

## History Department Curriculum 2021 - 2022

### A Level Scheme of Learning – AQA The Making of a Superpower: USA, 1865–1975, 1K

| Intent of this scheme of learning  | Prior learning and links to future learning  |
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| <p>The intent for this scheme of learning is for students to study a breadth of issues of change, continuity, cause and consequence in this period through a range of enquiry questions. Students can link many of the areas to the modern day when comparing the development of the US to the development of GB and life today.</p> | <p>Students at KS3 and KS4 have studied the role of the US in world relations and conflicts. Students have assessed the influence of the US in WWI and WWI along with the Cold War. Students have also looked at the technological advancements and rivalry with old world powers.</p> |

| Disciplinary Knowledge   | Substantive Knowledge  |
|--|--|
| <p>Disciplinary knowledge refers to knowledge of history as a discipline: the methods of historians and their conceptual frameworks. This scheme of learning primarily assesses the concepts of cause/consequence, change and continuity and significance across the timescale.</p> <p><b>Interpreting the past</b><br/>Students will be exposed to the works of Historians and will learn to ‘Think like a Historian’ by looking at interpretations of the past, and in particular the work of:</p> <ul style="list-style-type: none"> <li>• M Isserman &amp; M Kazin, America Divided, The Civil War of the 1960s</li> <li>• S Cashman, America in the Gilded Age</li> <li>• D Kennedy, Over Here: The First World War and American Society</li> </ul> | <ul style="list-style-type: none"> <li>• The Era of Reconstruction and the Gilded Age, 1865–1890</li> <li>• Populism, progressivism and imperialism, 1890–1920</li> <li>• Crisis of identity, 1920–1945</li> <li>• The Superpower, 1945–1975</li> </ul> <p><b>Enquiry Questions</b></p> <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 was the USA during this period?</li> <li>• How important was the role of key individuals and groups and how were they affected by developments?</li> </ul> |

| Assessment and Feedback   | Links to careers and the wider world   | Academy core values – Respect, Ambition, Resilience and Compassion   |
|---|--|--|
| <p>Examination Assessment</p> <ul style="list-style-type: none"> <li>Section A – one compulsory question linked to interpretations (30 marks)</li> <li>Section B – two essays from three</li> </ul> <p>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance</p> <p>AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted</p> | <p>Students will develop skills which prepare for the world of work and/or future learning. Students will analyse interpretations and assess how convincing they are for an enquiry and produce a balanced response. Students will critically assess the merits of US actions and challenge other interpretations.</p> | <p>Students will recognise the ambition of the US and resilience to become a Superpower. Students will be exposed to character traits of the Presidents and use this to assess their own leadership qualities and decision making. Students will develop compassions for Americans and immigrants in times of hardship and liken this to issues for groups and individual in the local are and nationally.</p> |

| Time  | Specification Topic                      | Content detail                                  | Content coverage with some suggested activities.  | stretch and challenge opportunities   | Resources  |
|---|--|---|---|---|--|
| <b>PART ONE: FROM CIVIL WAR TO WORLD WAR, 1865–1920; Section 1: The Era of Reconstruction and the Gilded Age, 1865–1890</b> |  |   |   |   |  |
| Week 1  | The weaknesses of the Federal government | Johnson   | <p>PowerPoint: introduction and overview of the period.</p> <p>Examine the state of the USA in 1865 in the aftermath of the Civil War.</p> <p>Research the system of Federal government; identify any weaknesses.</p> <p>Presidential Reconstruction: investigate what Johnson did next and why Congress took over the Reconstruction process.</p> <p>Investigate Civil Rights Act 1866, Radical Reconstruction and the attempt to impeach Johnson.</p> | Research task looking at why Congress took over the Reconstruction process and why Republicans tried to impeach Johnson.      | <p>Guided reading and academic interpretations.</p> <p>PowerPoint.</p> <p>Hand-outs to summarise post war condition.</p>                         |
| Week 2  |  | Grant and the failure of Radical Reconstruction | <p>Consider why the Republicans selected Grant as their Presidential candidate.</p> <p>Examine the extent to which blacks controlled 'Black Reconstruction'?</p> <p>Look at corruption within Southern Republican governments?</p>  | <p>Consider the success of the presidency of Ulysses S. Grant 1869–1877.</p> <p>Debate: did Reconstruction entirely fail?</p> | <p>Map to illustrate where blacks did actually wield some political power for example Mississippi and South Carolina.</p> <p>Guided reading.</p> |

