

**Curriculum Assessment Map**

**Year:** <insert here>

**Subject:** <insert here>

½ TERM	TAUGHT CURRICULUM	TAUGHT SKILLS	SUMMATIVE ASSESSMENT TITLE/TYPE	ASSESSMENT CRITERIA	LEARNED CURRICULUM
UNIT					
<p style="text-align: center;"><b>1</b></p> <p><b>The making of a Superpower: USA, 1865–1975</b></p>	<p><b>The Era of Reconstruction and the Gilded Age, 1865–1890</b></p> <ul style="list-style-type: none"> <li>● The weaknesses of Federal Government: Johnson, Grant and the failure of Radical Reconstruction</li> <li>● The politics of the Gilded Age and the era of weak presidents; political corruption</li> <li>● Social, regional and ethnic divisions: divisions within and between North, South and West; the position of African-Americans</li> <li>● Economic growth and the rise of corporations: railways; oil; developments in agriculture; urbanisation</li> <li>● Laissez-faire dominance and</li> </ul>	<ul style="list-style-type: none"> <li>● How did government , political authority and political parties change and develop?</li> <li>● In what ways did the economy and society of the USA change and develop?</li> <li>● How did the role of the USA in world affairs change?</li> <li>● How important were ideas and ideology?</li> <li>● How united</li> </ul>		<ul style="list-style-type: none"> <li>- Using your understanding of the historical context, assess how convincing the arguments in these three extracts are in relation to ...</li> <li>- To what extent.../How far.../Assess the validity of the view...</li> </ul>	<ul style="list-style-type: none"> <li>• E Foner, Reconstruction: America’s Unfinished Revolution, HarperCollins, 2002</li> <li><a href="#">Lincoln film</a></li> <li>• C Vann Woodward, Origins of the New South, 1877-1913, LSU Press, 1951</li> <li>•J de Pennington, Modern America: 1865 to the Present, Hodder, 2005</li> <li><a href="#">Hostiles film</a></li> <li>• D Murphy et al, Flagship History - United States 1776-1992, Collins, 2001</li> <li>• C Calhoun (ed.), The Gilded Age, Rowman &amp;</li> </ul>

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	<p>consequences; the impact of the ending of the frontier</p> <ul style="list-style-type: none"> <li>• The limits of foreign engagement and continuation of isolationism: the continuation of the Monroe Doctrine; territorial consolidation (Alaska) and tensions over Canada</li> </ul>	<p>was the USA during this period?</p> <ul style="list-style-type: none"> <li>• How important was the role of key individuals and groups and how were they affected by developments?</li> </ul>			<p>Littlefield, 2007</p> <ul style="list-style-type: none"> <li>• D Carter, The Politics of Rage, OUP, 1996</li> <li>• S Cashman, America in the Gilded Age, NYU Press, 1993</li> </ul>
<p>2</p>	<p><b>Populism, progressivism and imperialism, 1890–1920</b></p> <ul style="list-style-type: none"> <li>• Political tensions and divisions: the reaction against Big Business at national and state level</li> <li>• The ideas and influence of Bryan, Roosevelt and Taft; Populism, Progressivism and Wilson’s New Freedom</li> <li>• Economic change and developments: the rise of US dominance as</li> </ul>			<ul style="list-style-type: none"> <li>- Using your understanding of the historical context, assess how convincing the arguments in these three extracts are in relation to ...</li> <li>- To what extent.../How far.../Assess the validity of the view...</li> </ul>	<ul style="list-style-type: none"> <li>• R Hofstadter, The Age of Reform: From Bryan to FDR, Random House, 1988</li> <li>• S Fraser, Every Man a Speculator: A History of Wall Street, Harper, 2006</li> </ul>

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an economic and industrial power and the consequences of this

- Social developments: mass immigration and urbanisation and their consequences; the position of African-Americans
- Foreign affairs: imperialism; engagement in international affairs; Spain and the Philippines; the Panama Canal; the First World War, neutrality and entry
- The USA by 1920: economic power; social and ethnic divisions; political reaction and renewed isolationism

