independence in India and Africa, including the role of Gandhi, Nkrumah and Kenyatta</li> <li>• Britain's relationship with Europe and its impact: the impact of the Second World War; economic, social and cultural interaction; the end of the Cold War and membership of European Union; European and non-European migration.</li> </ul>
History	England	KS4-GCSE	AQA	3.3.2 Section B: British depth studies	BB Medieval England - the reign of Edward I, 1272-1307	<p>Part one: Government, the rights of King and people</p> <ul style="list-style-type: none"> <li>- Development of government, rights and justice: the Hundred Rolls; Robert Burnell; Statutes of Westminster; Statutes of Mortmain; 'Quo Warranto' Inquiries; parliaments; 'The Model Parliament' (1295)</li> </ul>
History	England	KS4-GCSE	AQA	3.3.2 Section B: British depth studies	BC Elizabethan England, c.1568-1603	<p>Part one: Elizabeth's court and Parliament</p> <ul style="list-style-type: none"> <li>• The difficulties of a female ruler: relations with Parliament</li> </ul>
History	England	KS4-GCSE	AQA	3.3.2 Section B: British depth studies	BC Elizabethan England, c.1568-1603	<p>Part three: Troubles at home and abroad</p> <ul style="list-style-type: none"> <li>• Mary Queen of Scots: background; Elizabeth and Parliament's treatment of Mary; the challenge posed by Mary; plots; execution and its impact.</li> </ul>
History	England	KS4-GCSE	AQA	3.3.2 Section B: British depth studies	BD Restoration England, 1660-1685	<p>Part one: Crown, Parliament, plots and court life</p> <ul style="list-style-type: none"> <li>• Crown and Parliament: the legacy of the English Civil War and Commonwealth; the restoration of the monarchy; the succession issue; relations and issues with Parliament, finance and religion; the Cabal and 'Party politics'; rule without parliament from 1681</li> </ul>

Subject	Nation	Stage	Exam board	Topic/theme	Sub-topic	Relevant content strand(s)
History	England	KS5-A & AS level	AQA	Component 1	1C The Tudors: England, 1485-1603	Part one: consolidation of the Tudor Dynasty: England, 1485-1547 Henry VII, 1485-1509: • Government: councils, parliament, justice, royal finance, domestic policies Henry VIII, 1509-1547: • Government: Crown and Parliament, ministers, domestic policies including the establishment of Royal Supremacy
History	England	KS5-A & AS level	AQA	Component 1	1C The Tudors: England, 1485-1603	Part two: England: turmoil and triumph, 1547-1603 (A-level only) The triumph of Elizabeth, 1563-1603 (A-level only): • Elizabethan government: court, ministers and parliament; factional rivalries
History	England	KS5-A & AS level	AQA	Component 1	1D Stuart Britain and the Crisis of Monarchy, 1603-1702	Part one: absolutism challenged: Britain, 1603-1649 Monarchs and Parliaments, 1603-1629 • The Political Nation and the social basis of power: the importance of land ownership; rival forms of wealth including merchants • Relations and disputes with parliaments: parliamentary privileges; finance; religion; foreign affairs • The state of relations between Crown and Parliament by 1629 and the reaction of the Political Nation; the extent of breakdown between Crown and Parliament and the Political Nation Revolution, 1629-1649: • Political divisions: the Personal Rule and the extent of opposition to it in England, Scotland and Ireland; the Short and Long Parliaments and the leadership of Pym; divisions and the outbreak of Civil War • The First and Second Civil Wars: England, Scotland, Ireland and the reasons for royalist defeat • Post-war divisions between Army and Parliament and the failure to secure a post-war settlement

Subject	Nation	Stage	Exam board	Topic/theme	Sub-topic	Relevant content strand(s)
History	England	KS5-A & AS level	AQA	Component 1	1D Stuart Britain and the Crisis of Monarchy, 1603-1702	Part two: Monarchy restored and restrained: Britain, 1649-1702 (A-level only) From Republic to restored and limited monarchy, 1649-1678 (A-level only): • Political divisions and experiments: Republicanism and the Rump; Millenarianism and the Parliament of Saints The establishment of constitutional monarchy, 1678-1702 (A-level only): • The 'Glorious Revolution': causes and nature; its consolidation in England, Scotland and Ireland • Divisions within the Political Nation and the emergence of Whigs and Tories and their impact • Government under William and Mary: the importance of political parties and ministers; the changing influence of Crown and Parliament and the reasons for the development of limited monarchy • The condition of Britain and its monarchy by 1702: the significance of the Act of Settlement; the balance of power between Crown and Parliament; the condition of the Church of England and non-conformism and Catholicism

Subject	Nation	Stage	Exam board	Topic/theme	Sub-topic	Relevant content strand(s)
History	England	KS5-A & AS level	AQA	Component 1	1F Industrialisation and the people: Britain, c.1783-1885	<p>Part one: the impact of industrialisation: Britain, c1783-1832</p> <p>Pressure for change, c1783-1812:</p> <ul style="list-style-type: none"> <li>• Pressures on government: the political influence of the French Revolution; Irish rebellion and union; radicalism and opposition; party splits; demands for parliamentary reform</li> <li>• Pressures on government: the political, economic and social impact of war; the condition of Britain by 1812</li> </ul> <p>Government and a changing society, 1812-1832:</p> <ul style="list-style-type: none"> <li>• Greater democracy: the election of the Whigs; pressure for parliamentary reform; the Great Reform Act and its impact; the state of Britain politically, economically and socially by 1832</li> </ul>
History	England	KS5-A & AS level	AQA	Component 1	1F Industrialisation and the people: Britain, c.1783-1885	<p>Part two: the Age of Reform: Britain, 1832-1885 (A-level only)</p> <p>Economy, society and politics, 1846-1885 (A-level only):</p> <ul style="list-style-type: none"> <li>• Government and developing political organisation: the development of the political system and party realignment; the emergence of the Liberal Party</li> <li>• Government and democracy: Gladstone, his ministries and ideas and policies; Disraeli, his ministries, ideas and policies; increasing democracy; legislation</li> <li>• Pressure for change: social campaigns, Public Health reform; Chartism; pressure for parliamentary reform; Irish Nationalism</li> <li>• The political, economic and social condition of Britain by 1885; the extent of democracy and Britain's industrial position</li> </ul>

Subject	Nation	Stage	Exam board	Topic/theme	Sub-topic	Relevant content strand(s)
History	England	KS5-A & AS level	AQA	Component 1	1G Challenge and transformation: Britain, c.1851-1964	<p>Part one: Victorian and Edwardian Britain, c1851-1914</p> <p>Reform and challenge, c1851-c1886</p> <ul style="list-style-type: none"> <li>• The political system: parliament and the workings of mid-19th century democracy; ruling elites; prime ministers; parties and party realignment to 1867</li> <li>• Political developments under Gladstone and Disraeli; liberalism, conservatism and the bases of their support; the extension of the franchise</li> <li>• Society and social changes: class and regional division; prosperity and poverty</li> <li>• Social movements and policies; self-help; trade unions; education and social reform legislation</li> <li>• The condition of Ireland and Anglo-Irish relations: land agitation and the political response; Home Rule</li> </ul> <p>Challenges to the status quo, c1886-1914:</p> <ul style="list-style-type: none"> <li>• Politics 1906-1914 <i>including</i> political crises and constitutional change</li> <li>• Social change <i>including</i> the issue of female emancipation</li> <li>• Social policies: government legislation and local initiatives; taxation and welfare reform by 1914</li> <li>• The condition of Ireland and Anglo-Irish relations: the Home Rule movement, opposition and the Home Rule Bills</li> </ul>



Subject	Nation	Stage	Exam board	Topic/theme	Sub-topic	Relevant content strand(s)
History	England	KS5-A & AS level	AQA	Component 1	1G Challenge and transformation: Britain, c.1851–1964	<p>Part two: The World Wars and their legacies: Britain, 1914–1964 (A-level only)</p> <p>The Great War and its impact, 1914–1939 (A-level only):</p> <ul style="list-style-type: none"> <li>• The impact of war on British parties and politics: coalition government; the decline of the Liberals; position of Conservatives and influence of Labour</li> <li>• Political developments in the interwar years: electoral reform; Conservative and Labour governments; National governments; the abdication crisis and emergence of radical political movements, including the BUF and Communism</li> <li>• The condition of Ireland and Anglo-Irish relations: the Easter Rising; the Anglo-Irish War; Government of Ireland Act and Anglo-Irish Treaty; divided Ireland before the Second World War</li> </ul> <p>Transformation and change, 1939–1964 (A-level only):</p> <ul style="list-style-type: none"> <li>• The impact of the Second World War on British politics: Churchill as wartime leader; ‘the Labour landslide’ of 1945; Labour ideology and policies</li> <li>• Developments in social policy: the Beveridge Report; the Butler Act; the growth of the Welfare State, including the NHS; the growth of education</li> </ul>
History	England	KS5-A & AS level	AQA	Component 2	2A Royal Authority and the Angevin Kings, 1154–1216	<p>Part two: England under Henry II’s Successors, 1189–1216 (A-level only)</p> <p>The end of John’s reign, 1214–1216 (A-level only):</p> <ul style="list-style-type: none"> <li>• Relations between King John and the barons: Robert Fitzwalter and the ‘Army of God’; negotiations leading to Magna Carta</li> <li>• The First Barons War: baronial unrest and the outbreak of the war; John’s military campaigns; the death of the King</li> </ul>

