

History

To make a success of our future we must have an understanding of our past

The Greek word historia translates as “inquiry” and this is fundamental to our department. We seek to challenge and excite, to provoke and to enlighten, to make History fun and fascinating. We want to foster learning that poses more questions than answers, that leaves children asking what happened next, why did she do that, what will happen to him and how does this affect me. We want to nurture that inquisitive mind that fosters a thirst for learning, a growing independence, a desire to take risks and reach their own conclusions. Students should be proud to be historians; to gain knowledge of their identity, their belonging and to learn tolerance in an intolerant world.

Autumn		Spring	Summer
1D America 1920 -1973	1D America 1920 -1973		
Opportunity and inequality Part one: American people and the Boom	Opportunity and inequality Part two: Americans' experiences of the depression and the New Deal	1D America 1920 -1973 Opportunity and inequality Part three: America's post- war society	Conflict and tensions between East and West 1945-1972 Part one: The origins of the Cold War

- Students will receive one piece of homework every week
- Homework will consist of a variety of different tasks including revision for assessments, deepening learning, exam questions, research, extension of class work
- Homework will be placed onto the VLE
- The class teacher shall monitor homework completion and be responsible for non-completion, both in terms of ensuring completion and with consequences
- 15 minute break/lunchtime detention led by class teacher for initial non completion of two homeworks
- 30 minute after school detention led by class teacher for non-completion of homeworks 3 – 5 with recorded contact home
- On non-completion of homework 6 Head of Department to meet student and discuss homework concern and create action plan accordingly

Unit	Duration (lessons)	Learning Objectives/Outcomes
ID America 1920 -1973 Opportunity and inequality Part one: American people and the Boom	24	<ul style="list-style-type: none"> • To identify and prioritise causes of the boom • To recognise who did not benefit from the boom in American society and explain why • To describe and explain the impact of mass production on American society • To identify and describe the social and cultural developments in American society • To recognise and explain the changes in the role of women in America after World War 1 • To analyse the impact of organised crime and prohibition on American society • To explain the causes of divided America • To analyse the impact of the KKK
ID America 1920 -1973 Opportunity and inequality Part two: Americans' experiences of the depression and the New Deal	18	<ul style="list-style-type: none"> • To explain the causes of the Wall Street Crash • To evaluate the impact of the depression on industry and on people • To examine and critically analyse the responses of the Democrats and the Republicans to the depression • To describe the variety of features of the New Deal • To identify who opposed and who supported the New Deal and why • To evaluate the success of the New Deal • To evaluate the impact World War 2 had on America's recovery from depression • To investigate the experiences of different groups of society in the 1930s, including women and African-Americans
ID America 1920 -1973 Opportunity and inequality Part three: America's post-war society	24	<ul style="list-style-type: none"> • To describe characteristics of the post-war American society and economy • To evaluate the impact of consumerism on American life • To explain the causes of American post-war prosperity • To define McCarthyism and consider its impact on American society • To describe and evaluate the successes and failures of the civil rights movement in the 1950s and 1960s • To evaluate the success of Martin Luther King and Malcom X • To explain why radicalisation grew in 1960s America • To evaluate the reasons for and the successes of the social policies of Presidents Kennedy and Johnson relating to poverty, education and health • To evaluate the impact of feminist movements in the 1960s and early 1970s, including the fight for equal pay

<p>Part three: Transformation of the Cold War</p>	<p>16</p>	<ul style="list-style-type: none"> • To explain the reasons for the construction of the Berlin Wall and evaluate Kennedy's response • To describe the tensions over Cuba: Castro's revolution, the Bay of Pigs and the missile crisis • To evaluate the roles of Castro, Khrushchev, Kennedy in the Cuban missile crisis and describe the USA's reaction to missiles on Cuba and results of the crisis • To explain the reasons for the Czechoslovakian uprising and the role of Dubcek and the Prague Spring movement • To describe and evaluate USSR's response to the reforms; the and effects the Prague Spring had on East-West relations, including the Warsaw Pact and the Brezhnev Doctrine • To explain the reasons for the easing of tension: sources of tension, including the Soviets' record on human rights; the reasons for Détente and for SALT 1 • To assess the part played by key individuals Brezhnev and Nixon in Détente
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