

Year 12: History, Edexcel

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit 1: Britain Transformed, 1918 - 1999	How did the First World War impact on the lives of British people? <i>Foci:</i> Baldwin, Labour Party, Economic crisis, Liberal Party, social change, decline of the aristocracy, growth of spectator sports.	How did the interwar years impact Britain? <i>Foci:</i> Interwar unemployment, living standards of the 1930's, managed economy, austerity, Great Depression – the 'Hungry Years.'	To what extent was the post-war era an era of consensus? <i>Foci:</i> Education, NHS, youth culture, liberal society, Windrush, decline of Empire, changing role of women, race relations.	Was liberalism the cause or solution of social unrest? <i>Foci:</i> Liberalism, Feminism, consumer society, new Commonwealth immigration, changes in family life.	Historical interpretations: how divided was British politics under Thatcher? <i>Foci:</i> Political infighting, social divisions, education, civil service, miners, neoliberalism.	Historical interpretations: What was the impact of Thatcherism on Britain? <i>Foci:</i> New Labour, rise in regional Nationalism, social division.
Unit 2: The USA Conformity and Challenge 1955 - 1992	To what extent was the post-war era an era of affluence and conformity 1955 – 1963? <i>Foci:</i> Levittowns, popular affluence, teenage culture and music, Elvis, Beatnik, Civil Rights Movement.	In what way did Kennedy's 'new frontier' impact on US Society 1961 – 1963? <i>Foci:</i> March on Washington, the rise of the KKK, Peace Corps, National Parks, Kennedy's assassination.	How far was the Civil Rights Act of 1964 the cause, of protest and reaction 1963 – 1972? <i>Foci:</i> Malcolm X and the Black Panthers, Student Protests, Vietnam, Cesar Chavez, Counterculture.	Were new music genres the root of social and political Change 1973 – 1980? <i>Foci:</i> Watergate, Ford + Carter, Political disillusionment, economic challenges, Roe vs. Wade, Native American Rights. Mock Exam	Did Reaganomics lead to Republican dominance and its opponents, 1981 – 1992? <i>Foci:</i> Reagan, Bush Snr, Religious Right, Just Say No, Cultural Challenge, MTV.	Unit 4: Coursework Prep – Vietnam War, causes. <i>Foci:</i> AO3 Skills based, Vietnam War, causes, consequences, Presidential authority, fear of Communism.
Assessments	Unit 1: How accurate is it to say that the General Strike of 1926 marked the lowest point in industrial relations in the years 1918 – 1979? (20)	Unit 2: To what extent was Kennedy's New Frontier programme thwarted by Congressional opposition? (20)	Unit 1: How accurate is it to say that the Education Act of 1944 transformed the provision of education in Britain in the years 1945 – 1979? (20)	Unit 2: Why is Source 8 valuable to the historian for an enquiry into why women's rights changed in the USA between 1973 and 1980? (8)	Unit 1: How convincing do you find the view that Thatcher's economic policies widened the gap between rich and poor? (20)	Mock Exams: Both units will be assessed away from the point of learning.
Building on Prior Learning	Substantive Knowledge – First Order Concepts: From Year 10/11 students will draw on knowledge of earlier conflicts and forms of government and warfare. The programme of study at GCSE then allows knowledge of concepts such as Warfare; different structures of Government; Political ideologies; International relations, race relations and civil rights, and Presidency to develop. Disciplinary/procedural Knowledge – Second Order Concepts: From GCSE, students will have a firm understanding of key second order concepts and the programme of study will allow students to build more sophisticated ways of thinking about concepts such as Cause and Consequence, Change and Continuity and Significance in relation to periods studied or individuals.					
Cultural Capital	There is cultural capital in abundance in this programme of study. Students will learn about the development of two "Superpowers" and in comparing the different political structures, women's rights, approaches to social issues, conflict and appearance on the World stage, there are ample opportunities for Cultural Capital, for example by looking more closely at Black American literature and music influenced by the Civil Rights Movement or analysing Andrew Marr's History of Modern Britain. Students will think about how Conflict has been approached and reflected in society; they will read sources from first-hand accounts as well as from reputable Historians. Students will be exposed to music, art and literature from both Britain and the USA that further shows the cultural and social changes of this time. Cultural diversity will be embedded throughout and will engage students in a better understanding race relations through Empire Windrush and the Black, Hispanic and Native Americans Civil Rights Movements.					
Mastery	In terms of mastery, students will be guided, through modelling, to make more sophisticated judgements. When looking at causation, they will make more in depth links between factors and offer more precise support. They will ask and answer more questions about the sources and interpretations they are working with and address issues of provenance. By the end of the year, students will feel confident in answering knowledge, interpretation and source-based exam questions.					
Development of Character	A wide range of virtues: moral and intellectual are visited, practiced, and embedded through History. Resilience, respect, and community spirit are abundant throughout this course when looking at both Britain and the USA e.g. The Great Depression, Miner's Strikes, the consequences of WW1 and WW2, Vietnam, Civil Rights... When considering and learning about political leaders, students explore the virtues of integrity, respect, leadership, and courage.					
Extra-Curricular opportunities	In School: Film club, Politics and Debate Club and expert Historian guest speakers. Outside of School: National Memorial Arboretum Trip exploring Modern World conflict, Parliament Trip, Battlefields Trip.					
Metacognitive Learning	Metacognitive learning will build through the second order concepts. Students will learn, through expert modelling, the questions to ask of historical interpretations and sources. They will then be able to refer to these questions when tackling the same concept later in the year. Feedback will form an important part of developing our students as metacognitive learners. Students will set personal targets around the second order concepts, based on strengths and areas for development and use feedback to plan for success in future assessments.					