Subject	Nation	Stage	Exam board	Topic/theme	Sub-topic	Relevant content strand(s)
History	England	KS5-A & AS level	AQA	Component 2	2B The Wars of the Roses, 1450–1499	<p>Part one: the Fall of the House of Lancaster, 1450–1471</p> <p>The origins of conflict, 1450–1459:</p> <ul style="list-style-type: none"> <li>• English society and politics in 1450: the weakness of Henry VI’s rule; baronial factions; Cade’s rebellion; the loss of Normandy</li> <li>• The impact on English politics of the emerging power and influence of Richard of York</li> <li>• The outbreak of war: the first Battle of St Albans and the balance of military power in 1455</li> <li>• The uneasy peace: the influence of Margaret of Anjou; factional rivalries and their impact on English society</li> </ul> <p>The War of the Barons, 1459–1461:</p> <ul style="list-style-type: none"> <li>• The renewal of war: York’s flight into exile; the emergence of Warwick ‘the Kingmaker’; the capture of Henry VI at Northampton</li> <li>• Filling the political vacuum: the rule of Richard of York as Protector of England</li> <li>• Shifting loyalties and the Lancastrian revival: Wakefield; the second Battle of St Albans; the death of York and the restoration of Henry VI</li> <li>• Proclamation of Edward IV as King; Yorkist victory at Towton; the strengths and weaknesses of the Yorkists by 1461</li> </ul> <p>The triumph of the Yorkists, 1461–1471:</p> <ul style="list-style-type: none"> <li>• The personal rule of Edward IV and the political impact of his marriage to Elizabeth Woodville</li> <li>• The crushing of the Lancastrian cause: Barnet and Tewkesbury; the destruction of the Lancastrian nobility</li> <li>• The impact of the baronial wars on English society by 1471: the weakening of the aristocracy; the impact on trade and the economy</li> </ul>

Subject	Nation	Stage	Exam board	Topic/theme	Sub-topic	Relevant content strand(s)
History	England	KS5-A & AS level	AQA	Component 2	2B The Wars of the Roses, 1450-1499	<p>Part two: the fall of the House of York, 1471-1499 (A-level only)</p> <p>‘The Sun in Splendour’: the reign of Edward IV, 1471-1483 (A-level only):</p> <ul style="list-style-type: none"> <li>• The consolidation of royal authority under Edward IV and the development of new methods of government</li> <li>• Factional rivalries and court politics: hostile reactions against the influence of the Woodvilles</li> <li>• The premature death of Edward IV and the crisis of the Yorkist succession</li> </ul> <p>The end of the Yorkist Dynasty, 1486-1499 (A-level only):</p> <ul style="list-style-type: none"> <li>• The impact of the Wars of the Roses on English society by 1499: trade and the economy; central authority and the regions</li> </ul>
History	England	KS5-A & AS level	AQA	Component 2	2D Religious conflict and the Church in England, c.1529-c.1570	<p>Part one: the break from Rome, c1529-1547</p> <p>The Church in c1529:</p> <ul style="list-style-type: none"> <li>• The political and social role of the Church: churchmen as royal advisers; church teachings on monarchical authority; wealth; church courts; monasteries and parish churches</li> </ul> <p>The break from Rome, c1529-1536:</p> <ul style="list-style-type: none"> <li>• The Reformation Parliament: MPs and expression of grievances; pressures on the Papacy; legislation leading to the establishment of Royal Supremacy</li> <li>• The influence of faction: Cromwell and the management of Parliament; the supporters and opponents of change and the King’s responses; the Aragonese faction; More and Fisher; Elizabeth Barton and the Carthusian monks</li> </ul>

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History	England	KS5-A & AS level	AQA	Component 2	2E The English Revolution, 1625-1660	<p>Part one: the origins of the English Civil War, 1625-1642</p> <p>The emergence of conflict and the end of consensus, 1625-1629:</p> <ul style="list-style-type: none"> <li>• The legacy of James I: religious issues and divisions; relations between Crown and Parliament; relations with foreign powers</li> <li>• Monarchy and Divine Right: the character and aims of Charles I; the Queen and the court; the King’s advisers; ideas of royal authority</li> <li>• Challenges to the arbitrary government of Charles I: reactions against financial policies; conflict over Church; reactions against foreign policy and the role of Buckingham</li> <li>• Parliamentary radicalism; personalities and policies of parliamentary opposition to the King; the Petition of Right; the dissolution of Parliament and the King’s commitment to Personal Rule</li> </ul> <p>An experiment in Absolutism, 1629-1640</p> <ul style="list-style-type: none"> <li>• Charles I’s Personal Rule: his chief ministers; methods of government; financial policies and the reaction against them</li> <li>• Political issues: the role of Wentworth; policies in Ireland and England; the reactions against the Crown; demands for the recall of Parliament</li> <li>• Radicalism, dissent and the approach of war: the spread of religious radicalism; the Scottish Covenant and the Bishops’ War; the Pacification of Berwick; the second Bishops’ war</li> </ul>

Subject	Nation	Stage	Exam board	Topic/theme	Sub-topic	Relevant content strand(s)
						<p>The crisis of Parliament and the outbreak of the First Civil War, 1640–1642:</p> <ul style="list-style-type: none"> <li>• The Political Nation 1640: the recall of Parliament; the strengths and weaknesses of Charles I; the strengths and divisions of parliamentary opposition</li> <li>• Pym and the development of parliamentary radicalism: Pym's personality and aims; the Grand Remonstrance; the London mob; popular radicalism</li> <li>• Conflicts between Crown and Parliament: failure of negotiations between the King and the Long Parliament; the execution of Strafford and its political consequences</li> <li>• The slide into war: the impact of events in Ireland; the failed arrest of the Five Members; local grievances; attempts to impose royal authority and the development of a Royalist Party; military preparations for war</li> </ul>

Subject	Nation	Stage	Exam board	Topic/theme	Sub-topic	Relevant content strand(s)
History	England	KS5-A & AS level	AQA	Component 2	2E The English Revolution, 1625–1660	<p>Part two: Radicalism, Republic and Restoration, 1642–1660 (A-level only)</p> <p>War and radicalism, 1642–1646 (A-level only):</p> <ul style="list-style-type: none"> <li>• The First Civil War: the strengths and weaknesses of the political and military leadership of the Royalist cause</li> <li>• The First Civil War: the strengths and weaknesses of the political and military leadership of the Parliamentary forces; emergence of the New Model Army; the Solemn League and Covenant; Self Denying Ordinance</li> <li>• The end of the First Civil War: divisions amongst the Parliamentary leaders; attempts at settlement; the capture of Charles I</li> </ul> <p>The disintegration of the Political Nation, 1646–1649 (A-level only):</p> <ul style="list-style-type: none"> <li>• Political and religious radicalism: the politicisation of the New Model Army; Lilburne and the Levellers; Fifth Monarchists; Ranters and other populist groups</li> <li>• Political and religious divisions: the attitude and actions of Charles I; divisions within the opposition to the King; the failure of attempts to reach a political settlement</li> <li>• The Second Civil War and the reasons for its outcome</li> <li>• The problem of Charles I: divisions within the army and Parliament; the trial and execution of the King</li> </ul>

Subject	Nation	Stage	Exam board	Topic/theme	Sub-topic	Relevant content strand(s)
						<p>Experiments in government and society, 1648–1660 (A-level only):</p> <ul style="list-style-type: none"> <li>• The Third Civil War: the attempted Royalist revival; the defeat and exile of Prince Charles</li> <li>• Political radicalism: failure of the Levellers and Diggers and the ‘Godly Society’; Quakers, Baptists and other radical sects; the Rump Parliament as an experiment in radical republicanism; the Parliament of the Saints</li> <li>• Oliver Cromwell and the Protectorate: Cromwell’s personality and approach to government and his refusal of the Crown; the limits of religious toleration; the Major Generals; the problem of the succession to Cromwell</li> <li>• The monarchy restored: political vacuum after the death of Cromwell; negotiations for the return of the monarchy under Charles II; the legacy of the English Revolution by 1660</li> </ul>
History	England	KS5-A & AS level	AQA	Component 2	2K International Relations and Global Conflict, c.1890–1941	<p>Part one: Great Power rivalries and entry into war, c1890–1917</p> <p>Great Powers: Britain, Germany, France, Russia and Austria-Hungary, c1890–1900:</p> <ul style="list-style-type: none"> <li>• The political structures of the Great Powers: liberal democracies in Britain and France and autocracies in Germany, Russia and Austria-Hungary; the effect of political structures on decision-making</li> </ul> <p>The Great Powers and Crises, 1900–1911:</p> <ul style="list-style-type: none"> <li>• Evolving alliances: the Moroccan crises; Anglo-French Entente; the formation of the Triple Entente</li> </ul> <p>The coming of war, 1911–1917</p> <ul style="list-style-type: none"> <li>• General war in Europe: mobilisation of German and Russian forces; the implementation of the Schlieffen Plan and the invasion of Belgium; Britain’s declaration of war; the key decision makers and their motives</li> </ul>

Subject	Nation	Stage	Exam board	Topic/theme	Sub-topic	Relevant content strand(s)
History	England	KS5-A & AS level	AQA	Component 2	2K International Relations and Global Conflict, c.1890–1941	<p>Part two: The failure of international peace and the origins of the Second World War, 1917–1941 (A-level only)</p> <p>The end of the First World War and the peace settlement, 1917–1923 (A-level only):</p> <ul style="list-style-type: none"> <li>• Peace-making, 1919–1923: the roles and aims of Clemenceau, Wilson and Lloyd George; the Treaty of Versailles; the East and Southern European settlements and the settlement with Turkey</li> </ul> <p>The coming of war, 1935–1941 (A-level only):</p> <ul style="list-style-type: none"> <li>• The outbreak of war in Europe: appeasement; the Czech Crisis; the crisis over Poland and the Nazi-Soviet Pact; the outbreak of war; the reaction of Italy to the outbreak of war</li> </ul>

