

## Subject Area: History.

**Curriculum Intent:** The History A Level study at Trinity Sixth Form Academy is designed to instil the life ready skills of, becoming effective communicators who can analyse, challenge and evaluate information and evidence while at the same time appreciating the views of others without fear or favour. These studies also inculcate students with an understanding how societies have developed which enables an empathetic approach which enables students to engage with diverse political, social and historical contexts in a manner that develops them as citizens who will have reasoned opinions and are able to articulate these with confidence. One of the cores skills embedded is the art of reading which enables students to both challenge and bridge certain gaps in their own knowledge. This the foundation stone of the course as it helps to transition students from the 'spoon feeding' in Key Stage 4 to more critical, independent and reflective learning demanded by further and higher education and the world of employment. Class debate and discussion will form an integral part of the reading process with reading for a purpose within the classroom environment encouraged and rewarded. Awareness of reading is then raised. Students will struggle to filter information at first. Examples and positive reinforcement will combat this. According to academic research, 'it is essential to give students appropriate levels of reading'. We cannot jump into academic journals immediately and so a variety of children's books and academic videos, followed by Key State 3 and 4 texts will be used as an early attempt to deepen knowledge followed by academic texts.

Dates	Content	Assessment	Rationale
Year 12 Term 1 and 2	<p>Building a New Britain between 1951 and 1964. The Affluent Society?</p> <ul style="list-style-type: none"> <li>Introducing the history of Britain with videos and text books aimed at young teenagers to build up confidence and knowledge.</li> <li>Videos and magazine articles support the AQA textbook to explain how Britain began to retreat from Empire which brought political, social and economic difficulties after Suez.</li> </ul> <p>USA. The Era of Reconstruction and the Gilded Age: 1865 to 1890.</p> <ul style="list-style-type: none"> <li>Videos and a range of videos including use of <b>The Simpsons</b> to engage and challenge students' perceptions of the period. Magazine articles and a range of videos including from reputable sites like PBS to articulate a range of views on the failure of reconstruction</li> </ul>	<p>The assessment is based around a series of 54321 quizzes in lessons, written essays and extract/source-based questions which appear on both Paper 1 and Paper 2 of the examination. There is regular assessment done with the use of whiteboards and Socratic questioning.</p> <p>For Britain an essay based on why the Conservatives won the 1951 General Election and for the USA why Reconstruction failed. For Britain a source-based question based on the attitudes of the 'angry young men' in the late 1950s and early 1960s. For the USA students complete a question on laissez-faire became an important element in the success of American big business.</p>	<p>The decision was made to pursue modern history courses that were going to be relevant to the everyday lives of the students. It is expected that by studying the social, economic and political history of Modern Britain and the USA it gives them a firm insight into how the world has developed and is still developing.</p> <p>There are opportunities offered throughout the course to examine how these types of issues impacted on the local environment and its people. It has led to students in the past going to university and studying local history with an eye on their dissertations and presents opportunities for studies into how women and ethnic minorities fared in post-war Britain.</p> <div style="border: 2px solid purple; padding: 5px; margin-top: 10px;"> <p>PS/CV's: there is a wide range of issues taught in both sides of the A level related to Civil Rights and equality. Reconstruction offers an insight into how unfairly and cruelly African Americans were treated back in 1865 which forms the bedrock of the continuing inequality in the USA to this day.</p> </div> <div style="border: 2px solid purple; padding: 5px; margin-top: 10px; float: right;"> <p>CEIAG: reading and research skills are taught and used to make sense of the evidence. These are key skills sought by employers and universities.</p> </div>
Year 12 Terms 2 and 4	<p>The Sixties: were the sixties really swinging? Part 1.</p> <ul style="list-style-type: none"> <li>An examination of youth culture with use made of Diana Laffin's book on how the media helped to portray young people and sub-groups. An examination of the liberal policies enacted in the second half of the 1960s with use made of textbooks and the <u>Blitz to Blair</u> chapter on the period.</li> </ul> <p>What was Populism, who were the populists, where did they emerge and what was their impact between 1890 and 1920?</p> <ul style="list-style-type: none"> <li>Use made of the <u>BBC In Our Time Podcasts</u> to present different views put forward by different historians.</li> </ul>	<p>For Britain students write an essay on how rising living standards was a key factor in the development of the teenager with a counter argument based on other things like culture, sub-groups or politics.</p> <p>For Britain students prepare and deliver presentations to the rest of the class on how the Consensus was breaking down and how it was challenged by the Conservatives in the late 1960s and early 1970s.