

History Curriculum Overview – Year 12 USA

Sequencing of topics	What knowledge will students develop? (Including key terminology)	What skills will students develop? (Including literacy & numeracy)	Assessment opportunities	Homework opportunities	Personal development (Ursuline Values, Catholic Social Teaching, Cultural Capital, Cross-curricular, Careers)	Curriculum links
Autumn Term 1						
<p>The American Dream: Reality and Illusion, 1945 – 1980</p> <p>Part 1. Prosperity, Inequality and Superpower Status; Section 1: Truman and Post War USA 1945 - 52</p>	<p>The power of the presidency and the main political parties.</p> <ul style="list-style-type: none"> Roosevelt’s achievements Truman background and ideology. The Political System. Post war prosperity – consequences of growth. Societal divisions. <p>Post War peace making</p> <ul style="list-style-type: none"> Post war conferences The atomic bombing of Japan Stalin in Eastern Europe Containment The Berlin Blockade Containment in Asia 	<p>They need to demonstrate depth of historical knowledge and understanding, students should be able to make links and comparisons between the aspects of the period studied. Students will be expected to write analytical essays showing judgement about the issues and developments they have covered. They will be required to understand contemporary sources and be able to analyse them for their usefulness to a historian.</p> <p>Students will need to understand causes and consequences; change and continuity and of similarity and difference over a period of 40 years. They should be able to make links between perspectives, such as political, economic and social as well as appreciating developments relating to these perspectives separately, over time. They should also be aware of the role played by individuals, groups, ideas and ideologies.</p>	<p>Timed Conditions: ‘In 1945 the USA, domestically, was stable and prosperous.’ Assess the validity of this view.</p> <p>Homework essays.</p>	<p>To what extent was Truman’s foreign policy in the years 1945 to 1952 a disastrous failure?</p> <p>Assess the Validity of this view.</p> <p>Analyse the two sources based on your understanding of historical context of Truman’s foreign policy.</p> <p>Research and reading from recommended book list. Research on Miller Center.</p>	<p>Listening and attentive – through exploring new content</p> <p>Discerning and Joyful – developing a love for learning</p> <p>Courageous and Resilient – in facing the challenges of A Level study</p> <p>Community and Participation Peace and Reconciliation</p> <p>English (extended writing, analysis) RE</p> <p>Teaching Research Archivist Journalism Law</p>	<p>KS4 – GCSE. USA 1920 – 73 Opportunity & inequality.</p> <p>KS4 – GCSE Conflict & Tension between East & West 1945 - 1972</p>

Autumn Term 2

<p>The American Dream: Reality and Illusion, 1945 – 1980</p> <p>Part 1. Prosperity, Inequality and Superpower Status; Section 1: Truman and Post War USA 1945 - 52</p>	<p>Domestic problems</p> <ul style="list-style-type: none"> Positive economic developments Negative economic developments Truman’s election victory 1948 Political division McCarthyism and the Red Scare. <p>African Americans and the Civil Rights Movement.</p> <ul style="list-style-type: none"> Impact of the war on African Americans Differences between the North and the South. The GI Bill NAACP court cases 1945 – 53 Responses of federal and state authorities. 	<p>They need to demonstrate depth of historical knowledge and understanding, students should be able to make links and comparisons between the aspects of the period studied.</p> <p>Students will be expected to write analytical essays showing judgement about the issues and developments they have covered. They will be required to understand contemporary sources and be able to analyse them for their usefulness to a historian.</p> <p>Students will need to understand causes and consequences; change and continuity and of similarity and difference over a period of 40 years. They should be able to make links between perspectives, such as political, economic and social as well as appreciating developments relating to these perspectives separately, over time. They should also be aware of the role played by individuals, groups, ideas and ideologies.</p>	<p>Timed Essay: ‘Truman’s failure to address African-American Civil rights effectively was the result of political pressure.’ Assess the validity of this view.</p> <p>Homework essays</p> <p>Mock Exams</p>	<p>Analyse three sources based on your understanding of historical context of economic policy.</p> <p>Research and reading from recommended book list. Research on Miller Center. Documentaries on PBS ‘Eyes on the Prize’</p>	<p>Listening and attentive – through exploring new content</p> <p>Discerning and Joyful – developing a love for learning</p> <p>Courageous and Resilient – in facing the challenges of A Level study</p> <p>Community and Participation Peace and Reconciliation</p> <p>English (extended writing, analysis) RE</p> <p>Teaching Research Archivist Journalism Law</p>	<p>KS4 – GCSE. USA 1920 – 73 Opportunity & inequality.</p>
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Spring Term 1