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|--------|--------------------------------|---|---|---|---|
| Week 3 | The politics of the Gilded Age | The era of weak Presidents and political corruption | <p>PowerPoint: political issues of the 'Gilded Age'.</p> <p>Students produce spider diagrams of the main issues in US politics, 1877–96:</p> <ul style="list-style-type: none"> <li>• gold vs silver</li> <li>• corruption and civil service reforms</li> <li>• tariff policy</li> <li>• agriculture versus industry</li> <li>• pensions and the regulation of big business.</li> </ul>                         | Research the reasons why only five major bills made it through Congress to the president's desk.  | <p>Student spider diagrams/PowerPoint presentations.</p> <p>Extracts from academic historians.</p> <p>Guided reading.</p> |
| Week 4 |                                | The era of weak Presidents and political corruption | <p>Electoral woes: investigate the 1876 Presidential election and the Hayes administration.</p> <p>Research and evaluate the Presidency of Rutherford B. Hayes.</p> <p>Examine the impact of the Pendleton Civil Service Act on Chester Arthur's Presidency.</p> <p>Investigate how widespread corruption was in US politics.</p> <p>Students might produce mini biographies for the Presidents of the era.</p> | <p>PowerPoint on <i>The Forgettable Presidents</i>: Hayes, Garfield, Arthur and Cleveland.</p> <p>Examine Cleveland's first time in office. Why did Cleveland lose the 1888 election?</p> | <p>PowerPoint overview and research tasks.</p> <p>Guided reading.</p> <p>Internet searches; guided use.</p>               |

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|--------|--|--|---|--|---|
| Week 5 | Social, regional and ethnic divisions        | <p>Divisions within and between North, South and West.</p> <p>The position of African Americans.</p> | <p>Examine social, regional and ethnic divisions across America during this period.</p> <p>Research settlement in the North, South and West.</p> <p>Look at the experience of African Americans in the period.</p> <p>Link to immigration and consider the impact of these divisions in the form of detailed spider-diagrams.</p> | <p>Understand the positive and negative aspects of these divisions.</p> <p>Consider the positions of African Americans from different viewpoints.</p>      | <p>Map to illustrate regional and ethnic divisions across America.</p> <p>Guided reading.</p> <p>Academic interpretations and guided worksheets.</p>    |
| Week 6 | Economic growth and the rise of corporations | Railways   | <p>PowerPoint: the US economy pre-industrialisation.</p> <p>Class research task: the building of railroads and the role of individuals, eg Cornelius and William Vanderbilt.</p> <p>Consider the effect railroads had on industrial growth.</p> <p>Investigate the business practices of Vanderbilt.</p>                          | <p>Use key terms to develop economic understanding, eg the meaning of G.D.P.</p> <p>Class discussion and written tasks on the impact of the railroads.</p> | <p>Most textbooks carry sections on the factors causing post-Civil War growth including railway building.</p> <p>Extracts from academic historians.</p> |

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| Week 7 |                     | Oil                         | <p>Use a map to plot the development of the oil industry in the USA post-Civil War.</p> <p>Student presentations on the rise of Rockefeller's Standard Oil company.</p> <p>Understand key terms, eg trusts and vertical integration.</p> <p>Evaluate the economic advantages in relation to critics' arguments of trusts.</p>   | Consider: John D. Rockefeller; Robber Baron or Captain of industry?                       | <p>Maps, guided worksheets and reference material for reading.</p> <p>Guided reading.</p>   |
| Week 8 |                     | Developments in agriculture | <p>Allocate groups to produce spider diagrams on the reasons for the developments in agriculture, eg the abundance of natural resources, the development of the railroads and the role of financial corporations.</p> <p>Analyse the negative response of farmers to big business and the railroads. Make links to anti-trust laws.</p> <p>Research the Granger Movement and evaluate its success against monopolistic grain transport practices.</p> | Write a letter from a member of a Farmers' Alliance explaining his concerns about trusts. | <p>Look at academic interpretations of economic changes and evaluate the significance of corporations.</p> <p>Guided reading.</p> |