• S Watts, *The People's Tycoon: Henry Ford*, Vintage, 2005

• D Kennedy, *Over Here: The First World War and American Society*, OUP, 1980

• A Scott Berg, *Wilson*, Putnam, 2013

3	<p><b>Crisis of identity, 1920–1945</b></p> <ul style="list-style-type: none"> <li>● Domestic politics: Harding, Coolidge and Republican conservatism; Hoover and the Depression</li> <li>● FD Roosevelt and the New Deals: conflict of ideas over the role of the Federal Government</li> <li>● The economy: boom to bust and recovery; structural weaknesses and the impact of the New Deals and the Second World War on economic recovery</li> <li>● Social and cultural developments: ‘the Jazz Age’ in the 1920s; new social values and the role of women; the failure of prohibition and its significance; social impact of the Depression and the Second World War</li> <li>● Social, regional and ethnic divisions: countryside versus city; divisions between</li> </ul>			<ul style="list-style-type: none"> <li>- Using your understanding of the historical context, assess how convincing the arguments in these three extracts are in relation to ...</li> <li>- To what extent.../How far.../Assess the validity of the view...</li> </ul>	<ul style="list-style-type: none"> <li>• A Kessler-Harris, <i>In Pursuit of Equity</i>, OUP, 2003</li> <li>• M McGerr, <i>A Fierce Discontent</i>, OUP, 2005</li> <li>• D Okrent, <i>Last Call: The Rise and Fall of Prohibition</i>, Scribner, 2011</li> </ul> <p><a href="#">Film- The Great Gatsby</a></p>
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	<p>North, West and South; African-Americans and the rise of the Ku Klux Klan</p> <ul style="list-style-type: none"> <li>• The USA and international relations: the extent of isolationism; FDR and the end of isolationism and the Second World War</li> </ul>				<ul style="list-style-type: none"> <li>• J Edward Smith, FDR, Random House, 2008</li> <li>• E Morris, Theodore Rex, Random House, 2001</li> </ul>
<p>4</p>	<p><b>The Superpower, 1945–1975</b></p> <ul style="list-style-type: none"> <li>• Domestic politics: Truman, Eisenhower and post-war reconstruction</li> <li>• Kennedy, Johnson and Nixon; New Frontier; the Great Society; Nixon and Republican revival</li> <li>• Economic change and developments: the rise of the consumer society and economic boom</li> <li>• Ideological, social, regional and ethnic divisions: McCarthyism; civil</li> </ul>			<ul style="list-style-type: none"> <li>- Using your understanding of the historical context, assess how convincing the arguments in these three extracts are in relation to ...</li> <li>- To what extent.../How far.../Assess the validity of the view...</li> </ul>	<ul style="list-style-type: none"> <li>• J Edward Smith, Eisenhower in War &amp; Peace, Random House, 2013</li> <li>• R Dallek, Lyndon B. Johnson: Portrait of a President, Oxford University Press, 2004</li> </ul> <p><a href="#">Film- Mississippi Burning</a></p>

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	<p>rights; youth culture; protest and the mass media</p> <ul style="list-style-type: none"><li>• The USA and international relations: the Cold War and relations with the USSR and China; the Vietnam War</li><li>• The USA by 1975: its place as a Superpower; the limits of social cohesion; new cultural developments, including the role of women and the position of African-Americans</li></ul>				<p><a href="#">Film-Frost/Nixon</a></p>

½ TERM	TAUGHT CURRICULUM	TAUGHT SKILLS	SUMMATIVE ASSESSMENT TITLE/TYPE	ASSESSMENT CRITERIA	LEARNED CURRICULUM
UNIT					
1  <b>The Making of Modern Britain, 1951–2007</b>	<b>The Affluent Society, 1951–1964</b> <ul style="list-style-type: none"> <li>Conservative governments and reasons for political dominance: Churchill, Eden, Macmillan and Home as political leaders; domestic policies; internal Labour divisions; reasons for Conservatives' fall from power</li> </ul>	This option provides for the study in depth of the key political, economic, social and international changes which helped to mould Britain in the second half of the 20th century. It explores concepts such as government and opposition, class,	Past Paper question: 1950s Foreign policy	<ul style="list-style-type: none"> <li>With reference to the three sources and your historical knowledge, assess the value of the three sources to a historian studying...</li> <li>To what extent.../How far.../Assess the validity of the view...</li> </ul>	D Sandbrook, Never Had It So Good: A History of Britain from Suez to the Beatles, Abacus, 2010