Subject	Nation	Stage	Exam board	Topic/theme	Sub-topic	Relevant content strand(s)
History	England	KS5-A & AS level	AQA	Component 2	2M Wars and Welfare: Britain in Transition, 1906–1957	<p>Part one: Society in Crisis, 1906–1929</p> <p>The Liberal crisis, 1906–1914:</p> <ul style="list-style-type: none"> <li>• Social issues: class division; poverty; changes in taxation; the ‘People’s Budget’; Liberal social and welfare reforms; reasons for legislation and its effect</li> <li>• Challenges and crises: the constitutional crisis; the issue of female emancipation; Irish Home Rule; industrial unrest</li> </ul> <p>The impact of war, 1914–1922</p> <ul style="list-style-type: none"> <li>• Politics in wartime: the 1915 coalition; Lloyd George and Bonar Law; Liberal division; the influence of the Labour Party and the 1918 constitution; the 1918 election and the Lloyd George coalition; policies, problems and Lloyd George’s fall</li> <li>• Social and cultural impact of war including role of women; reform of the franchise</li> <li>• Ireland: the Easter Rising; the war of independence and the Anglo-Irish Treaty</li> </ul> <p>The search for stability, 1922–1929:</p> <ul style="list-style-type: none"> <li>• Political developments: the decline of the Liberals; the 1923 election; the first Labour government: aims, reforms, international relations and collapse; the Conservative resurgence and government; the roles of Baldwin, Churchill and Chamberlain</li> <li>• The 1929 election: the franchise extension and ‘flapper vote’; the new Labour government; MacDonald and Snowden and their aims; the state of Britain by 1929</li> </ul>

Subject	Nation	Stage	Exam board	Topic/theme	Sub-topic	Relevant content strand(s)
History	England	KS5-A & AS level	AQA	Component 2	2M Wars and Welfare: Britain in Transition, 1906–1957	<p>Part two: the emergence of the Affluent Society, 1929–1957 (A-level only)</p> <p>The ‘Hungry Thirties’, 1929–1939 (A-level only):</p> <ul style="list-style-type: none"> <li>• Political developments: the Labour government; domestic policies and response to economic problems; the reasons for and policies of the National Government; the leadership of MacDonald, Baldwin and Chamberlain</li> </ul> <p>The People’s War and Peace, 1939–1951 (A-level only):</p> <ul style="list-style-type: none"> <li>• Political developments: the fall of Chamberlain; Churchill as wartime leader, character and style; coalition government; the reasons for Labour victory in 1945; Attlee as Prime Minister; Labour ideology and aims</li> <li>• The social and cultural impact of ‘total’ war: conscription; women and children; civil liberties and restrictions; propaganda; the Blitz; plans for reconstruction including Beveridge and the Butler Act; policies of post-war Labour government, including the creation of the NHS and medical advances</li> </ul>

Subject	Nation	Stage	Exam board	Topic/theme	Sub-topic	Relevant content strand(s)
History	England	KS5-A & AS level	AQA	Component 2	2S The Making of Modern Britain, 1951-2007	<p>Part one: building a new Britain, 1951-1979</p> <p>The Sixties, 1964-1970:</p> <ul style="list-style-type: none"> <li>• Liberal reforming legislation: private members' bills and the end of capital punishment; divorce reform; the legalisation of abortion; the legalisation of homosexual relations; educational reform</li> <li>• Social and cultural change: <i>including progress towards female equality; issues of immigration and race</i></li> </ul> <p>The end of Post-War Consensus, 1970-1979:</p> <ul style="list-style-type: none"> <li>• Heath's government: Heath as leader; political and economic policies; industrial relations and the miners' strikes; the 'troubles' in Northern Ireland, including the Sunningdale Agreement</li> <li>• Society in the 1970s: progress of feminism; the Sex Discrimination Act; race and immigration; youth; environmentalism</li> </ul>
History	England	KS5-A & AS level	AQA	Component 2	2S The Making of Modern Britain, 1951-2007	<p>Part two: Modern Britain, 1979-2007 (A-level only)</p> <p>Towards a new Consensus, 1987-1997 (A-level only):</p> <ul style="list-style-type: none"> <li>• Social issues: the extent of 'social liberalism'; anti-establishment culture; the position of women and race-relations</li> <li>• Foreign affairs: relations with Europe, including the impact of the Single European Act and Maastricht Treaty; interventions in the Balkans; contribution and attitude to the end of the Cold War</li> </ul>

Subject	Nation	Stage	Exam board	Topic/theme	Sub-topic	Relevant content strand(s)
History	Northern Ireland	KS5-AS & A2 level	CCEA	Unit AS 1: Historical Investigations and Interpretations	Option 2: England 1603-49	<p>Charles I 1625-40:</p> <ul style="list-style-type: none"> <li>• The reasons why Charles I decided to rule without Parliament in 1629</li> </ul> <p>Civil War 1642-46:</p> <ul style="list-style-type: none"> <li>• The key battles of the English Civil War</li> <li>• The reasons for the parliamentary victory in the Civil War, including assets held by Parliament, the mobilisation of financial and economic resources, the strengths of political and military leadership, the alliance with Scotland and the creation of the New Model Army</li> </ul> <p>Revolution 1646-49:</p> <ul style="list-style-type: none"> <li>• The reasons why Charles I was executed in 1649, including the failure of Parliament, the politicisation of the army and its intervention in the political process, the role of Charles I in refusing to engage in meaningful negotiations and the Second Civil War</li> <li>• The political consequences of the decision to try and execute Charles I: the abolition of the House of Lords, the abolition of monarchy and the establishment of a Commonwealth</li> </ul>
History	Northern Ireland	KS5-AS & A2 level	CCEA	Unit AS 2: Historical Conflict and Change	Option 1: Spain and Europe 1556-98	<p>Foreign policy of Philip II:</p> <ul style="list-style-type: none"> <li>• Philip II's relations with England under Mary I and Elizabeth I, including the sea dogs, Dutch Revolt, Treaty of Nonsuch, and the Armada and its aftermath</li> </ul>

Subject	Nation	Stage	Exam board	Topic/theme	Sub-topic	Relevant content strand(s)
History	Northern Ireland	KS5-AS & A2 level	CCEA	Unit A2 1: Change Over Time	Option 1: Crown and Parliament in England 1625-1714	<p>The reign of Charles I 1625-49:</p> <ul style="list-style-type: none"> <li>• The changing power and position of the Crown</li> <li>• The changing power and position of Parliament</li> <li>• The breakdown in the relationship between Crown and Parliament in the period 1625-49, including the Constitutional Revolution 1640-1642, the Civil Wars and the execution of the King in 1649</li> <li>• How the relationship between Crown and Parliament was affected by the events of this reign</li> <li>• The importance of key themes, such as finance, religion and foreign policy, in shaping the relationship between Crown and Parliament</li> </ul> <p>The reign of Charles II 1660-85:</p> <ul style="list-style-type: none"> <li>• The changing power and position of the Crown</li> <li>• The changing power and position of Parliament</li> <li>• The tension or conflict between Crown and Parliament in this period, including the Restoration Settlement, the Clarendon Code, the Exclusion Crisis, the emergence of political parties and the short period of personal rule</li> <li>• How the relationship between Crown and Parliament was affected by the events of this reign</li> <li>• The importance of key themes, such as finance, religion and foreign policy, in shaping the relationship between Crown and Parliament</li> </ul>

Subject	Nation	Stage	Exam board	Topic/theme	Sub-topic	Relevant content strand(s)
						<p>The reign of James II 1685-88:</p> <ul style="list-style-type: none"> <li>• The changing power and position of the Crown</li> <li>• The changing power and position of Parliament</li> <li>• The tension or conflict between Crown and Parliament in this period, including the royal attempts to control</li> </ul> <p>Parliament and the actions of James II that raised concerns of Catholicising and absolutism</p> <ul style="list-style-type: none"> <li>• The causes of the Glorious Revolution</li> <li>• How the relationship between Crown and Parliament was affected by the events of this reign</li> <li>• The importance of key themes, such as finance, religion and foreign policy, in shaping the relationship between Crown and Parliament</li> </ul> <p>The reign of Anne 1702-14:</p> <ul style="list-style-type: none"> <li>• The changing power and position of the Crown</li> <li>• The changing power and position of Parliament</li> <li>• The tension or conflict between Crown and Parliament in this period, including the growing influence of political parties, the Regency and Succession of the Crown Acts and the impact of the War of the Spanish Succession</li> <li>• How the relationship between Crown and Parliament was affected by the events of this reign</li> <li>• The importance of key themes, such as finance, religion and foreign policy, in shaping the relationship between Crown and Parliament</li> </ul>

