

History Curriculum Overview – Year 13 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 TWO: CHALLENGES TO THE AMERICAN DREAM, 1963–1980; Section 2: The Johnson Presidency, 1963–1968</p>	<p>The USA by 1963</p> <ul style="list-style-type: none"> • The Kennedy legacy • Johnson’s personality • The policies of the Great Society. • The economy <p>International Relations</p> <ul style="list-style-type: none"> • The escalation of the war in Vietnam • Relations between the USA and it’s western allies 	<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>Students have worksheets to guide study through the set text books.</p> <p>Timed essay on either the Great Society or Johnson and Vietnam</p>	<p>Analyse three sources based on your understanding of historical context of economic policy.</p> <p>Essays.</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 TWO: CHALLENGES TO THE AMERICAN DREAM, 1963–1980; Section 2: The Johnson Presidency, 1963–1968</p>	<p>The Civil Rights Movement Malcolm X and the split from Nation of Islam</p> <ul style="list-style-type: none"> • actions of SCLC, NAACP and SNCC • role of opposition including increased aggression of the KKK • radicalisation of groups and formation of Black Panthers • King’s focus on the North at Chicago and Washington • assassinations of King and X. • 1964 Civil Rights Act • 1965 Voting Rights Act • 1968 Civil Rights Act • Great Society legislation and effect on African-Americans. • The impact of Urban Riots • Anti war movements <p>Feminism</p> <ul style="list-style-type: none"> • Growth of women’s movements • Establishment of NOW • Protest and political response. • Key figures – Betty Friedan, Shirley Chisholm, Gloria Steinem 	<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>Students have worksheets to guide study through the set text books.</p> <p>Mock Exams</p> <p>Timed essay on the Civil Rights movement or the growth of Feminism.</p>	<p>Analyse three sources based on your understanding of historical context of the growth of the women’s movement.</p> <p>Essays.</p> <p>Research and reading from recommended book list. Research on Miller Center</p> <p>Eyes on the Prize – ‘Power’</p> <p>People’s Century: ‘Half the People’.</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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Spring Term 1

<p>The American Dream: Reality and Illusion, 1945 – 1980</p> <p>PART TWO: CHALLENGES TO THE AMERICAN DREAM, 1963–1980; Section 2: The Nixon Presidency, 1968 - 1974</p>	<ul style="list-style-type: none"> • Divisions within the Democratic Party. • Nixon’s personality and people in the administration • Restoration of conservative policies • Reaction to radical protest • Nixon and the Silent Majority • Civil rights • Native American rights • Stonewall riots • The end of the post war economic boom and economic change 	<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>Students have worksheets to guide study through the set text books.</p> <p>Timed essay on Nixon and Conservative policies or the reaction to radical protest</p>	<p>Analyse three sources based on your understanding of historical context of reaction to radical protest.</p> <p>Essays.</p> <p>Research and reading from recommended book list. Research on Miller Center</p> <p>Film: The Chicago 8</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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Spring Term 2

<p>The American Dream: Reality and Illusion, 1945 – 1980</p> <p>PART TWO: CHALLENGES TO THE AMERICAN DREAM, 1963–1980; Section 2: The Nixon Presidency, 1968 - 1974</p>	<ul style="list-style-type: none"> The limits of American world power. Peace negotiations and the continuation of the war in Vietnam and Cambodia. The influence of Kissinger on US policies towards the USSR, Latin America and China. Policies towards the USSR. The Watergate Affair and its aftermath. The role of Congress and the resignation of the President. Nixon’s political legacy. 	<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>Students have worksheets to guide study through the set text books.</p> <p>Timed essay on either Nixon’s Foreign Policy or Watergate</p>	<p>Analyse three sources based on your understanding of historical context of the Watergate affair.</p> <p>Essays.</p> <p>Research and reading from recommended book list. Research on Miller Center YouTube of Nixon’s resignation speech. Films: The Post, All the Presidents Men, Frost vs Nixon.</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 1

<p>The American Dream: Reality and Illusion, 1945 – 1980</p> <p>PART TWO: CHALLENGES TO THE AMERICAN DREAM, 1963–1980; Section 2: 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. 	<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>Students have worksheets to guide study through the set text books.</p>	<p>Analyse three sources based on your understanding of historical context of economic policy.</p> <p>Essays.</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>The American Dream: Reality and Illusion, 1945 – 1980</p> <p>PART TWO: CHALLENGES TO THE AMERICAN DREAM, 1963–1980; Section 2: The USA after Nixon, 1974 - 1980</p>	<ul style="list-style-type: none"> • The impact of Civil Rights legislation • Change and continuity in the New South • The social divisions in the country by 1980 by race; gender; beliefs; urban vs. rural, North vs. South; young vs. old: to what extent were these more pronounced than in 1945? • The USA by 1980 	<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>Students have worksheets to guide study through the set text books.</p>	<p>Analyse three sources based on your understanding of historical context of economic policy.</p> <p>Essays.</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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