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	<ul style="list-style-type: none"><li>● Economic developments: post-war boom; balance of payments issues and 'stop-go' policies</li><li>● Social developments: rising living standards; the impact of affluence and consumerism; changing social attitudes and tensions; class and 'the Establishment'; the position of women; attitudes to immigration; racial violence; the emergence of the 'teenager' and youth culture</li><li>● Foreign relations: EFTA and attempts to join the EEC; relations with and policies towards USA and USSR; debates over the nuclear deterrent; Korean War; Suez; the 'Winds of Change' and decolonisation</li></ul>	social division and cultural change. It encourages students to reflect on Britain's changing place in the world as well as the interrelationship between political policies, economic developments and political survival.			
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2	<p><b>The Sixties, 1964–1970</b></p> <ul style="list-style-type: none"> <li>● Wilson and the Labour governments: Wilson's ideology and leadership; economic policies and problems; devaluation; industrial relations; the trade unions; other domestic policies; Labour divisions; the beginning of the 'troubles' in Northern Ireland; the end of post-war consensus; loss of 1970 election</li> <li>● Liberal reforming legislation: private members' bills and the end of capital punishment; divorce reform; the legalisation of abortion; the legalisation of homosexual relations; educational reform</li> <li>● Social and cultural change: the expansion of the mass media; growth in leisure activities; the impact of scientific developments; the</li> </ul>		Past Paper question: 1960s Society	<ul style="list-style-type: none"> <li>- With reference to the three sources and your historical knowledge, assess the value of the three sources to a historian studying...</li> <li>- To what extent.../How far.../Assess the validity of the view...</li> </ul>	A Marwick, The Sixties, OUP, 1998
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	<p>reduction in censorship; progress towards female equality; changes in moral attitudes; youth culture and the 'permissive society'; anti-Vietnam war riots; issues of immigration and race</p> <ul style="list-style-type: none"> <li>● Relations with and policies towards USA, particularly the issue of Vietnam; response to world affairs and relations with Europe; decolonisation including 'withdrawal East of Suez' and Rhodesia.</li> </ul>				
<p><b>3</b></p>	<p><b>The end of Post-War Consensus, 1970–1979</b></p> <ul style="list-style-type: none"> <li>● Heath's government: Heath as leader; political and economic policies; industrial relations and the miners' strikes; the 'troubles' in Northern Ireland, including the Sunningdale Agreement</li> </ul>		<p>Past Paper question</p>	<ul style="list-style-type: none"> <li>- With reference to the three sources and your historical knowledge, assess the value of the three sources to a historian studying...</li> <li>- To what extent.../How far.../Assess the</li> </ul>	<p>A Marr, A History of Modern Britain, Macmillan, 2007</p>

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	<ul style="list-style-type: none"> <li>● Labour governments of Wilson and Callaghan: political, economic and industrial problems and policies; problems of Northern Ireland</li> <li>● Society in the 1970s: progress of feminism; the Sex Discrimination Act; race and immigration; youth; environmentalism</li> <li>● Britain's entry into and relations with Europe; the state of the 'special relationship' with USA; attitudes to USSR and China</li> </ul>			<p>validity of the view...</p>	
<p>4</p>	<p><b>The impact of Thatcherism, 1979–1987</b></p> <ul style="list-style-type: none"> <li>● The Thatcher governments: Thatcher as leader, character and ideology; ministers; support and opposition; electoral success; internal Labour divisions and the formation of the SDP; Northern Ireland</li> </ul>		<p>Past Paper question</p>	<ul style="list-style-type: none"> <li>- With reference to the three sources and your historical knowledge, assess the value of the three sources to a historian studying...</li> <li>- To what extent.../How far.../Assess the validity of the</li> </ul>	<p>E. Evans, Thatcher and Thatcherism, Routledge, 2004.</p>