Subject	Nation	Stage	Exam board	Topic/theme	Sub-topic	Relevant content strand(s)
History	Northern Ireland	KS5-AS & A2 level	CCEA	Unit A2 1: Change Over Time	Option 2: Ireland Under the Union 1800–1900	The British government response to Irish nationalism: <ul style="list-style-type: none"> <li>Peel's handling of the repeal campaign and Westminster's response to the Famine</li> </ul> Consequences of the First World War and causes of the Second World War: <ul style="list-style-type: none"> <li>The terms and consequences of the Paris Peace Settlement, in particular the Treaty of Versailles</li> <li>The importance of the failure of appeasement and how that led to the outbreak of war in 1939</li> </ul>
History	Northern Ireland	KS5-AS & A2 level	CCEA	Unit A2 2: Historical Investigations and Interpretations	Option 1: England 1558–1603	Political developments 1558–1603: <ul style="list-style-type: none"> <li>The role of the monarch, the importance of the Royal Court and Privy Council, the role of favourites and Elizabeth's relationship with them</li> <li>The workings of Parliament and the conflict and consensus between Elizabeth I and her Parliaments</li> </ul>
History	England	KS5-A & AS level	OCR	Y103 England 1199–1272	Enquiry topic: King John 1199–1216	The Baronial Rebellion of 1215: <ul style="list-style-type: none"> <li>including the government of England 1204–1212; The 'Articles of the Barons' and Magna Carta; the significance of Magna Carta.</li> </ul>
History	England	KS5-A & AS level	OCR	Y103 England 1199–1272	British Period Study: England 1216–1272	Simon de Montfort, civil war and reconstruction 1263–1272: <ul style="list-style-type: none"> <li>De Montfort's seizure of power (1263); the emergence of Lord Edward; second Barons' War; Battle of Lewes and results (1264) the form of government of June 1264; the threat of invasion, the parliament of 1265; Battle of Evesham and results (1265); Dictum of Kenilworth; reconstruction and recovery after Civil War; parliament, legislation and financial developments, including the subsidy of 1269–1270.</li> </ul>

Subject	Nation	Stage	Exam board	Topic/theme	Sub-topic	Relevant content strand(s)
History	England	KS5-A & AS level	OCR	Y104 England 1377–1455	Enquiry topic: Richard II 1377–1399	Richard II's minority 1377–1380: <ul style="list-style-type: none"> <li>England in 1377; Coronation of Richard II; Rule of the Councils; the influence and role of John of Gaunt; the renewal of war with France; the parliament of 1377, financial problems and the Poll Tax of 1377; the parliament of 1378 and Wycliffe; the end of the Councils.</li> </ul> Personal Rule 1380–1388: <ul style="list-style-type: none"> <li>Richard's concept of monarchy; the causes, events and results of the Peasants' Revolt; Richard's quarrel with Gaunt; the influence of de la Pole and de Vere; war with France and Scotland 1385–1386; the Wonderful Parliament and the impeachment of Chancellor Pole (1386); the Lords Appellant and their rule; the Merciless Parliament (1388).</li> </ul> Personal Rule and overthrow 1388–1399: <ul style="list-style-type: none"> <li>The return of Gaunt and stability 1388–1397; Quarrel with London (1392); death of Queen Anne (1394) and impact, Richard II's purge (1397), arrest of Warwick, Arundel and Gloucester; the parliament of 1397; the parliament of 1398; Richard II's 'tyranny'; the return and aims of Henry Bolingbroke; Richard II's overthrow (1399).</li> </ul>
History	England	KS5-A & AS level	OCR	Y104 England 1377–1455	British Period Study: England 1399–1455	The domestic rule of Henry V: <ul style="list-style-type: none"> <li>The restoration of order and royal authority; the parliament of 1413; anti-clerical developments, causes, nature and reasons for the growth of Lollardy, the Oldcastle Rebellion (1414) and its impact; the burning of John Badby; the Leicester Parliament; the Southampton Plot (1415); developments in Government.</li> </ul>



Subject	Nation	Stage	Exam board	Topic/theme	Sub-topic	Relevant content strand(s)
History	England	KS5-A & AS level	OCR	Y105 England 1445-1509: Lancastrians, Yorkists and Henry VII	Enquiry topic: Wars of the Roses 1445-1461	<p>The Outbreak of the Wars 1445-1450:</p> <ul style="list-style-type: none"> <li>The Government of England c.1445; the growth of opposition, the issue of taxation, Henry VI's advisors, patronage, Cade's rebellion (1450); Henry's illness (1453-1455); the problem of the nobility; Somerset and York; failure in France to 1450 and its impact on Government.</li> </ul> <p>War and the defeat of Richard, Duke of York:</p> <ul style="list-style-type: none"> <li>Battle of St Albans (1455); capture of Henry VI; restoration of York to Protectorate; Government of Margaret of Anjou; the role of Neville; the 'love-day' (1458); flight of the Yorkists; 'Parliament of the Devils'; Battle of Northampton (1460); York as heir; death of York (1460) and Edward's claim to the throne.</li> </ul>
History	England	KS5-A & AS level	OCR	Y105 England 1445-1509: Lancastrians, Yorkists and Henry VII	British Period Study: England 1461-1509	<p>Henry VII's rule in England 1485-1509:</p> <ul style="list-style-type: none"> <li>Henry's claim to the throne; Yorkist opposition, Lovel, Stafford and Suffolk, the Pretenders, Simmel and Warbeck; relations with the nobility, rewards and punishments; royal finances and their administration, opposition to taxation in Yorkshire and Cornwall; administration, the personnel, Councils, local government and parliament.</li> </ul>
History	England	KS5-A & AS level	OCR	Y106 England 1485-1558: the Early Tudors	British Period Studies: England 1485-1547	<p>The government of Henry VII and threats to his rule:</p> <ul style="list-style-type: none"> <li>including administration, the personnel, Councils, local government and parliament.</li> </ul>

Subject	Nation	Stage	Exam board	Topic/theme	Sub-topic	Relevant content strand(s)
History	England	KS5-A & AS level	OCR	Y107 England 1547-1603: the Later Tudors	British Period Study: Elizabethan England	<p>The nature of the Elizabethan Monarchy, Government and Parliament:</p> <ul style="list-style-type: none"> <li>The role of the court, ministers and Privy Council, including the role and influence of William Cecil; Elizabeth's use and management of faction; the role of gender; the roles of the House of Commons and Lords; Parliament's relationship with the Queen; the attitudes of Elizabeth, the Privy Council and Parliament to the issues of marriage, succession and parliamentary privilege; the impact of marriage and succession on domestic and foreign affairs; the impact of Mary Queen of Scots and James VI.</li> </ul> <p>Elizabethan later years 1588-1603:</p> <ul style="list-style-type: none"> <li>The defence of the royal prerogative, relations with Parliament; the domestic effects of war with Spain; economic and social problems, harvests and the impact of rising prices, local unrest, food riots, the Oxfordshire rising; the Irish rebellion, Essex's rebellion; Elizabeth's reputation in this period.</li> </ul>

Subject	Nation	Stage	Exam board	Topic/theme	Sub-topic	Relevant content strand(s)
History	England	KS5-A & AS level	OCR	Y108 The Early Stuarts and the Origins of the Civil War 1603–1660	Enquiry topic: The Execution of Charles I and the Interregnum 1646–1660	<p>The failure to achieve a settlement 1646–1649 <i>including</i>:</p> <ul style="list-style-type: none"> <li>the role of Oliver Cromwell, the Scots and the army; the Second Civil War; the trial and execution of Charles I.</li> </ul> <p>Commonwealth and Protectorate:</p> <ul style="list-style-type: none"> <li>Religious and political issues, the rule of the Rump Parliament 1649–1653, its achievements and dismissal; the Parliament of the Saints (Barebones); the Instrument of Government; Cromwell as Lord Protector, royalist plots, the offer of the throne, the role of the army; the rule of the Major Generals; Cromwell in Ireland; death of Oliver Cromwell</li> </ul> <p>The Restoration of Charles II:</p> <ul style="list-style-type: none"> <li>Richard Cromwell; the role of the army and General Monck in the Restoration; the Convention Parliament; Charles II's actions, the Declaration of Breda; proclamation of Charles as king and the reaction to his return.</li> </ul>

Subject	Nation	Stage	Exam board	Topic/theme	Sub-topic	Relevant content strand(s)
History	England	KS5-A & AS level	OCR	Y108 The Early Stuarts and the Origins of the Civil War 1603–1660	British Period Study: The Early Stuarts 1603–1646	<p>James I and Parliament <i>including</i>: James I and foreign policy; his aims and reactions to the policy in Parliament; peace with Spain (1604); England and the Thirty Years War; the Spanish Match.</p> <p>James I and religion <i>including</i> the Gunpowder Plot.</p> <p>Charles I 1625–1640 <i>including</i>: relations with Parliament and the impact of foreign policy; financial problems, Buckingham; the dissolution of parliament in 1629; Wentworth and the policy of Thorough in England and Ireland, Scotland and the Bishops' Wars, the breakdown of Personal Rule.</p> <p>Charles I and the victory of Parliament 1640–1646 <i>including</i>: The Short and Long Parliaments; the crises of 1640–1642, including Pym, dismantling of prerogative government, divisions over reform of the Church, the impact of the Irish Rebellion, the Grand Remonstrance, the Five Members; the outbreak of Civil War; Royalists and Parliamentarians (strengths and weaknesses), the course and outcome of the First Civil War, the formation of the New Model Army, the development of neutralism.</p>
History	England	KS5-A & AS level	OCR	Y109 The Making of Georgian Britain 1678–c.1760	Enquiry topic: The Glorious Revolution 1678–1689	<p>The last years of Charles II 1678–1685 <i>including</i>: England in 1678, Shaftesbury and opposition, the succession issue and the Exclusion Crisis, dissolution of the Oxford Parliament; the Rye House Plot.</p> <p>James II 1685–1688 <i>including</i>: Argyll and Monmouth Rebellions, the Bloody Assizes; James' attempts to win non-conformist support, James' use of dispensing power, attempts to pack parliament, remodelling of corporations</p> <p>The Glorious Revolution of 1688–1689 <i>including</i> the Convention Parliament</p>