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|---------|--|--|--|--|---|
| Week 9  |  | Urbanisation                             | <p>Compile key statistics illustrating the rural to urban shift in the USA before the turn of the century.</p> <p>Examine the factors for this shift particularly the impact of industrialisation and the role of large corporations.</p> <p>Assess the socio-economic impact of industrialisation on cities such as Chicago and New York.</p> | Practice exam question on economic developments.   | <p>Statistical table of the urban population in the late nineteenth century.</p> <p>Source evidence and academic interpretations of the socio-economic effects of the rural to urban shift.</p> |
| Week 10 | Laissez faire dominance and consequences | The impact of the ending of the frontier | <p>Introduce key term: laissez faire. Consider its dominance in the period.</p> <p>Examine the economic reasons for non-intervention during the post war era. Link to previous lessons on the expansion of the economy.</p>  | Debate: evaluate the government's use of laissez faire in the years 1865–90.                     | <p>Provide worksheets for and against laissez faire in the USA 1865–90.</p> <p>Guided reading.</p>  |
| Week 11 |  | The impact of the ending of the frontier | <p>PowerPoint: the Growth of the West; how the west was settled.</p> <p>Research the impact of the transcontinental railroad and the Homestead Act.</p> <p>Compile statistics showing population growth and map where people settled and why.</p> <p>Examine the contribution of the US government.</p>  | Evaluate the relative merits of key factors such as the Homestead Act in the growth of the West. | <p>Guided worksheets and reference material for reading.</p> <p>Extracts from academic historians.</p>  |

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| Week 12 | The limits of foreign entanglement and continuation of isolationism | Continuation of the Monroe Doctrine | <p>Introduce key terms; eg, isolationism and Monroe Doctrine.</p> <p>Students research foreign policy in the years 1865–1890 and create timeline.</p> <p>Explain US foreign policy objectives and the reasons why these began to change; the role of James G. Blaine and events in Latin America.</p> | Debate: anti and pro isolationism.   | <p>Map plotting Latin and South American intervention.</p> <p>Guided reference sheets and reading.</p> <p>Extracts in support and against isolationism.</p> |
| Week 13 |   | Territorial consolidation of Alaska | <p>Class presentations examining the reasons for the Alaska Purchase.</p> <p>Investigate attitudes to and the impact of the purchase.</p>   | Research attitudes towards the purchase and longer term impact on US foreign policy. | <p>PowerPoint presentation/handout from students.</p> <p>Guided reading.</p> <p>Map of Alaska.</p>  |
| Week 14 |   | Tensions over Canada                | <p>Look at maps outlining the boundary dispute and consider the reason for tensions.</p> <p>Examine the Alaska Boundary dispute.</p> <p>Students might construct a chart to illustrate territorial developments.</p>  | Practise essay questions.  | <p>Look at historians' interpretations of the dispute.</p> <p>Guided reading.</p> <p>Summary timeline for annotation.</p>                                   |



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| Week 15   | Overview/revision                | The era of Reconstruction and the Gilded Age, 1865–1890       | <p>Overview of the USA by 1890.</p> <p>Timelines: key political, economic and social developments. These could be colour coded to highlight different perspectives.</p> <p>Look at the key questions and consider change and continuity.</p>  | Spider diagrams and class debates on the key issues covered in this section.  | <p>Collating previous materials.</p> <p>Looking at academic interpretations of the state of the USA by 1890.</p>  |
| <b>PART ONE: FROM CIVIL WAR TO WORLD WAR, 1865–1920; Section 2: Populism, Progressivism and Imperialism 1890–1920</b> |                                  |   |   |   |   |
| Week 16   | Political tensions and divisions | The reaction against Big Business at national and state level | <p>Examine the role of leading industrialists at the end of the nineteenth century: positive and negative effects of Big Business at both national and state level.</p> <p>Create charts to illustrate the positive and negative effects of Big Business.</p> <p>Research the 'Robber Barons'.</p> <p>Consider how different groups in the US reacted to the development of trusts.</p> | <p>PowerPoint: a recap of the business practices of the so called 'Robber Barons'; Carnegie, J.P. Morgan and Ruckerfeller.</p> <p>Assess the impact of trust busting measures, eg Sherman's Anti-Trust Act.</p> | <p>PowerPoint overview of the leading industrialists.</p> <p>General textbooks on US history and guided worksheets.</p> <p>Guided reading of academic historians.</p> |