</p> <p>For the USA they prepare and deliver presentations on the rise of imperialism and what motivated it</p>	<p>In order to build confidence and interest in the students the study of teenagers in the mid 1950s and early 1960s is tackled with a focus on how they were presented in the media and yet the reality on the ground. We use archive material and BBC videos of the time to build up a picture of the 'reality' and the 'media' version. In addition, there is a clear link made between the successful economy in terms of the availability of well-paid jobs and how this enabled young people to become an important element within the economy. Students use a series of academic texts like Peter Clarke's <u>Hope and Glory</u>, Diane Laffin's, <u>British Society since 1945</u> along with the <u>Blitz to Blair</u> chapters to plan and deliver a classroom presentation which spurs debates with other students.</p> <div style="border: 2px solid purple; padding: 5px; margin-top: 10px; float: right;"> <p>CEIAG: the importance of Teamwork and co-operative learning is emphasised which forms an important role in everyday working life.</p> </div>
Year 12 Terms 5 and 6	<p>1970s: the End of the Post-War Consensus? Part 1.</p> <ul style="list-style-type: none"> <li>The pursuit of the issue of how the Consensus was weakened, challenged and broken. Use of the textbook and <u>Blitz to Blair</u> chapter on the 1970s.</li> </ul> <p>Account for the rise in American imperialism between 1890 and 1920? Part 1. Use of various websites and videos from PBS.</p> <ul style="list-style-type: none"> <li>Use of various websites and videos from PBS</li> </ul> <p style="text-align: center;"><b><u>Non-Examined Assessment or A Level History Coursework.</u></b></p> <p>A study of European Warfare between 1800 and 1914. Students will select their own focus on which to concentrate on when researching this project. They can use either: include imperialism, nationalism, authoritarian leadership, religion and militarism as causes and then counter that with a range of alternatives.</p> <p>The students are taught using various children's books, Year 8 resources and then A Level texts from magazines, videos and books on how European warfare broke out in the time period with direct causes explained which include imperialism, nationalism, authoritarian leadership, religion and militarism were salient factors. They then focus on five wars from Napoleon up to the First World War to use as examples in their essays.</p>	<p>For Britain students prepare and deliver presentations on Heath's economic policies and explain why he 'lost' the 1974 General Election in both February and October.</p> <p>For the USA students prepare and deliver presentations on how Theodore Roosevelt helped to split the Republican party which led to its defeat in 1912.</p> <p>Also, for Britain students write an essay on the impact of the changes either social, political or economic which effected Britain in the mock exams.</p> <p>For the USA students complete an extract-based question on the rise and fall of the Populists. In addition, for USA students write an essay on how between 1890 and 1912 progressive ideals seeped into the political psyche and had a direct impact in the mock exams.</p> <p>Students research, plan and construct an extended essay of between 4,000 and 4,500 words on European Warfare between 1800 and 1914. This forms the Non-Examined Assessment and will be added to and improved over the next nine months.</p> <p>Write the extended essay over time.</p>	<p>CEIAG: Opportunities to explore the nature of developing and evolving political and economic conditions that can impact on people's well-being and jobs.</p> <p>Students study the impact of government and political ideology on the economy. They can empathise with how people at the time acted as they faced big changes in their lives. They also learn and understand how international issues can have consequences to everyday lives.</p> <p>The decision is to approach the coursework element at this point in the course was taken as the AQA exam board advised centres to fit this in at this time in the school calendar so teachers could focus on Year 12. Moreover, students have had a year to develop their analytical, communication, evaluative and essay writing skills and yet allows them to have the majority of year 13 to learn new content and to revise year 12 content for the exams. All students will enter into independent study pursuing the causes of European warfare through the prism of different concepts. They are encouraged to research by visiting libraries and reading academic texts to deepen their knowledge base.</p> <p>Students then have a choice of which concept they will employ and link to the breakout of European warfare. They are encouraged to take up independent reading while they will also be responsible for being the architect of their own argument to tackle the question (with suitable support and monitoring to ensure academic rigour) in order to help them to become self-governing, engaged and independent learners.</p> <div style="border: 2px solid purple; padding: 5px; margin-top: 10px;"> <p>PS/CV: there is an opportunity in these studies to understand how government policy is shaped toward different communities. The idea that 'progress' can be measured in economic circumstances is also included and there is a link made between how working class organisations organised and fought back against radical government intervention in their lives.</p> </div>