Subject	Nation	Stage	Exam board	Topic/theme	Sub-topic	Relevant content strand(s)
History	England	KS5-A & AS level	OCR	Y109 The Making of Georgian Britain 1678–c.1760	British Period Study: The Making of Georgian Britain 1689–c.1760	<p>The Revolutionary Settlement and politics 1689–1714 including: The political and religious settlement 1689–1701 under William and Mary, including the Bill of Rights, Toleration, Triennial, Licensing, Mutiny Acts and Act of Settlement; the Scottish settlement; the Union with Scotland 1707.</p> <p>Aspects of Politics 1714–1780 <i>including</i>: parliamentary management and patronage; relations with George I and II and Queen Caroline; religious policies and the Indemnity acts, Excise Bill 1733; War and Parliamentary defeats 1741–1742; calls for reform in the reign of George III: the growth of radicalism, Wilkes</p> <p>Foreign policy 1689–1763:</p> <ul style="list-style-type: none"> <li>• William III's foreign policy, the Nine Years War 1689–1697 and the Peace of Ryswick; Grand Alliance and the War of the Spanish Succession, 1702–1714 (and the Treaty of Utrecht 1713); Hanover and the foreign policies of George I and II; Walpole's policies 1721–1745 (peace, commerce, treaties, relations with France, Austria and Spain – War of Jenkins' Ear with Spain 1739 and war with France 1744); Pitt the Elder and the Seven Years War.</li> </ul>
History	England	KS5-A & AS level	OCR	Y111 Liberals, Conservatives and the Rise of Labour 1846–1918	Enquiry topic: England and a New Century c.1900–1918	<p>Political issues c.1900–1914 <i>including</i>: constitutional crisis, causes, course and results; the issue of women's suffrage 1906–1914</p> <p>Britain at war 1914–1918 <i>including</i> the role of women in the war, and the extension of the franchise in 1918.</p>

Subject	Nation	Stage	Exam board	Topic/theme	Sub-topic	Relevant content strand(s)
History	England	KS5-A & AS level	OCR	Y112 Britain 1900–1951	Enquiry topic: England and a New Century c.1900–1918	<p>Political issues c.1900–1914 <i>including</i>: constitutional crisis, causes, course and results; the issue of women's suffrage 1906–1914</p> <p>Social issues 1900–1918 <i>including</i>: education and young people: the acts of 1902, 1906 and 1918, school measures, the Children's Charter; Old Age pensions; National Insurance; measures to protect workers.</p> <p>Britain at war 1914–1918 <i>including</i>: the role of women in the war, and the extension of the franchise in 1918.</p>
History	England	KS5-A & AS level	OCR	Y112 Britain 1900–1951	British Period Study: Britain c.1918–1951	<p>British politics 1918–1929 <i>including</i> extension of the franchise</p> <p>British domestic politics 1929–1939 <i>including</i>: the formation, nature and impact of the National Government; the Abdication Crisis</p> <p>Domestic politics 1940–1951 <i>including</i> wartime reports and their impact, including Beveridge (1942) and Butler Act (1944)</p>
History	England	KS5-A & AS level	OCR	Unit Y311: The Origins and Growth of the British Empire 1558–1783	Depth studies	Elizabethan Privateers 1558–1603 <i>including</i> attitudes and ambitions of Elizabeth, Court and Parliament as regards colonial development and privateering
History	England	KS5-A & AS level	OCR	Y315 The Changing Nature of Warfare 1792–1945	Key topics	<p>The relationship between relevant domestic factors and warfare <i>including</i>:</p> <p>The organisation of the state for war, recruitment, the procurement and delivery of supplies, the scale of war, government intervention; public opinion, morale, patriotism and the impact of mass literacy, franchise and the popular press, censorship</p>

Subject	Nation	Stage	Exam board	Topic/theme	Sub-topic	Relevant content strand(s)
History	England	KS4-GCSE	OCR	History A (Explaining the Modern World)	Power: Monarchy and Democracy in Britain c.1000 to 2014	<p>c.1000–c.1485:</p> <ul style="list-style-type: none"> <li>Struggles over power: John and Magna Carta; emergence of Parliament in the reigns of Henry III and Edward I, including the role and importance of Simon de Montfort; deposition of Richard II in 1389; Wars of the Roses.</li> </ul> <p>c.1485–c.1800:</p> <ul style="list-style-type: none"> <li>Tudor government: growth of royal power under Henry VIII; the role of Parliament under Henry VIII and Elizabeth I.</li> <li>Defeat and return of monarchy: Charles I's personal rule 1629–1640; the Civil Wars and the abolition of the monarchy; the Restoration of the monarchy in 1660.</li> <li>James II's rule and the reasons for the 1688 Revolution (The Glorious Revolution); the legacy of the Glorious Revolution including the Bill of Rights; the development of Parliament under William III and Anne; the emergence of political parties and the development of a Parliamentary monarchy in the course of the 1700s.</li> </ul> <p>c.1800–2014:</p> <ul style="list-style-type: none"> <li>The changing relationship between Parliament and people c.1800 to c.1918 <i>including</i> dissatisfaction with electoral system by early 1800s; reasons for and impacts of the Parliamentary Reform Acts of 1832, 1867 and 1884; the struggle for the vote for women and the reasons why it was won for some women in 1918.</li> </ul>

Subject	Nation	Stage	Exam board	Topic/theme	Sub-topic	Relevant content strand(s)
						<ul style="list-style-type: none"> <li>The changing relationship between Parliament and people c.1914–c.1980: government control in the world wars; the increased role of the state from 1945 to c.1980.</li> <li>Challenges to Parliament c.1980 to early 2000s <i>including</i> the Miners' Strike 1984–1985, CND and Greenpeace; the devolution of power to regions of the UK; the challenges of coalition government.</li> </ul>
History	England	KS4-GCSE	OCR	History A (Explaining the Modern World)	War and British Society c.790 to c.2010	<p>c.1500–c.1750:</p> <ul style="list-style-type: none"> <li><i>including</i> Elizabeth I's wars with Spain in Europe and in the new world, their impact on the prestige and power of the monarch and relations with Parliament</li> <li><i>including</i> The Civil Wars of 1642–1651 in England, Scotland and Ireland: the nature of these wars</li> </ul> <p>c.1750–c.2010:</p> <ul style="list-style-type: none"> <li>The First and Second World Wars: the beginnings of 'total war', <i>including</i> the impact on people's lives, increased state power and the changing relationship between the state and the people.</li> </ul>
History	England	KS4-GCSE	OCR	History A (Explaining the Modern World)	War and British Society c.790 to E150	<p>c.1500–c.1750:</p> <ul style="list-style-type: none"> <li>The Civil Wars of 1642–1651 in England, Scotland and Ireland: the nature of these wars; their impact on the people of England, Scotland and Ireland.</li> </ul> <p>c.1750–c.2010:</p> <ul style="list-style-type: none"> <li>The First and Second World Wars: the beginnings of 'total war', <i>including</i> the impact on people's lives, increased state power and the changing relationship between the state and the people.</li> </ul>

Subject	Nation	Stage	Exam board	Topic/theme	Sub-topic	Relevant content strand(s)
History	England	KS4-GCSE	OCR	History A (Explaining the Modern World)	Personal Rule to Restoration 1629-1660	<p>Relationship between Parliament and Charles I 1629-1642:</p> <ul style="list-style-type: none"> <li>Reasons why Charles I called Parliament in 1640; the Long Parliament's criticisms of Charles I's Personal Rule, including financial and religious measures and suppression of criticism (1629-1640); attacks on Laud and Strafford; events leading to civil war, including rebellion in Ireland in 1641, Grand Remonstrance 1641, attempt on the Five Members 1642, Militia Ordinance 1642, Nineteen Propositions 1642; divisions within Parliament 1640-1642.</li> </ul> <p>The political and religious impact of war 1642-1649:</p> <ul style="list-style-type: none"> <li>Parliament's attempts to reach agreement with Charles I 1646-1647 (Propositions of Newcastle); reaction of Parliament to the emergence of new religious and political groups, including Levellers, Quakers and Diggers; relationship between Parliament and the Army, including the emergence of the Presbyterian and independent parties and the debate about settlement with the King; the execution of Charles I 1649; Rump Parliament and the declaration of Republic 1649.</li> </ul> <p>The nature and extent of political and religious change 1649-c.1660:</p> <ul style="list-style-type: none"> <li>Relationship between Rump Parliament and Cromwell 1649-1653; relationship between Parliament and Cromwell 1653-1658, including the Instrument of Government and rule of the Major Generals; Humble Petition and Advice, and Cromwell's response; attempts to reach a settlement September 1658 - April 1660; restoration of the monarchy, including the terms of Restoration c.1660.</li> </ul>

