



	Year	What is taught? Overview of Topics	Why this? Why then?
KS5	12 The Making of Modern Britain 1951-79	<p>The Affluent Society, 1951–1964</p> <p>The Sixties, 1964–1970</p>	<p>In this unit students will receive a grounding in the workings of the British government. Students will look at reasons for the Conservative dominance of the period as well as evaluating the actions of the Prime Ministers, key cabinet members and other important individuals in government.</p> <p>Students will look at economic history, a complex topic that requires significant time to embed in the minds of students with concepts and key words aplenty. Interest rates, the balance of payments and stop-go policies are just a few of the aspects of this introduction to economic history.</p> <p>Students will also look at society, including an assessment of whether or not Macmillan was correct to claim that the British had 'never had it so good'. Themes such as the position of women, young people and migrants to Britain are investigated.</p> <p>Finally, students will look at British relations with the wider world, including the retreat from Empire, the nuclear bomb, attempts to join the newly formed EEC and the maintenance of the 'special relationship' with the USA.</p> <p>Within the political theme in 'The Sixties', we will look at the personality and impact of Harold Wilson, in addition to the inner-workings of the Labour Party in government. We will also look at the challenges posed by industrial action, the Northern Ireland troubles, and various other internal affairs.</p> <p>We will look at the transformation of British Society during this period and the role of Roy Jenkins, private member's bills, and the role of backbenchers in pushing through liberalising legislation. We will look at how immigration and the development of teenage subcultures affected Britain, as well as assessing the extent to which the status of women improved.</p>

Resilience

Responsibility

Reflectiveness



		The end of Post-War Consensus, 1970–1979	<p>With regards to foreign policy, we will evaluate the second attempt made by Britain to join the EEC, the strain put on the 'special relationship' by the Vietnam War and the continuation of decolonisation.</p> <p>As we move into the next decade, students will assess the continuing Northern Ireland troubles and the British government's attempt to deal with the myriad of complex issues. We will also look at industrial relations and in particular the miner's strikes. We will study Prime Minister Heath as a political leader and evaluate his decisions and policies.</p> <p>Within British Society we will consider the impact of political, economic and industrial problems, as well as feminism, the Sex Discrimination Act, Race and Immigration as well as environmentalism.</p> <p>With regards to foreign policy, we will look at Britain's entry into Europe, the fluctuating status of the 'special relationship' and British attitudes towards the communist sphere.</p>
	The Making of a Superpower: USA 1865-1920	The Era of Reconstruction and the Gilded Age, 1865–1890	<p>Students begin the unit with a look at the function of US government, and this gives them a chance to compare it to what they study in the other half of the course with the British unit. Students look at a divided America and the attempts at reconstruction. In particular there is a focus on the plight of African Americans and the extent to which the 13th, 14th and 15th Amendments actually altered their lives.</p> <p>In terms of foreign policy, students look at the influence of the Monroe Doctrine on US foreign policy and in particular the extent to which the USA could be consider an isolationist nation.</p> <p>Domestically we evaluate the idea that this was a Gilded Age full of political corruption and weak presidents. In the economic sphere we consider the reasons for the rise of corporations, railroads, oil and the general - but uneven - economic growth experienced at this time.</p>



		Populism, progressivism and imperialism, 1890–1920	<p>A key focus of the Progressive Era is foreign policy, and we assess whether or not the USA moved away from isolationism and if their actions could feasibly be labelled as 'imperialism'. We look at the impact of Populism, the reasons for Populism and the influence of such political ideas on the development of Progressivism.</p> <p>Domestically we continue to look at the monumental rise of US industry as the country grew into becoming an economic world power. We again look at the extent to which reconstruction actually improved the lives of African Americans, but we also look at new aspects and issues such as nativism.</p> <p>As ever, there is a study of the Presidents and an evaluation of how effective their policies and actions were.</p> <p>Finally, we look at the impact of the outbreak of the First World War on the USA and the eventual reasons for the USA entering the war on the side of the Allies.</p>
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Year 12