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| Week 17 | Ideas and influence | Bryan<br><br>Populism                                | <p>PowerPoint: introduction to the Populist movement. Establish a clear understanding of the term.</p> <p>Who supported the Populists and why?</p> <p>Students should construct a table to illustrate their understanding of the idea and its supporters.</p> <p>Compile a character profile of Bryan.</p> <p>Examine the political impact of William Jennings Bryan.</p> <p>Research the course and the results of the 1896 election.</p> | <p>Student presentations evaluating Bryan's political achievements.</p> <p>Analyse why Bryan/Populists lost the 1896 Presidential election.</p> | <p>Interpretations from academic historians on the impact of Bryan.</p> <p>Guided reading.</p> <p>Statistics for the 1896 election.</p> |
| Week 18 |                     | Roosevelt and Taft<br><br>Populism and Progressivism | <p>Consider the origins and aims of the Progressive movement.</p> <p>Compile character profiles of Roosevelt and Taft.</p> <p>Compare and contrast how Progressive Presidents Roosevelt and Taft were.</p> <p>Compare progressivism with populism; define and explain both terms.</p> <p>Look at the 1912 election.</p>  | <p>Research into the origins of the 'Bull Moose Party' and the impact on the 1912 election.</p>   | <p>Worksheets or guided reading on Roosevelt and Taft.</p> <p>Academic interpretations on progressivism.</p>                            |

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| Week 19 |                                  | Wilson's New Freedom<br>Progressivism   | <p>Research Wilson's Progressive reforms and examine their effects.</p> <p>How successful was Wilson's anti-trust legislation?</p> <p>Review the change from Populism to Progressivism.</p>  | <p>Debate Wilson's contribution to the Progressive movement. How true to Progressive ideals was he? Compare his domestic and foreign policies.</p>  | <p>Individual research and presentations.</p> <p>Interpretations from academic historians.</p> <p>Guided reading.</p>  |
| Week 20 | Economic change and developments | The rise of US dominance as an economic and industrial power and the consequences of this | <p>Investigate the rise of the US economy after 1865.</p> <p>Research and create a table of factors for America's economic dominance.</p> <p>Examine the consequences of such rapid economic growth:</p> <ul style="list-style-type: none"> <li>• agricultural poverty overcrowding</li> <li>• xenophobia</li> <li>• violence</li> <li>• rise of trusts.</li> </ul> <p>Consider the consequences of the USA's dominance.</p> | <p>Debate the significance of each of the reasons for America's economic dominance.</p> <p>Examine the panic of 1893 to gain an understanding that not all was well with the US economy after 1890.</p> | <p>General textbooks on US history and guided worksheets.</p> <p>Interpretations from academic historians.</p> <p>Visual and written sources to illustrate the social problems associated with rapid growth.</p> |

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|---------|---------------------|--|--|--|--|
| Week 21 | Social Developments | Mass immigration and urbanisation and their consequences | <p>Provide immigration statistics for this period from different parts of the world.</p> <p>Research mass immigration.</p> <p>Student presentations on push and pull factors.</p> <p>Examine the impact of immigration and urbanisation on US society, economy and politics.</p> <p>Consider the reaction of WASPs to the increase in immigration.</p> <p>Look at maps and statistics on urbanisation and discuss its effects.</p> | <p>Use worksheets provided to create a table calculating the advantages and disadvantages of mass immigration to the USA for the state and individual.</p> <p>Practice essay question.</p> | <p>Provide worksheets on the experiences of immigrants. Was the US really 'paved with gold'?</p> <p>Simon Schama's, The American Dream: A History. Episode 4 – What is an American?</p> <p>Guided reading.</p> |
| Week 22 |                     | The position of African-Americans                        | <p>Research the major changes affecting African-Americans such as immigration and rise of the Ku Klux Klan.</p> <p>Examine why 2 million African-Americans migrated to the north.</p> <p>Create a table to illustrate the key courses. Colour code to distinguish push/pull factors.</p>   | Produce a PowerPoint on change and continuity within the African-American community.   | <p>Provide map and statistics outlining African-American migration.</p> <p>Guided reading.</p>   |