Subject	Nation	Stage	Exam board	Topic/theme	Sub-topic	Relevant content strand(s)
History	England	KS4-GCSE	OCR	History B (Schools History Project)	The Elizabethans, 1580-1603	<p>Elizabeth and government Issue: The power of the queen</p> <ul style="list-style-type: none"> <li>Elizabeth and her court: patronage, the Privy Council and the rebellion of the Earl of Essex</li> <li>Elizabeth and her parliaments including opposition from Puritans</li> </ul>
History	England	KS4-GCSE	OCR	History B (Schools History Project)	Britain in Peace and War, 1900-1918	<p>Women</p> <p>Issue: The nature and extent of support for women's suffrage</p> <ul style="list-style-type: none"> <li>Women's lives at the beginning of the twentieth century</li> <li>The campaigns for the vote: suffragists, suffragettes, support and opposition</li> <li>The relationship between Government responses and changes to the campaigns, 1910-1914</li> </ul> <p>War</p> <p>Issue: Responses to the demands of total war</p> <ul style="list-style-type: none"> <li>Government policy and propaganda in response to the changing demands of war including early recruitment, conscription and DORA</li> <li>Women's responses to the demands of the war including volunteering, employment and development in the suffrage campaign</li> </ul>

Subject	Nation	Stage	Exam board	Topic/theme	Sub-topic	Relevant content strand(s)
History	England	KS4-GCSE	OCR	History B (Schools History Project)	History Around Us	<p>Site study (e.g. Palace of Westminster):</p> <p>a) The reasons for the location of the site within its surroundings</p> <p>b) When and why people first created the site</p> <p>c) The ways in which the site has changed over time</p> <p>d) How the site has been used throughout its history</p> <p>e) The diversity of activities and people associated with the site</p> <p>f) The reasons for changes to the site and to the way it was used</p> <p>g) Significant times in the site's past: peak activity, major developments, turning points</p> <p>h) The significance of specific features in the physical remains at the site</p> <p>i) The importance of the whole site either locally or nationally, as appropriate</p> <p>j) The typicality of the site based on a comparison with other similar sites</p> <p>k) What the site reveals about everyday life, attitudes and values in particular periods of history</p> <p>l) How the physical remains may prompt questions about the past and how historians frame these as valid historical enquiries</p> <p>m) How the physical remains can inform artistic reconstructions and other interpretations of the site</p> <p>n) The challenges and benefits of studying the historic environment</p>

Subject	Nation	Stage	Exam board	Topic/theme	Sub-topic	Relevant content strand(s)
History	England, Wales, NI	KS3		The development of Church, state and society in Medieval Britain 1066-1509		<p>Examples (non-statutory)</p> <p>This could include:</p> <ul style="list-style-type: none"> <li>• Magna Carta and the emergence of Parliament</li> <li>• the Wars of the Roses; Henry VII and attempts to restore stability</li> </ul>
History	England, Wales, NI	KS3		The development of Church, state and society in Britain 1509-1745		<p>Examples (non-statutory)</p> <p>This could include:</p> <ul style="list-style-type: none"> <li>• the causes and events of the civil wars throughout Britain</li> </ul>
History	England, Wales, NI	KS3		Ideas, political power, industry and empire: Britain, 1745-1901		<p>Examples (non-statutory)</p> <ul style="list-style-type: none"> <li>• party politics, extension of the franchise and social reform</li> </ul>
History	England, Wales, NI	KS3		Challenges for Britain, Europe and the wider world 1901 to the present day		<p>Examples (non-statutory)</p> <ul style="list-style-type: none"> <li>• women's suffrage</li> <li>• the First World War and the Peace Settlement</li> <li>• the Second World War and the wartime leadership of Winston Churchill</li> </ul>
History	England, Wales, NI	KS3		A local history study		<p>Examples (non-statutory)</p> <ul style="list-style-type: none"> <li>• a depth study linked to one of the British areas of study listed above</li> <li>• a study over time, testing how far sites in their locality reflect aspects of national history (some sites may predate 1066)</li> <li>• a study of an aspect or site in local history dating from a period before 1066</li> </ul>
History	England, Wales, NI	KS3		The study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066		<p>Examples (non-statutory)</p> <ul style="list-style-type: none"> <li>• the changing nature of political power in Britain, traced through selective case studies from the Iron Age to the present</li> </ul>

Subject	Nation	Stage	Exam board	Topic/theme	Sub-topic	Relevant content strand(s)
History	Wales	KS4-GCSE	WJEC EDUQAS	COMPONENT 1: BRITISH STUDY IN DEPTH	1B. THE ELIZABETHAN AGE, 1558-1603	Elizabethan government How successful was the government of Elizabeth I? • <i>including</i> Royal Court, Privy Council and councillors; local government; the role of Parliament; taxation and freedom of speech  The Puritan threat Why did the Puritans become an increasing threat during Elizabeth's reign? • <i>including</i> Puritan opposition in Parliament and Privy Council
History	Wales	KS4-GCSE	WJEC EDUQAS	COMPONENT 1: BRITISH STUDY IN DEPTH	1C. EMPIRE, REFORM AND WAR: BRITAIN, 1890-1918	Women's suffrage How was the cause of women's suffrage advanced during this period? • Millicent Fawcett and the Suffragists; the Pankhursts and the Suffragettes; Emily Davison; tactics used; the Act of 1918  Impact of the First World War What was the impact of the war upon life on the Home Front? • <i>including</i> role of women; role of government - DORA
History	Wales	KS4-GCSE	WJEC EDUQAS	COMPONENT 1: BRITISH STUDY IN DEPTH	1D. AUSTERITY, AFFLUENCE AND DISCONTENT: BRITAIN, 1951-1979	Immigration What impact did immigration have on British society during this period? • <i>including</i> British Nationality Acts 1948-65; race relations legislation
History	Wales	KS4-GCSE	WJEC EDUQAS	COMPONENT 2: PERIOD STUDY	2D.THE DEVELOPMENT OF THE UK, 1919-1990	Britain in the Twenties What was life like in the Twenties? • <i>Including</i> changes in the status of women  The Home Front How were the lives of people on the Home Front affected by war? • <i>including</i> the role of women

Subject	Nation	Stage	Exam board	Topic/theme	Sub-topic	Relevant content strand(s)
History	Scotland	National 5	SQA	Section 1: Historical Study: Scottish	Part 5: The Era of the Great War, 1900-1928	Domestic impact of war: society and culture: • <i>including</i> changing role of women in society  Domestic impact of war: politics: • <i>including</i> Impact of campaigns for women's suffrage; extension of the franchise
History	Scotland	National 5	SQA	Section 2: Historical Study: British	Part 1: The Creation of the Medieval Kingdoms, 1066-1406	The decline of feudal society: • <i>including</i> The Peasants' Revolt including causes.
History	Scotland	National 5	SQA	Section 2: Historical Study: British	Part 2: War of the Three King- doms, 1603-1651	Political issues, 1603-1625: • <i>including</i> how Scotland and England were governed after the Union of the Crowns; arguments with Parliament over revenue and religion  Challenges to royal authority: • <i>including</i> Challenges to royal authority in England under Charles I: conflicts with Parliament  War and the role of Cromwell, to 1651: • <i>including</i> The steps to the outbreak of war: the Short Parliament; the Long Parliament; Pym and new laws; the Irish Rebellion; outbreak of the war
History	Scotland	National 5	SQA	Section 2: Historical Study: British	Part 4: Changing Britain, 1760-1914	Pressure for democratic reform up to 1884: • The radical unrest at Peterloo. Chartism. Reasons for the 1832, 1867 and 1884 Reform Acts and the extent of democratic change they brought.

Subject	Nation	Stage	Exam board	Topic/theme	Sub-topic	Relevant content strand(s)
History	England, Wales, NI	KS4-GCSE	Pearson Edexcel	Paper 1: Thematic study and historic environment	Option 12: Warfare and British society, c1250–present	<p>1 London and the Second World War, 1939–45</p> <ul style="list-style-type: none"> <li>• <i>including</i> The context of London in the Second World War, including its role in national government, significance as a target</li> <li>• <i>including</i> The nature of attacks on London.</li> <li>• <i>including</i> London's response to the war. The continued presence of the royal family and government ministers; the Cabinet War Rooms. Measures taken to safeguard art and important buildings</li> </ul>
History	England, Wales, NI	KS4-GCSE	Pearson Edexcel	Paper 2: Period study and British depth study	Option B2: The reigns of King Richard I and King John, 1189–1216	<p>Key topic 3: King John's downfall, 1205–16</p> <p>3. Magna Carta and the First Barons' War:</p> <ul style="list-style-type: none"> <li>• The rebellion of 1215: Northampton, Lincoln, the march on London.</li> <li>• Runnymede: the motives of the barons and the main provisions of Magna Carta.</li> <li>• The outbreak of war: the taking and siege of Rochester; the invasion of Prince Louis.</li> </ul>

