

| Subject | Year | Term |
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| History | Year 13 | Summer 1 |
| Topic | | |
| Co-teaching breadth and depth study: 1F: Britain 1832-1846, 2Q: USA after Nixon's Presidency 1972-1980 | | |
| Content (Intent) | | |
| Prior Learning (Topic): KS3 – Year 8 Making of Modern Britain, Year 9 20 th Century (Significant Figures), GCSE Paper 1: Conflict and Tension between East and West 1945-1972 (Johnson's Role in Vietnam), and Year 12 A-Level Studies (Britain 1783-1846 and USA 1945-1972) | | |
| <p>1F: Political change and social reform, 1846 -1885</p> <ul style="list-style-type: none"> Economic developments: The mid-Victorian boom; the 'golden age' of agriculture; industrial and transport developments; impact of increased trade; the Great Depression. Social developments: Prosperity and poverty in towns and countryside; regional divisions; influences including Evangelicalism; 'self-help'; trade unions and education. The political, economic, and social condition of Britain by 1885; The extent of democracy and Britain's industrial position. <p>2Q: The USA after Nixon, 1974–1980</p> <ul style="list-style-type: none"> Ford and Carter as presidents: Responses to social divisions; political corruption and the loss of national self-confidence. The position of the USA as a world power: The final withdrawal from Vietnam; relations with the USSR and China; the response to crises in the Middle East; Iran and Afghanistan. African Americans in North and South: The impact of civil rights legislation; change and continuity in the 'New South'. The USA by 1980: Its position as a Superpower; the extent of social and economic change; the reasons for Reagan's victory in the presidential election. <p>Year 12 and 13 Content & Skills Recall and Revision: Series of Lessons.</p> | | |
| Future Learning (Topic) Course follows chronological structure | | |
| How will knowledge and skills be taught? (Implementation) | | How will your understanding be assessed & recorded (Impact) |
| <p>AO1 – Knowledge & Understanding - allows students to study change, continuity, cause, and consequence.</p> <p>Concepts and ideas such as American identity at home and abroad, anti-communism, social equality, ethnic identities.</p> <p>AO2 – Exploring and evaluating sources in terms of value.</p> <p>AO3 – Exploring and evaluating historical interpretations in terms of convincingness.</p> <p><i>This would be done through a range of methods including:</i></p> <p>Rich and varied lessons that will be adaptive in nature Skimming & Scanning of varying articles Discussion and analysis of historical pieces Description, Explanation & Evaluation throughout essays Accessing and reading undergraduate articles & undergraduate websites Presentation of materials through various methods Disciplinary Literacy</p> | | <p>Informal, in-class discussion, and debate.</p> <p>Regular low stakes assessment of knowledge to support retrieval and consolidation of key concepts and knowledge.</p> <p>1 essay a term for both sides of the course exploring either evaluative essay or source-based essay. Results of these essays will be recorded on a shared marksheet on the U: Drive. Actionable feedback will be provided to students, to ensure progress in mastering key A-Level skills and technique.</p> <p>File review outlining specific actions.</p> |
| How can parents help at home? | | |
| Encourage a love of history and wider research, financial support with additional reading materials, site visits. | | |
| Helpful further reading/discussion | | |
| Reading (See VLE for lists and recommendations) | Vocabulary Lists Introductory lessons will familiarise students with A-Level language for both courses | Careers Links Employability skills for Britain presentation units Political discussions of careers in politics, NGOs |