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|---------|---------------------|--|---|--|--|
| Week 23 | Foreign affairs     | Imperialism  | <p>Create a timeline of US expansion 1890–1920.</p> <p>Understand key terms, eg imperialism, and examine reasons for the growth of imperialism.</p> <p>Consider the causes of imperialism and its perceived benefits.</p> | <p>Class discussion: how far was expansion in the period 1890–1896 motivated by economic factors?</p>                                      | <p>Map of US expansion.</p> <p>Academic texts.</p>   |
| Week 24 |                     | Engagement in international affairs; Spain and the Philippines | <p>Research the reasons why the USA went to war with Spain in 1898.</p> <p>What were the effects of the USA's war with Spain?</p> <p>Consider the USA's involvement in the Philippines.</p>                               | <p>Student presentations assessing the influences on McKinley's decision to go to war.</p>   | <p>Guided reading and academic interpretations of the reasons for war.</p> <p>Simon Schama's, The American Dream: A History. Episode 2 American War.</p> |
| Week 25 |                     | The Panama Canal   | <p>Provide map and information sheet to aid analysis: why was the Panama Canal was built?</p> <p>Draw a spider diagram to illustrate the causes.</p> <p>What economic benefits did the Canal bring to the US?</p>         | <p>Debate: did the building of the canal help to make the USA a world power?</p> <p>Divide the class into two groups, for and against.</p> | <p>Map and guided information sheets.</p> <p>PowerPoint overview of the reasons why it was built and the benefits it brought to the US.</p>              |

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|---------|---------------------|---|---|---|--|
| Week 26 |                     | The First World War; neutrality and entry | <p>Provide contemporary sources on the reasons why the US stayed neutral in 1914.</p> <p>Students might consider arguments for and against neutrality.</p> <p>Debate: why did the USA become involved in the First World War?</p> | <p>Create a list of causes for late entry and the USA's place into a hierarchy.</p> <p>Consider: how far was German aggression the main reason for the entry of the USA into the First World War in 1917.</p> | <p>Guided reading and academic interpretations of the reasons for neutrality and entry into the war.</p>                                       |
| Week 27 | The USA by 1920     | Economic power                            | <p>Spider diagrams explaining the reasons why American emerged after WWI as the greatest economic power in the world.</p> <p>Consider the effects of this dominance.</p>  | <p>Student presentations outlining the factors on which the economic position was based.</p>  | <p>Provide visual and written sources to illustrate the reasons for America's economic position.</p> <p>Statistics.</p> <p>Guided reading.</p> |
| Week 28 |                     | Social and ethnic divisions               | <p>Divide the class into groups, each with different occupations and interests, such as farmers, businessmen, immigrants, WASPs, temperance members and anti-communists. Discuss their post war fears as a whole class.</p>       | <p>Why was the USA so divided in 1920?</p> <p>Investigate the post war race riots and the Red Scare.</p>  | <p>Guided worksheets and reference material for reading.</p> <p>Interpretations from academic historians.</p>                                  |

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|---------|---------------------|--|---|---|---|
| Week 29 |                     | Political reaction and renewed isolationism        | <p>Consider why Harding won the 1920 election.</p> <p>Examine the return to isolationism.</p>   | Use key terms to develop understanding, eg normalcy.                      | <p>Worksheet on the reasons for the US public's desire for a return to normalcy.</p> <p>Conflicting interpretations from academic historians.</p> |
| Week 30 | Overview/revision   | Populism, Progressivism and Imperialism, 1890–1920 | <p>Overview of the USA from 1890 to 1920.</p> <p>Timelines: key political, economic and social developments.</p> <p>Make overview charts in relation to the key themes.</p> <p>Students might produce paragraph summary responses to each of the six key questions.</p> | Spider diagrams and class debates on the key issues covered in this unit. | <p>Collating previous materials.</p> <p>Looking at academic interpretations on the state of the USA 1920.</p>                                     |