Subject	Nation	Stage	Exam board	Topic/theme	Sub-topic	Relevant content strand(s)
History	England, Wales, NI	KS4-GCSE	Pearson Edexcel	Paper 2: Period study and British depth study	Paper 2: Period study and British depth study	<p>Key topic 1: Henry VIII and Wolsey, 1509–29</p> <p>1. Henry VIII, Renaissance Prince:</p> <ul style="list-style-type: none"> <li>• England in 1509: society and government. The young Henry and his accession to the throne.</li> <li>• Henry's character and views on sovereignty and monarchy. His personal style of government.</li> </ul> <p>Key topic 2: Henry VIII and Cromwell, 1529–40</p> <p>1. Cromwell's rise to power, 1529–34:</p> <ul style="list-style-type: none"> <li>• Personality and early career, including service to Wolsey, election as an MP and eventual membership of the Royal Council</li> </ul> <p>3. Cromwell and government, 1534–40:</p> <ul style="list-style-type: none"> <li>• Reform of government and royal finance.</li> <li>• The management and use of parliament.</li> </ul> <p>Key topic 3: The Reformation and its impact, 1529–40</p> <p>1. The break with Rome:</p> <ul style="list-style-type: none"> <li>• <i>including</i> The significance of the Act of Succession and the Act of Supremacy 1534</li> </ul>
History	England, Wales, NI	KS5-A & AS level	Pearson Edexcel	Route B: Religion and the state in early modern Europe	Paper 1, Option 1B: England, 1509–1603: authority, nation and religion	<p>Key topic 1: Monarchy and government, 1509–88</p> <ul style="list-style-type: none"> <li>• The changing role of parliament: Henry VIII's parliaments before 1529; from 'King and Parliament' to 'King-in-Parliament'; the growing confidence of parliament under Elizabeth.</li> <li>• <i>including</i> Changes to the structure of government.</li> </ul>
History	England, Wales, NI	KS5-A & AS level	Pearson Edexcel	Route B: Religion and the state in early modern Europe	Paper 1, Option 1B: England, 1509–1603: authority, nation and religion	<p>Historical interpretations</p> <p>Was there a general crisis of government in the last years of Elizabeth I's reign, 1589–1603?</p> <ul style="list-style-type: none"> <li>• The importance of growing conflicts with parliament and the session of 1601.</li> </ul>



Subject	Nation	Stage	Exam board	Topic/theme	Sub-topic	Relevant content strand(s)
History	England, Wales, NI	KS5-A & AS level	Pearson Edexcel	Route C: Revolutions in early modern and modern Europe	Paper 1, Option 1C: Britain, 1625-1701: conflict, revolution and settlement	<p>Themes</p> <p>1. The quest for political stability, 1625-88:</p> <ul style="list-style-type: none"> <li>The failure of monarchical government, 1625-46: Charles I and parliament, 1625-29; personal rule and its failure, 1629-40 and the failure to compromise, 1640-49.</li> <li>Republican rule, 1649-60: reasons for the failure of Republican attempts to provide stable government; the role of Cromwell.</li> <li><i>including</i> conflicts between king and parliaments, 1665-81</li> </ul> <p>2. Religion: conflict and dissent, 1625-88:</p> <ul style="list-style-type: none"> <li><i>including</i> parliament's reordering of the church, 1640-60</li> </ul> <p>4. Economy, trade and empire, 1625-88:</p> <ul style="list-style-type: none"> <li><i>including</i> the Navigation Acts and the development of mercantilism</li> </ul>
History	England, Wales, NI	KS5-A & AS level	Pearson Edexcel	Route C: Revolutions in early modern and modern Europe	Paper 1, Option 1C: Britain, 1625-1701: conflict, revolution and settlement	<p>Historical interpretations</p> <p>How revolutionary, in the years to 1701, was the Glorious Revolution of 1688-89?</p> <ul style="list-style-type: none"> <li>The significance of revolutionary ideals in the establishment of a constitutional monarchy.</li> <li>The impact of the Toleration Act 1689 and the end of Anglican supremacy.</li> <li>The significance of the Triennial Act 1694 and the growth of parliamentary power.</li> </ul>
History	England, Wales, NI	KS5-A & AS level	Pearson Edexcel	Route H: Democracies in change: Britain and the USA in the twentieth century	Paper 1, Option 1H: Britain transformed, 1918-97	<p>Themes</p> <p>3. Society in transition, 1918-79:</p> <ul style="list-style-type: none"> <li>The changing role and status of women: the right to vote and political advancement, 1918-79; changes in family life and the quest for personal freedoms, 1918-79.</li> <li><i>including</i> racial controversy and the impact of government policies on race relations and immigration, 1958-79.</li> </ul>

Subject	Nation	Stage	Exam board	Topic/theme	Sub-topic	Relevant content strand(s)
History	England, Wales, NI	KS5-A & AS level	Pearson Edexcel	Not stated	Paper 3, Option 30: Lancastrians, Yorkists and Henry VII, 1399-1509	<p>Aspects in breadth: 'The Divinity which doth hedge a King': changes in royal authority, 1399-1509</p> <p>2. Changes in the sinews of power:</p> <ul style="list-style-type: none"> <li><i>including</i> The role of parliament, 1399-1509: prop or curb to royal power? (key development: the Parliament of 1406).</li> </ul>
History	England, Wales, NI	KS5-A & AS level	Pearson Edexcel	Not stated	Paper 3, Option 39.2: Mass media and social change in Britain, 1882-2004	<p>Aspects in breadth: social change – family, home and leisure, 1882-2004</p> <p>1. Changing patterns of women's lives within the family and in the world of work:</p> <ul style="list-style-type: none"> <li>Changes to women's personal lives, 1882-2004 (key developments: the Married Women's Property Act 1882, Marie Stopes' family-planning clinics from 1921, the NHS 1948, the contraceptive pill from 1961, the Abortion Law Reform Act 1967, the end of the 'composite tax system' 1991, the first 'Take our Daughters to Work' day 1994); the reasons for, and impact of, government legislation and shifts in attitudes to women's roles.</li> <li>Reasons for changes in women's working lives, 1882-2004; the impact on women's roles of direct action, legislation and changing attitudes (key developments: the matchgirls' strike 1888, the National Service Act 1941, the women's strike at Dagenham Ford car factory 1968, the Equal Pay Act 1970).</li> </ul>

Subject	Nation	Stage	Exam board	Topic/theme	Sub-topic	Relevant content strand(s)
History	England	KS4-GCSE	AQA	3.3.1 Section A: Thematic studies	BB Britain: Power and the people: c1170 to the present day	Part four: Equality and rights <ul style="list-style-type: none"> <li>• Women's rights: the campaign for women's suffrage, reasons, methods and responses; role of individuals, including the Pankhursts; the reasons for the extension of the franchise and its impact; progress towards equality in the second half of the 20th century.</li> <li>• Workers' rights: the General Strike (1926), actions, reactions and impact; trade union reform in the late 20th century.</li> <li>• Minority rights: the development of multi-racial society since the Second World War; discrimination, protest and reform; the Brixton Riots, their impact, including the Scarman Report.</li> </ul>
Learning for Life and Work	Northern Ireland	KS4-GCSE	CCEA	Local and Global Citizenship - Diversity and Inclusion: Challenges and opportunities		Equality and Diversity legislation
Learning for Life and Work	Northern Ireland	KS4-GCSE	CCEA	Local and Global Citizenship - Government and civil society: <i>Social equality and human rights</i>		Equality and Diversity legislation Good Friday (Belfast) Agreement 1998 Northern Ireland Act 1998
Learning for Life and Work	Northern Ireland	KS4-GCSE	CCEA	Local and Global Citizenship - Democracy and active participation		Ways in which young people can participate in democratic processes (for example in school, the community and the wider world) and influence change for the benefit of society  Benefits of this participation for the young person and for society

Subject	Nation	Stage	Exam board	Topic/theme	Sub-topic	Relevant content strand(s)
Modern Studies	Scotland	National 5	SQA	Democracy in Scotland and the United Kingdom - Option 2: Democracy in the UK		Power and decision-making: features of a democratic political society; devolved and reserved matters; role and powers of Prime Minister  Participation: rights and responsibilities of individuals; opportunities for individuals; elections and campaigning (role of individuals, political parties and the media)  Representation: role of MPs; representation of women and minority groups; purpose, function and composition of the House of Lords  Voting systems: key features and outcomes of the system used to elect MPs to the UK Parliament, including the strengths and weaknesses of this system
Modern Studies	Scotland	Higher	SQA	Democracy in Scotland and the United Kingdom (Higher) Unit		Candidates study aspects of the democratic political system in the UK including the place of Scotland within this system. Relevant case studies are used from either Scotland or the UK, or both Scotland and the UK <i>including</i> : <ul style="list-style-type: none"> <li>• implications of the UK's decision to leave the European Union (EU)</li> <li>• effectiveness of parliamentary representatives in holding government to account</li> <li>• strengths and weaknesses of different electoral systems used in elections within the UK</li> <li>• factors which influence voting behaviour including class, age and media</li> <li>• ways in which citizens can influence government decision-making, including pressure groups</li> </ul>
Modern Studies	Scotland	Advanced Higher	SQA	Contemporary Issues (Advanced Higher) Unit		Draw on knowledge and understanding to analyse complex political or social issues in the United Kingdom by: <p>1.2 Making international comparisons about a complex political or social issue</p>

Subject	Nation	Stage	Exam board	Topic/theme	Sub-topic	Relevant content strand(s)
Politics	England, Wales, NI	KS5-A & AS level	Pearson Edexcel	Component 1: UK Politics and Core Political Ideas - 1 Democracy and participation	1 Democracy and participation	<p>1.1 Current systems of representative democracy and direct democracy:</p> <ul style="list-style-type: none"> <li>- The features of direct democracy and representative democracy</li> <li>- The similarities and differences between direct democracy and representative democracy</li> <li>- Advantages and disadvantages of direct democracy and representative democracy and consideration of the case for reform.</li> </ul> <p>1.2 A wider franchise and debates over suffrage:</p> <ul style="list-style-type: none"> <li>- Key milestones in the widening of the franchise in relation to class, gender, ethnicity and age, including the 1832 Great Reform Act and the 1918, 1928 and 1969 Representation of the People Acts</li> <li>- The work of the suffragists/ suffragettes to extend the franchise</li> <li>- The work of a current movement to extend the franchise</li> </ul> <p>1.4 Rights in context:</p> <ul style="list-style-type: none"> <li>- Major milestones in their development, including the significance of Magna Carta and more recent developments, including the Human Rights Act 1998 and Equality Act 2010</li> <li>- Debates on the extent, limits and tensions within the UK's rights-based culture, including consideration of how individual and collective right may conflict, the contributions from civil liberty pressure groups – including the work of two contemporary civil liberty pressure groups</li> </ul>
Politics	England, Wales, NI	KS5-A & AS level	Pearson Edexcel	Component 1: UK Politics and Core Political Ideas	3 Elections and voting	<p>3.1 Different electoral systems</p> <ul style="list-style-type: none"> <li>- First-past-the-post (FPTP), Additional Member System (AMS), Single Transferable Vote (STV) Supplementary Vote (SV).</li> <li>- The advantages and disadvantages of these different systems.</li> <li>- Comparison of first-past-the-post (FPTP) to a different electoral system in a devolved parliament/assembly.</li> </ul>