<p>The American Dream: Reality and Illusion, 1945 – 1980</p> <p>Part 1: Prosperity, inequality and Superpower Status, 1945 – 63; Eisenhower: Tranquillity and Crisis 1952 - 1960</p>	<p>Eisenhower – personality and Dynamic Conservatism.</p> <ul style="list-style-type: none"> • The election campaign. • Key features of Dynamic Conservatism. <p>Nixon as Vice President</p> <ul style="list-style-type: none"> • Background, education and political career to 1953 • The Republican party – who was the typical voter? <p>The end of McCarthyism</p> <ul style="list-style-type: none"> • The rise and fall of McCarthy • Eisenhower’s handling of McCarthy • Evaluate the threat communism posed to the USA by 1953 	<p>They need to demonstrate depth of historical knowledge and understanding, students should be able to make links and comparisons between the aspects of the period studied.</p> <p>Students will be expected to write analytical essays showing judgement about the issues and developments they have covered. They will be required to understand contemporary sources and be able to analyse them for their usefulness to a historian.</p> <p>Students will need to understand causes and consequences; change and continuity and of similarity and difference over a period of 40 years. They should be able to make links between perspectives, such as political, economic and social as well as appreciating developments relating to these perspectives separately, over time. They should also be aware of the role played by individuals, groups, ideas and ideology</p>	<p>Timed essay - ‘During Eisenhower’s presidency, American society was transformed’ Assess the validity of this view.</p> <p>Homework essays</p>	<p>Research Billy Graham and analyse his impact on the presidency.</p> <p>Research Fred Friendly and Ed Murrow and their role in the downfall of McCarthy. Watch ‘Goodnight and Good Luck’</p> <p>Research and reading from recommended book list. Research on Miller Center.</p>	<p>Listening and attentive – through exploring new content</p> <p>Discerning and Joyful – developing a love for learning</p> <p>Courageous and Resilient – in facing the challenges of A Level study</p> <p>Community and Participation Peace and Reconciliation</p> <p>English (extended writing, analysis) RE</p> <p>Teaching Research Archivist Journalism Law</p>	<p>KS4 – GCSE. USA 1920 – 73 Opportunity & inequality.</p>
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Spring Term 2

<p>Part One: The American Dream: Reality and Illusion, 1945 – 1980</p> <p>Part 1: Prosperity, inequality and Superpower Status, 1945 – 63; Section 2: Eisenhower: Tranquillity and Crisis 1952 - 1960</p>	<p>The Growth of the US economy in the 1950's Case studies: Levittown, New York, Southdale Center Minnesota Ray Kroc American Express Credit Card GI Bill 1944</p> <ul style="list-style-type: none"> • Demographic change as a result of economy. • Who benefitted from the 'consumer society' • Change and continuity in different groups in society in relation to economic growth. • Strengths and weaknesses of Eisenhower's economic policies. <p>African Americans – 1953 – 60</p> <ul style="list-style-type: none"> • Situation in the North & south. • Emergence of the Civil Rights Movement • Eisenhower's attitude to Civil Rights. 	<p>They need to demonstrate depth of historical knowledge and understanding, students should be able to make links and comparisons between the aspects of the period studied. Students will be expected to write analytical essays showing judgement about the issues and developments they have covered. They will be required to understand contemporary sources and be able to analyse them for their usefulness to a historian.</p> <p>Students will need to understand causes and consequences; change and continuity and of similarity and difference over a period of 40 years. They should be able to make links between perspectives, such as political, economic and social as well as appreciating developments relating to these perspectives separately, over time. They should also be aware of the role played by individuals, groups, ideas and ideology</p>	<p>Timed essay Analyse three sources based on your understanding of historical context of the impact of the consumer boom</p> <p>Homework tasks</p> <p>Mock Exams</p>	<p>Presentations on one aspect of the consumer society and an impacted group.</p> <p>Presentations on one of the case studies of the Civil Rights movement</p> <p>'Eisenhower achieved far less for African-American civil rights in his presidency than Truman achieved before him.' Assess the validity of this view.</p> <p>Research and reading from recommended book list. Research on Miller Center Documentaries on PBS 'Eyes on the Prize'</p>	<p>Listening and attentive – through exploring new content</p> <p>Discerning and Joyful – developing a love for learning</p> <p>Courageous and Resilient – in facing the challenges of A Level study</p> <p>Community and Participation Peace and Reconciliation</p> <p>English (extended writing, analysis) RE</p> <p>Teaching Research Archivist Journalism Law</p>	<p>KS4 – GCSE. USA 1920 – 73 Opportunity & inequality.</p>
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Summer Term 1