<p>Year 13 Terms 1 and 2</p>	<p>What was the Impact of Thatcherism on the United Kingdom?</p> <ul style="list-style-type: none"> <li>An investigation into how Mrs Thatcher's policies changed Britain and with emphasis placed also on what stayed the same. Use made of Blitz to Blair book and the chapter on Mrs Thatcher along with the AQA textbook and various videos. Use made of videos, autobiographies, biographies of various political actors.</li> </ul> <p>How the USA experienced a crisis of identity between 1920 and 1945. Part 1.</p> <ul style="list-style-type: none"> <li>A study of domestic, foreign, social and economic policies from various presidents between 1920 and 1945.</li> </ul>	<p>The assessment is based around a series of 54321 quizzes in lessons, written essays and extract/source-based questions which appear on both Paper 1 and Paper 2 of the examination. There is regular assessment done with the use of whiteboards and Socratic questioning.</p> <p>For Britain students write a source-based answer to a question based on Mrs Thatcher's housing policy.</p> <p>For the USA they write an essay on how African-Americans were treated during the First World War.</p>	<p>The study of Margaret Thatcher and the Republican era followed by the New Deal and Roosevelt offers a unique learning experience as there are similar laissez-faire policies used in both eras with similar results. It is a great opportunity therefore for a comparison to be made, although with important caveats to be explained to the students.</p> <p>Students are encouraged to research and present arguments discussing reasons for and against changes being implemented in British and American society.</p> <p>CEIAG: the study of Thatcherism presents opportunities to find out how the structure of British society changed and how older industries became less important as they made way for an economy more geared to 'invisible' industries centred in the South-East of England. There are also opportunities in tasks to organise work in a methodical manner which is consistent with working in libraries, solicitors, offices in general and education.</p>
<p>Year 13 Terms 3 and 4</p>	<p>Did a new consensus emerge in the United Kingdom?</p> <ul style="list-style-type: none"> <li>Use is made of new evidence from history magazines, recent videos from the BBC and newspaper accounts to show how the consensus of the 1950s and 1960s gave way to a new understanding based on more neo-liberal policies which resonated with President Reagan in the USA.</li> </ul> <p>How the USA experienced a crisis of identity between 1920 and 1945. Part 2.</p> <p>A study of domestic, foreign, social and economic policies from various presidents between 1920 and 1945.</p>	<p>For Britain students write an essay on the Falklands War and how it benefitted the political fortunes of Margaret Thatcher.</p> <p>For the USA they consider how Republican policies of laissez-faire contributed to the Wall Street Crash of 1929.</p>	<p>Students are presented with evidence to research again how the different elements of the course can be compared in that Margaret Thatcher's foreign policy was inter linked with the later study of the Cold War and the USA's response under Ronald Reagan to the challenge posed by the USSR.</p> <p>Students learn and develop arguments that explain how and why there are regular recessions and depressions in the economy which can be linked to the economic policies of both British and American governments. They develop these ideas to consider if there were differences between how different groups were treated in the USA.</p> <p>PS/CV's: this area of study emphasises how co-operation and collaboration between different nations can lead to a safer and fairer international order and then how it can be threatened by self-interest.</p>
<p>Year 13 Term 5 and 6</p>	<p>The era of New Labour under Tony Blair.</p> <ul style="list-style-type: none"> <li>How did New Labour develop under Tony Blair?</li> <li>What were the differences between Blair's New Labour government and the policies of governments since the Second World War?</li> <li>Use made of videos, autobiographies, biographies of various political actors.</li> </ul> <p>How did the USA become a world superpower between 1945 and 1975?</p> <ul style="list-style-type: none"> <li>A study of Cold War and post-war international relations and the effects of these on domestic economic, political and social policies.</li> </ul>	<p>For Britain students write an essay on Tony Blair's foreign policy initiatives between 1997 and 2001.</p> <p>For the USA answer an extract question on the Cold War and the USA's position within the conflict.</p>	<p>Students are now presented with the opportunity to learn about how international order can be threatened when even democratic governments work together to pursue their own domestic goals. The examples of NATO's involvement in the Balkans is contrasted with the attempts by Blair and Bush to depose the Iraq government under Saddam Hussain.</p> <p>This is an opportunity also to learn what happened in a post-Cold War era when the USSR was less of a military threat in Eastern Europe. They discover that when the communist regime in the USSR is changed some of the older, more traditional problems that they learn about in the study of warfare in the nineteenth century re-emerge.</p> <p>CEIAG: Students can study elements of international law and develop an interest and apply precedents gained from the past which influence present and future decisions.</p>