| Time   | Specification Topic | Content detail                       | Content coverage with some suggested activities.  | stretch and challenge opportunities  | Resources  |
|--|---------------------|--------------------------------------|---|--|--|
| <b>PART TWO: CRISES AND THE RISE TO WORLD POWER, 1920–1975; Section 1: Crisis of Identity, 1920–1945</b> |                     |                                      |   |  |  |
| Week 1   | Domestic politics   | Harding                              | <p>PowerPoint: overview of Republican years. Why did they dominate throughout the decade?</p> <p>Research and create a character profile of Warren Harding.</p> <p>Spider diagram: key reforms of Harding’s administration.</p> <p>Debate: an assessment of the Harding years. Was his period in office a complete failure?</p> | <p>Examine the election of 1920.</p> <p>Investigate the Teapot Dome scandal and its impact on Harding.</p> | <p>PowerPoint overview of the Republican years.</p> <p>General textbooks on this post WWI period and guided worksheets.</p> <p>Interpretations from academic historians.</p> |
| Week 2   |                     | Coolidge and Republican conservatism | <p>Research and create a character profile of Calvin Coolidge.</p> <p>Create a timeline to illustrate the end of mass immigration culminating with the National Origins Act of 1924 under Coolidge.</p> <p>Look at the National Origins Act 1924 and consider why Coolidge extended the limitations on immigration.</p>         | <p>Student presentations: comparing the 1921 and 1924 quota acts.</p>                                      | <p>Interpretations from academic historians on the impact of Coolidge. Does he deserve the title, ‘Silent Cal’?</p> <p>Guided reading.</p>                                   |



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|--------|--------------------------------|---|--|---|---|
| Week 3 |                                | Hoover and the Depression                             | <p>Research and create a character profile of Herbert Hoover.</p> <p>Consider how Hoover's character affected his actions.</p> <p>Students research and consider Hoover's response to the Great Depression.</p>                            | <p>Debate: Was Hoover's response 'too little too late?' Divide students into two groups to debate the arguments for and against Hoover's actions.</p> | <p>Contemporary sources.</p> <p>Opinions on Hoover.</p> <p>Guided reading.</p> <p>Cross curricular link to Economics.</p> |
| Week 4 | FD Roosevelt and the New Deals | The 1932 election and Roosevelt's aims                | <p>Research the 1932 election. Consider why Roosevelt won.</p> <p>Spider diagram of promises that Roosevelt made. This could be returned to later to link against what was actually achieved.</p>  | <p>Student presentations: why did FDR win the election by a landslide?</p>  | <p>Contemporary sources and election propaganda.</p> <p>Guided reading.</p>   |
| Week 5 |                                | The New Deals   | <p>Analysis of the first '100 days'. Consider how Roosevelt inspired the US public?</p> <p>Research the New Deals: features, aims, methods and focus.</p>  | <p>Extensive reading from contemporary and current views on FDR.</p>  | <p>Conflicting opinions on the New Deal from academic historians.</p>   |
| Week 6 |                                | Conflict of ideas over the role of Federal Government | <p>Who opposed Roosevelt and why – draw up a chart to illustrate the groups.</p> <p>Consider why there was a second New Deal.</p> <p>Make an overview chart of the domestic politics of the period: presidents; parties; key policies.</p> | <p>Understanding of the left and right political spectrum.</p> <p>Evaluate how successful opposition to the New Deal was?</p>                         | <p>PowerPoint: why did Roosevelt launch a Second New Deal?</p> <p>Guided reading and academic interpretations.</p>        |

