

Curriculum Map: Year 12 History

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	In Search of the American Dream, USA 1917-1980. India 1914-1948, the road to independence.	In Search of the American Dream, USA 1917-1980. India 1914-1948, the road to independence.	In Search of the American Dream, USA 1917-1980. India 1914-1948, the road to independence.	In Search of the American Dream, USA 1917-1980. India 1914-1948, the road to independence.	In Search of the American Dream, USA 1917-1980. India 1914-1948, the road to independence.	In Search of the American Dream, USA 1917-1980. India 1914-1948, the road to independence. Historical Enquiry Coursework Unit 4 Rebellion and Disorder under the Tudors, 1485-1603
Intent	<p>USA: To enable students to reflect on contemporary developments in US politics. To develop students as global citizens by facilitating knowledge and understanding regarding political concepts and processes in a modern democracy.</p> <p>India: To enable students to further their understanding of the search for rights and freedoms by applying this to the case study of Indian independence. To enable students to reflect on issues such as community cohesion and local identity in light of Commonwealth immigration to the United Kingdom.</p>	<p>USA: To enable students to reflect on contemporary developments in US politics. To develop students as global citizens by facilitating knowledge and understanding regarding political concepts and processes in a modern democracy.</p> <p>India: To enable students to further their understanding of the search for rights and freedoms by applying this to the case study of Indian independence. To enable students to reflect on issues such as community cohesion and local identity in light of Commonwealth immigration to the United Kingdom.</p>	<p>USA: To enable students to reflect on contemporary developments in US politics. To develop students as global citizens by facilitating knowledge and understanding regarding political concepts and processes in a modern democracy.</p> <p>India: To enable students to further their understanding of the search for rights and freedoms by applying this to the case study of Indian independence. To enable students to reflect on issues such as community cohesion and local identity in light of Commonwealth immigration to the United Kingdom.</p>	<p>USA: To enable students to reflect on contemporary developments in US politics. To develop students as global citizens by facilitating knowledge and understanding regarding political concepts and processes in a modern democracy.</p> <p>India: To enable students to further their understanding of the search for rights and freedoms by applying this to the case study of Indian independence. To enable students to reflect on issues such as community cohesion and local identity in light of Commonwealth immigration to the United Kingdom.</p>	<p>USA: To enable students to reflect on contemporary developments in US politics. To develop students as global citizens by facilitating knowledge and understanding regarding political concepts and processes in a modern democracy.</p> <p>India: To enable students to further their understanding of the search for rights and freedoms by applying this to the case study of Indian independence. To enable students to reflect on issues such as community cohesion and local identity in light of Commonwealth immigration to the United Kingdom.</p>	<p>As per half term 1.</p> <p>To develop students as citizens by enabling them to develop a knowledge and understanding of British political concepts and processes such as parliamentary privilege and the relationship between Crown and parliament.</p> <p>To develop students as active global citizens by giving them the opportunity to explore a key historiographical debate in the Holocaust of their choice and to reach their own judgements about this issue based on evidence.</p>
Key Knowledge	<p>USA: - Influences on the political landscape 1917-1980 - The impact of war on domestic politics 1917-1980 - The changing position of women 1917-1980</p>	<p>USA: - The impact of Reagan's presidency - Immigration 1917-1980</p> <p>India:</p>	<p>USA: - Black American Civil Rights 1917-1980 - The search for minority rights 1960-1980</p> <p>India:</p>	<p>USA: - The economic environment 1917-1980 - Living standards 1917-1980 - Popular culture and news media 1917-1980</p>	<p>Consolidation of content covered in half terms 1 to 4.</p> <p>Revision and preparation for mock exams.</p>	<p>Consolidation of content covered in half terms 1 to 4.</p> <p>Background to the Holocaust and research for Historical Enquiry coursework.</p>