British History Module

Subject and Year Group	Autumn Year 12	Autumn 2 Year 12	Spring 1 Year 12	Spring 2 Year 12	Summer 1 Year 12	Summer 2 Year 12
Topic/Unit to be studied	The Affluent Society, 1951–1964	The Sixties, 1964–1970	Completion Of The Sixties	The end of Post-War Consensus, 1970–1979	The end of Post-War Consensus, 1970–1979	Students prepare for their NEA
Core Knowledge and skills	Conservative governments and reasons for political dominance/reasons for Conservatives' fall from power Economic developments Social developments Foreign relations	Wilson and the Labour governments: economic policies and problems; Liberal reforming legislation: Social and cultural change.	The 'troubles' in Northern Ireland; loss of 1970 election Relations with USA; Europe and decolonisation.	Heath's government: Governments of Wilson and Callaghan. Society in the 1970s Troubles in Northern Ireland	Britain's entry into and relations with Europe; the state of the 'special relationship' with USA; attitudes to USSR and China	Student will formulate a question, identify 2 interpretations and 3 primary sources. They will combine all they have found within their coursework.
Key Essays Tasks To Complete	'Conservative electoral success in the years 1951 to 1964 was mainly due to rising living standards.' Assess the validity of this view. Conservative political dominance, in the years 1955 to 1961, was	To what extent was Labour Party policy directly responsible for the growth of trade union militancy in the years 1964 to 1970?	'Labour lost the election in 1970 because of its economic policies since 1964.' Explain why you agree or disagree with this view	The 'special relationship' between Britain and the United States collapsed in the 1970s.' Explain why you agree or	There had been little progress towards equality for women in society by 1975.' Explain why you agree or disagree with this view	'Neither Wilson nor Callaghan was able to control the unions in the years 1974 to 1979.' Explain why you agree or

Resilience

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	due to divisions within the Labour Party.' Explain why you agree or disagree with this view.	.		disagree with this view.		disagree with this view. 'In the years 1964 to 1979, society in Britain was transformed.' Assess the validity of this view
Key Source Tasks To Complete	With reference to these sources and your understanding of the historical context, which of these two sources is more valuable in explaining why the Conservatives were able to claim that Britain was thriving in 1955–1961	With reference to these sources and your understanding of the historical context, which of these two sources is more valuable in explaining changes in moral attitudes in the years 1964 to 1970?	Mock exam	With reference to these sources and your understanding of the historical context, which of these two sources is more valuable in explaining changes in moral attitudes in the years 1970 to 1979	With reference to these sources and your understanding of the historical context, which of these two sources is more valuable in explaining attitudes towards immigration in 1968?	With reference to these sources and your understanding of the historical context, which of these two sources is more valuable in explaining the Labour government's decision in 1965 to reorganise secondary education?



USA History Module

Subject and Year Group	Autumn Year 12	Autumn 2 Year 12	Spring 1 Year 12	Spring 2 Year 12	Summer 1 Year 12	Summer 2 Year 12
Topic/Unit to be studied	Introduction Reconstruction 1865 - 1877	Finish Reconstruction 1865 - 1877 Begin Gilded Age 1877 - 1890	Finish Gilded Age 1877 - 1890 Begin Progressive Era 1890 - 1912	Finish Progressive Era 1890 - 1912 Begin Emergence onto the World Stage 1912 - 1920	Finish 'Emergence onto the World Stage' Begin 'The Return to Normalcy 1919 - 1932	Finish 'The Return to Normalcy 1919 - 1932
Core Knowledge and skills	Reconstruction Industrial Growth Key groups – African Americans etc Westward Expansion End of Reconstruction Foreign Policy	'Dud' Presidents Robber Barons Organised Labour Immigration African Americans Native Americans	Populism Progressivism Teddy Roosevelt William Taft Immigration Foreign policy African Americans	Wilson as Progressive New Freedom US neutrality US Domestic Policy US Foreign Policy		
Key Essay Tasks To Complete	'The main effect of reconstruction for African Americans was the introduction of suffrage 1865 – 1877	To what extent do you agree with S.D. Cashman's 'dud' analysis of the presidents of the Gilded age?	'The greatest threat to African Americans in the South in the years 1865-1890 was formal segregation'	'Unrestricted Submarine Warfare was the main cause of US involvement in WWI'	'It was mass immigration that brought about the rapid expansion of the American economy in the years c1880 to 1914.' Explain why you agree or disagree	'Wilson was the most progressive of the American presidents in the years 1890-1920' Assess the validity of this view (25 marks)



Key Interpretation Tasks To Complete	n/a	n/a	With reference to these extracts and your understanding of the historical context, which of these two sources is more convincing in explaining the position of African Americans in the South in the years 1865 to 1910	With reference to these extracts and your understanding of the historical context, which of these two extracts provides the more convincing interpretation of the rise of American power in the early 20th century?	With reference to these extracts and your understanding of the historical context, which of these two extracts provides the more convincing interpretation of the reasons for American 'imperialism' in the years 1890 to 1914?	With reference to these extracts and your understanding of the historical context, which of these two extracts provides the more convincing interpretation of divisions in the West in the late 19th century?
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