<p>Part One: The American Dream: Reality and Illusion, 1945 – 1980</p> <p>Part 1: Prosperity, inequality and Superpower Status, 1945 – 63; Section 2: Eisenhower: Tranquillity and Crisis 1952 - 1960</p>	<p>Superpower rivalry and conflict with USSR.</p> <ul style="list-style-type: none"> The aims of Eisenhower’s foreign policy The nuclear arms race and its impact. Eisenhower’s response to: <ul style="list-style-type: none"> The death of Stalin The Warsaw pact Hungarian Uprising Sputnik and the Space Race. Peaceful co – existence <p>USA and Asia</p> <ul style="list-style-type: none"> Importance of Asia to the US Actions in Korea Taiwan, Quemoy & Matsu Vietnam SEATO Treaty <p>USA and the Middle East</p> <ul style="list-style-type: none"> Introduction to the Middle East. Truman’s recognition of Israel, British and French presence in ME. Decolonization & Arab nationalism US dependence on oil Morality & CIA in Iran. Suez Crisis 	<p>They need to demonstrate depth of historical knowledge and understanding, students should be able to make links and comparisons between the aspects of the period studied.</p> <p>Students will be expected to write analytical essays showing judgement about the issues and developments they have covered. They will be required to understand contemporary sources and be able to analyse them for their usefulness to a historian.</p> <p>Students will need to understand causes and consequences; change and continuity and of similarity and difference over a period of 40 years. They should be able to make links between perspectives, such as political, economic and social as well as appreciating developments relating to these perspectives separately, over time. They should also be aware of the role played by individuals, groups, ideas and ideology</p>	<p>Eisenhower’s foreign policy was generally successful.</p> <p>Assess the validity of this view.</p> <p>Homework essays</p>	<p>Compare two sources and annotate with contextual knowledge.</p> <p>With reference to three sources assess the value of these to a historian studying Eisenhower’s foreign policy</p> <p>Research and reading from recommended book list. Research on Miller Center.</p>	<p>Listening and attentive – through exploring new content</p> <p>Discerning and Joyful – developing a love for learning</p> <p>Courageous and Resilient – in facing the challenges of A Level study</p> <p>Community and Participation Peace and Reconciliation</p> <p>English (extended writing, analysis) RE</p> <p>Teaching Research Archivist Journalism Law</p>	<p>KS4 – GCSE. USA 1920 – 73 Opportunity & inequality.</p> <p>KS4 – GCSE Conflict & Tension between East & West 1945 - 1972</p>
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Summer Term 2

<p>Part One: The American Dream: Reality and Illusion, 1945 – 1980</p> <p>Part 1: Prosperity, inequality and Superpower Status, 1945 – 63; Section 3: John F Kennedy and the 'New Frontier' 1960 - 63</p>	<p>The 1960 election</p> <ul style="list-style-type: none"> • Advantages and disadvantages of Nixon & Kennedy ahead of the election. • Reasons for Kennedy's victory. • Profiles of the Kennedy administration. • Problems for Kennedy when he became president. <p>The New Frontier</p> <ul style="list-style-type: none"> • What was the New Frontier. • Legislation created by the New Frontier. • Groups helped by the New Frontier. <p>Challenges to American power.</p> <ul style="list-style-type: none"> • Berlin & Khrushchev • Cuba • Vietnam <p>The Civil Rights Movement.</p> <ul style="list-style-type: none"> • Kennedy's policies in response to the pressures for change • Opponents of Civil Rights including within the Democratic Party. 	<p>They need to demonstrate depth of historical knowledge and understanding, students should be able to make links and comparisons between the aspects of the period studied.</p> <p>Students will be expected to write analytical essays showing judgement about the issues and developments they have covered. They will be required to understand contemporary sources and be able to analyse them for their usefulness to a historian.</p> <p>Students will need to understand causes and consequences; change and continuity and of similarity and difference over a period of 40 years. They should be able to make links between perspectives, such as political, economic and social as well as appreciating developments relating to these perspectives separately, over time. They should also be aware of the role played by individuals, groups, ideas and ideology</p>	<p>Timed essay on Kennedy's Foreign Policy.</p> <p>Homework essay on Kennedy and Civil Rights.</p>	<p>Compare three sources and annotate with contextual knowledge.</p> <p>With reference to three sources assess the value of these to a historian studying Kennedy's domestic policies</p> <p>Research and reading from recommended book list. Research on Miller Center.</p>	<p>Listening and attentive – through exploring new content</p> <p>Discerning and Joyful – developing a love for learning</p> <p>Courageous and Resilient – in facing the challenges of A Level study</p> <p>Community and Participation Peace and Reconciliation</p> <p>English (extended writing, analysis) RE</p> <p>Teaching Research Archivist Journalism Law</p>	<p>KS4 – GCSE. USA 1920 – 73 Opportunity & inequality.</p>
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NEA – In the context of 1713 to 1833, how far were economic considerations the chief factor in ending slavery in the British Empire?

This is one lesson a week during Y12. It is an independent research project considering the factors that impacted the abolition of the Slave Trade.

Students are provided with a coursework guide, reading packs and a reading list. Students are taught how to answer the question within the constraints set down by AQA. Students have the opportunity to practice essays which are similar in structure to the final written piece.

They will produce a final piece in the last half term of Y12 which will be a maximum of 4,500 words not including footnotes and bibliography.