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	<p>and the troubles</p> <ul style="list-style-type: none"> <li>• Thatcher's economic policies and their impact: monetarism; privatisation; deregulation; issues of inflation, unemployment and economic realignment</li> <li>• Impact of Thatcherism on society: sale of council houses; miners' strike and other industrial disputes; poll tax; extra-parliamentary opposition</li> <li>• Foreign Affairs: the Falklands; the 'special relationship' with USA; moves to end the Cold War; Thatcher as an international figure; attitudes to Europe, including Thatcher's policies; divisions within the Conservative Party</li> </ul>			<p>view...</p>	
<p>5</p>	<p><b>Towards a new Consensus, 1987–1997</b></p> <ul style="list-style-type: none"> <li>• Fall of Thatcher and her legacy; Major as</li> </ul>		<p>Past Paper question</p>	<p>- With reference to the three sources and your historical knowledge,</p>	<p>A Marr, A History of Modern Britain, Macmillan, 2007</p>

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	<p>leader; economic developments, including 'Black Wednesday' and its impact; political sleaze, scandals and satire; political policies; approach to Northern Ireland; Conservative divisions</p> <ul style="list-style-type: none"><li>● Realignment of the Labour Party under Kinnock, Smith and Blair; reasons for Labour victory in 1997</li><li>● Social issues: the extent of 'social liberalism'; anti-establishment culture; the position of women and race-relations</li><li>● Foreign affairs: relations with Europe, including the impact of the Single European Act and Maastricht Treaty; interventions in the Balkans; contribution and attitude to the end of the Cold War</li></ul>			<p>assess the value of the three sources to a historian studying...</p> <ul style="list-style-type: none"><li>- To what extent.../How far.../Assess the validity of the view...</li></ul>	
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6	<p><b>The Era of New Labour, 1997–2007</b></p> <ul style="list-style-type: none"> <li>● The Labour governments: Blair as leader, character and ideology; constitutional change; domestic policies; Brown and economic policy; Northern Ireland and the Good Friday Agreement</li> <li>● The Conservative Party: leaders and reason for divisions; reason for electoral failures in 2001 and 2005</li> <li>● Social issues: workers, women and youth; the extent to which Britain had become a multicultural society</li> <li>● Foreign affairs: attitudes to Europe; the 'special relationship' with USA; military interventions and the 'war on terror'; Britain's position in the world by 2007</li> </ul>			<ul style="list-style-type: none"> <li>- With reference to the three sources and your historical knowledge, assess the value of the three sources to a historian studying...</li> <li>- To what extent.../How far.../Assess the validity of the view...</li> </ul>	<p>A Seldon (ed), Blair's Britain 1997-2007, Cambridge, 2007</p>
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<b>UNIT</b>					
<b>Historical investigation (non-exam assessment)</b>	<p>In the context of 1757 to 1858, how significant were economic concerns in the British conquest of India?</p> <p>Investigate the period preceding 1858, namely the period 100 years prior to</p>	<p>The purpose of the Historical Investigation is to enable students to develop the skills, knowledge and historical understanding</p>	<p>Non-Exam Assessment</p>	<p>Students will be required to submit a Historical Investigation based on a development or issue which has been subject to different historical interpretations. The</p>	

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	<p>1858. A multiplicity of methods underlay the British conquest of India: commerce, military conquests, social, political and religious factors.</p>	<p>acquired through the study of the examined components of the specification.</p> <p>Through undertaking the Historical Investigation students will develop an enhanced understanding of the nature and purpose of history as a discipline and how historians work.</p> <p>The Historical Investigation contributes towards meeting the aims and objectives of the A-level specification. In particular it encourages students to:</p> <ul style="list-style-type: none"><li>● ask relevant and significant questions about the</li></ul>		<p>Historical Investigation must:</p> <ul style="list-style-type: none"><li>● be independently researched and written by the student</li><li>● be presented in the form of a piece of extended writing of between 3500 and 4500 words in length, with a limit of 4500 words</li><li>● draw upon the student's investigation of sources (both primary and secondary) which relate to the development or issue chosen and the differing interpretations that have been placed on this</li><li>● place the issue to be investigated within a context of approximately 100 years</li></ul>	
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- past and undertake research
- develop as independent learners and critical and reflective thinkers
  - acquire an understanding of the nature of historical study
  - organise and communicate their knowledge and understanding in a piece of sustained writing

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