

Subject	Year	Term
History	Year 13	Autumn 2
Topic		
Co-teaching breadth and depth study: 1F: Britain 1832-1846, 2Q: Johnson's Presidency 1963-1968		
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 1783-1832 and USA 1945-1963).		
<p>1F: Britain: Political Change and Social Reform, 1832-1846</p> <ul style="list-style-type: none"> Government: Grey, Melbourne and the ideas and ideology of the Whig Party; the Tories in opposition and government; Peel and the transformation of the Conservative party. The Whig response to social change: Social reforms including education, factory legislation, abolition of slavery, the Poor Law Amendment Act, the Municipal Corporations Act. Pressure for change: Chartism; Irish radicalism; the Anti-Poor Law League; the Anti-Corn Law League; social reform campaigners including Shaftesbury and Chadwick. The Conservative response to change: finance, administration, and the economy; the Bank Charter Act; trade and business reform. Economic developments: The railway 'revolution' and associated economic growth; agriculture and Corn Law repeal. Social developments: Conditions in urban Britain; changes in the lives of workers and the poor; unions and other working-class movements. <p>2Q: The Johnson Presidency, 1963-1968</p> <ul style="list-style-type: none"> Johnson as President: Personality and policies; his pursuit of the 'Great Society'; the impact of the Kennedy legacy; economic developments. Maintaining American world power: Escalation of the war in Vietnam; relations between the USA and its Western allies. African Americans in North and South: Developments in the Civil Rights Movement; Johnson's role in passing Civil Rights legislation; the impact of change including urban riots. Social divisions and protest movements: Education and youth; feminism; radicalisation of African Americans; anti-war movements; the role of the media. 		
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</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