	India: - The First World War and its impact on British India 1914-1920	- Changing political relationships 1920-1930	- Consultation and confrontation 1930-1942	- Leisure and travel 1917-1980 India: - The road to independence 1942-1948		Preparation for Year 13 unit on Tudor rebellions.
Key Skills	AO1: Demonstrate, organise and communicate knowledge and understanding. AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context. AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.	AO1: Demonstrate, organise and communicate knowledge and understanding AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context. AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.	AO1: Demonstrate, organise and communicate knowledge and understanding AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context. AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.	AO1: Demonstrate, organise and communicate knowledge and understanding AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context. AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.	AO1: Demonstrate, organise and communicate knowledge and understanding AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context. AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.	AO1: Demonstrate, organise and communicate knowledge and understanding AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context. AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.
Key Vocabulary	USA: Republican, Democrat, Congress, Supreme Court, New Deal, Red Scare, liberalism, Watergate conservatism, communism, Cold War, feminism India: Self-determination, Home Rule, reform, control, coercion, repression, concession	USA: Reaganomics, supply-side economics, national debt, big government, welfare, Equal Rights Amendment, 'Womens' Lib', Religious Right, immigration India: Industrialisation, traditionalism, non-violence, non-co-operation	USA: segregation, voting rights, lynching, Harlem Renaissance, northern migration, NAACP, direct action, legal challenge, boycott, peaceful protest, Black Power, Black Supremacy, Black Panthers, Hispanic, Native American, Red Power, gay rights, Stonewall riots India: negotiation, compromise	USA: tariffs, protectionism, boom, stock market, mass production, assembly line, Wall Street Crash, Great Depression, New Deal, laissez-faire, Hoovervilles, consumer boom, poverty India: independence, freedom, partition, civil war	As per half terms 1 to 4.	Holocaust, genocide, 'Final Solution', Nazi Party, antisemitism, ideology, propaganda, concentration camp, death camp, resistance, opposition Crown, parliament, Tudor, nobility, rebellion, Lancastrian, Yorkist, Wars of the Roses
Key Reading	Ian Copland, India 1885–1947: The Unmaking of an Empire (Routledge, 2001) Tim Leadbeater, Britain and India 1845–1947 (Hodder, 2008) Charles Allen, Plain Tales From The Raj: Images of	Ian Copland, India 1885–1947: The Unmaking of an Empire (Routledge, 2001) Tim Leadbeater, Britain and India 1845–1947 (Hodder, 2008) Charles Allen, Plain Tales From The Raj: Images of	Ian Copland, India 1885–1947: The Unmaking of an Empire (Routledge, 2001) Tim Leadbeater, Britain and India 1845–1947 (Hodder, 2008) Charles Allen, Plain Tales From The Raj: Images of	Ian Copland, India 1885–1947: The Unmaking of an Empire (Routledge, 2001) Tim Leadbeater, Britain and India 1845–1947 (Hodder, 2008) Charles Allen, Plain Tales From The Raj: Images of	Ian Copland, India 1885–1947: The Unmaking of an Empire (Routledge, 2001) Tim Leadbeater, Britain and India 1845–1947 (Hodder, 2008) Charles Allen, Plain Tales From The Raj: Images of	

	British India in the 20th Century (Abacus, 2000) She Votes: How US women won suffrage, and what happened next – Bridget Quinn	British India in the 20th Century (Abacus, 2000) Sitkoff, H. (1981) The struggle for black equality. 1954-1980	British India in the 20th Century (Abacus, 2000)	British India in the 20th Century (Abacus, 2000)	British India in the 20th Century (Abacus, 2000)	
End Point	Students develop knowledge and understanding of US politics and the position of women as well as the period 1914-1920 in India.	Students develop knowledge and understanding of Reagan's presidency and immigration to the US as well as the period 1920-1930 in India.	Students develop knowledge and understanding of black and minority rights in the US as well as the period 1930-1942 in India.	Students develop knowledge and understanding of economy and society in the US as well as the period 1942-1948 in India.	Students complete mock exam papers and gain feedback.	Students prepare for Year 13 units.
Form of Assessment	A level exam questions	A level exam questions	A level exam questions	A level exam questions	Mock exams	A level exam questions
Enrichment Opportunities	Links with local universities with the aim to offer online/in person lectures and seminars on topics studied at Year 12 and a chance to experience university settings Links with local archives and libraries to offer opportunities to read academic writings, experience university settings and use historical evidence to enhance understanding of content covered.					
Leadership Opportunities	Leadership development throughout the year includes refining debating skills through topics in the USA topic where students discuss and debate using evidence to come to a judgement. (Examples include: Did the status and position of women improve in the period 1919-1941? To what extent had racial equality been achieved in the USA by 1980?) Presentation skills are also linked as students will present their argument to the class at the end of the topic of work (Examples include: Presentations on the achievements and limits of the women's liberation movement 1961-1980, impact of the Second World War on Japanese-Americans, Chinese-Americans and Mexican-Americans) Teamwork skills are developed through the year through starters in lessons and end points of lessons where students will work together to reach judgements, find suitable evidence and work together to answer enquiry questions about the topics being studied. For example, working together to conduct research on topics studied, for example the impact of media on society 1917-1945 and impacts of immigration policies 1941-1960.					