Subject	Nation	Stage	Exam board	Topic/theme	Sub-topic	Relevant content strand(s)
Politics	England, Wales, NI	KS5-A & AS level	Pearson Edexcel	Component 2: UK Government and Non-core Political Ideas	1 The constitution	<p>1.1 The nature and sources of the UK constitution, including:</p> <ul style="list-style-type: none"> <li>• an overview of the development of the constitution through key historical documents: Magna Carta (1215); Bill of Rights (1689); Act of Settlement (1701); Acts of Union (1707); Parliament Acts (1911 and 1949); The European Communities Act (1972)</li> <li>• the nature of the UK constitution: unentrenched, uncodified and unitary, and the 'twin pillars' of parliamentary sovereignty and the rule of law</li> </ul> <p>1.2 How the constitution has changed since 1997.</p> <ul style="list-style-type: none"> <li>• Under Labour 1997–2010: House of Lords reforms, electoral reform; devolution; the Human Rights Act 1998; and the Supreme Court.</li> <li>• Under the Coalition 2010–15: Fixed Term Parliaments; further devolution to Wales.</li> <li>• Any major reforms undertaken by governments since 2015, including further devolution to Scotland (in the context of the Scottish Referendum).</li> </ul> <p>1.3 The role and powers of devolved bodies in the UK, and the impact of this devolution on the UK:</p> <ul style="list-style-type: none"> <li>• Devolution in England.</li> <li>• Scottish Parliament and Government.</li> <li>• Welsh Assembly and Government.</li> <li>• Northern Ireland Assembly and Executive.</li> </ul> <p>1.4 Debates on further reform</p> <ul style="list-style-type: none"> <li>• An overview of the extent to which the individual reforms since 1997 listed in section 1.2 above should be taken further.</li> <li>• The extent to which devolution should be extended in England.</li> <li>• Whether the UK constitution should be changed to be entrenched and codified, including a bill of rights.</li> </ul>

Subject	Nation	Stage	Exam board	Topic/theme	Sub-topic	Relevant content strand(s)
Politics	England, Wales, NI	KS5-A & AS level	Pearson Edexcel	Component 2: UK Government and Non-core Political Ideas	2 Parliament	<p>2.1 The structure and role of the House of Commons and House of Lords:</p> <ul style="list-style-type: none"> <li>• The selection of members of the House of Commons and House of Lords, including the different types of Peers</li> <li>• The main functions of the House of Commons and House of Lords and the extent to which these functions are fulfilled.</li> </ul> <p>2.2 The comparative powers of the House of Commons and House of Lords:</p> <ul style="list-style-type: none"> <li>• The exclusive powers of the House of Commons</li> <li>• The main powers of the House of Lords</li> <li>• Debates about the relative power of the two houses</li> </ul> <p>2.3 The legislative process.</p> <ul style="list-style-type: none"> <li>• The different stages a bill must go through to become law.</li> <li>• The interaction between the Commons and the Lords during the legislative process, including the Salisbury Convention.</li> </ul> <p>2.4 The ways in which Parliament interacts with the Executive:</p> <ul style="list-style-type: none"> <li>• The role and significance of backbenchers in both Houses, including the importance of parliamentary privilege.</li> <li>• The work of select committees.</li> <li>• The role and significance of the opposition.</li> <li>• The purpose and nature of ministerial question time, including Prime Minister's Questions.</li> </ul>

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Politics	England, Wales, NI	KS5-A & AS level	Pearson Edexcel	Component 2: UK Government and Non-core Political Ideas	4 Relations between branches	<p>4.1 The Supreme Court and its interactions with, and influence over, the legislative and policy-making processes:</p> <ul style="list-style-type: none"> <li>• The role and composition of the Supreme Court.</li> <li>• The key operating principles of the Supreme Court, including judicial neutrality and judicial independence and their extent.</li> <li>• The degree to which the Supreme Court influences both the Executive and Parliament, including the doctrine of ultra vires and judicial review.</li> </ul> <p>4.2 The relationship between the Executive and Parliament:</p> <ul style="list-style-type: none"> <li>• The influence and effectiveness of Parliament in holding the Executive to account.</li> <li>• The influence and effectiveness of the Executive in attempting to exercise dominance over Parliament.</li> <li>• The extent to which the balance of power between Parliament and the Executive has changed.</li> </ul> <p>4.4 The location of sovereignty in the UK political system:</p> <ul style="list-style-type: none"> <li>• The distinction between legal sovereignty and political sovereignty.</li> <li>• The extent to which sovereignty has moved between different branches of government.</li> <li>• Where sovereignty can now be said to lie in the UK</li> </ul>

Subject	Nation	Stage	Exam board	Topic/theme	Sub-topic	Relevant content strand(s)
Politics	England, Wales, NI	KS5-A & AS level	Pearson Edexcel	Component 3: Comparative Politics	6 Comparative Approaches	<p>6.2 Similarities and differences in the UK and USA:</p> <p>6.2.1 Compare and debate the following aspects of the UK and US Constitutions and the resulting impact on politics and government:</p> <ul style="list-style-type: none"> <li>• their nature (codified/uncodified) and their sources, provisions and principles, including separation of powers, checks and balances</li> <li>• the similarities and differences between the US federal system and the UK system of devolution.</li> </ul> <p>6.2.2 The extent to which rational, cultural and structural approaches can be used to account for these similarities and differences</p> <p>6.2.3 Compare and debate the following aspects of the UK and US legislative branches and their resulting impact on politics and government:</p> <ul style="list-style-type: none"> <li>• powers, strengths and weaknesses of each of the Houses</li> <li>• the extent to which each of the Houses are equal.</li> </ul> <p>6.2.4 The extent to which rational, cultural and structural approaches can be used to account for these similarities and differences.</p> <p>6.2.5 Compare and debate the following aspects of the UK and US executive branches and their resulting impact on politics and government:</p> <ul style="list-style-type: none"> <li>• key similarities and differences between the role and powers of the US President and the UK Prime Minister and their impact on politics and government</li> <li>• extent of accountability to the US and UK legislature.</li> </ul> <p>6.2.6 The extent to which rational, cultural and structural approaches can be used to account for these similarities and differences.</p>

Subject	Nation	Stage	Exam board	Topic/theme	Sub-topic	Relevant content strand(s)
Social Studies	Scotland	Third		Social Studies		I can describe the major factors contributing to a major social, political or economic change in the past and can assess the impact on people's lives
Social Studies	Scotland	Third		Social Studies		I can discuss the motives of those involved in a significant turning point in the past and assess the consequences it had then and since.
Social Studies	Scotland	Third		Social Studies		Through researching, I can identify possible causes of a past conflict and report on the impact it has had on the lives of people at that time.
Social Studies	Scotland	Third		Social Studies		I can use my knowledge of current social, political or economic issues to interpret evidence and present an informed view.
Social Studies	Scotland	Third		Social Studies		I can explain why a group I have identified might experience inequality and can suggest ways in which this inequality might be addressed.
Social Studies	Scotland	Third		Social Studies		I have compared the rights and responsibilities of citizens in Scotland with a contrasting society and can describe and begin to understand reasons for differences.
Social Studies	Scotland	Third		People in society, economy and business		I can discuss the extent to which my choices and decisions are influenced by the ways in which I am informed.
Social Studies	Scotland	Third		People in society, economy and business		I understand the arrangements for political decision making at different levels and the factors which shape these arrangements.
Social Studies	Scotland	Fourth		People in society, economy and business		People, past events
Social Studies	Scotland	Fourth		People in society, economy and business		I can critically analyse the relative importance of the contribution of individuals or groups in bringing about change in a significant political event.
Social Studies	Scotland	Fourth		People in society, economy and business		I can evaluate the impact which decision making bodies have on the lives of people in Scotland or elsewhere.

Subject	Nation	Stage	Exam board	Topic/theme	Sub-topic	Relevant content strand(s)
Social Studies	Scotland	Fourth		People in society, economy and business		I can debate the reasons why some people participate less than others in the electoral process and can express informed views about the importance of participating in a democracy.
Social Studies	Scotland	Fourth		People, past events and societies		Having critically analysed a significant historical event, I can assess the relative importance of factors contributing to the event.
Social Studies	Scotland	Fourth		People, past events and societies		I can assess the impact for those involved in a specific instance of the expansion of power and influence in the past.
Social Studies	Scotland	Fourth		People, past events and societies		I can make reasoned judgements about how the exercise of power affects the rights and responsibilities of citizens by comparing a more democratic and a less democratic society.