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| Week 7 | The Economy         | Boom to Bust; structural weaknesses        | <p>Research task on the reasons for the boom.</p> <p>Analyse the groups who missed out on the prosperity of the 1920s.</p> <p>Consider problems in agriculture.</p> <p>Examine the causes, development and economic impact of the Wall Street Crash.</p>   | <p>Presentations on developments in key industries and agriculture.</p> <p>Set empathy piece on the problems experienced by farmers.</p>  | <p>Guided reading.</p> <p>Spider diagram worksheet: short term and long term causes of the Wall Street Crash.</p>            |
| Week 8 |                     | The impact of the New Deals on recovery    | <p>Research a range of economic data including unemployment statistics.</p> <p>Consider how well the US recovered under Roosevelt?</p> <p>Did the New deal achieve its aims? Create a timeline of success and failure during the 1930s.</p> <p>Consider the 'Roosevelt recession'</p> <p>Investigate conflicting views from different groups in the USA.</p> | <p>Allocate groups the task of researching data to present to the rest of the class for a class discussion.</p> <p>Research tasks looking at the success in dealing with problems in agriculture, banking and industry.</p> | <p>Illustrated worksheets on economic change.</p> <p>Conflicting interpretations on the New Deal.</p> <p>Guided reading.</p> |
| Week 9 |                     | Impact of the Second World War on recovery | <p>Consider why the Second World War has been referred to as 'the Good War'.</p> <p>PowerPoint focusing on the effect of the war in Europe on the New Deal and the economy.</p>  | <p>Analyse statistics on economic recovery.</p>   | <p>A plethora of material on the web, textbooks and academic historians.</p> <p>Statistics.</p>                              |

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|---------|----------------------------------|--|--|--|---|
| Week 10 | Social and cultural developments | The Jazz Age in the 1920s; new social values and the role of women | <p>Research jazz music: its development and impact.</p> <p>Class presentations on jazz, dancing and the speakeasy culture. Who liked it and who rejected it?</p> <p>Consider the changing role of women.</p> <p>What effect did women's suffrage have on society?</p>  | <p>Listen to music from the period.</p> <p>Make a wall display of society in 1920s.</p>              | PowerPoint presentation and handouts on 'The Roaring Twenties'. |
| Week 11 |                                  | The failure of prohibition and its significance                    | <p>Research the history of temperance in the US.</p> <p>Make a chart to show why Prohibition was introduced and why it failed.</p>   | Diagrams to illustrate the rise and fall of Prohibition.   | Material on the web, textbooks and academic historians.         |
| Week 12 |                                  | Social impact of the Depression and the Second World War           | <p>Create a spider diagram to show the social impact of the Depression on different groups in society. Consider who suffered most. How far did women's lives change because of the war?</p> <p>Examine the role of African-Americans in the war effort.</p> <p>Consider the extent to which the war benefited African-Americans.</p> | Empathy work describing how the lives of women/African Americans were changed by Depression and war. | <p>Guided reading.</p> <p>Contemporary accounts.</p>            |

| Time    | Specification Topic                   | Content detail   | Content coverage with some suggested activities.  | stretch and challenge opportunities   | Resources   |
|---------|---------------------------------------|--|---|---|---|
| Week 13 | Social, regional and ethnic divisions | <p>Countryside versus city; division between North, West and South.</p> <p>African Americans and the rise of the Ku Klux Klan.</p> | <p>Using a map, identify and record divisions in society; regions and ethnicity.</p> <p>Consider conflict and division between rural and urban America and between the regions.</p> <p>Examine the position of African-Americans in this period.</p> <p>Research the history of the Klan.</p> <p>Consider why the Klan grew in popularity after the Second World War.</p> <p>Consider why the Klan declined so rapidly.</p> | <p>Debate the main causes of conflict and division.</p> <p>Practice exemplar question.</p> <p>Further reading.</p>          | <p>Guided reading.</p> <p>Maps.</p> <p>Contemporary sources and academic interpretations.</p> |
| Week 14 | The USA and international relations   | The extent of isolationism; FRD and the end of isolationism and Second World War.  | <p>Consider how isolationist America was in the 1920s?</p> <p>Research Franklin D. Roosevelt's foreign policy.</p> <p>Examine the reasons why the USA became involved in the Second World War.</p>  | <p>Draw up a list of reasons for US entry.</p> <p>Complete a diamond nine activity placing the causes into a hierarchy.</p> | Guided reading and interpretations from academic historians.                                  |

| Time   | Specification Topic        | Content detail                                 | Content coverage with some suggested activities.  | stretch and challenge opportunities  | Resources  |
|--|----------------------------|--|---|--|--|
| <b>PART TWO: Crises and the Rise to World Power, 1920–1975; Section 2: The Superpower, 1945–1975</b> |                            |  |   |  |  |
| Week 15  | Domestic politics          | Truman, Eisenhower and post war reconstruction | <p>PowerPoint: how far had the position of African-Americans changed within US society by 1945?</p> <p>Research and create character profiles of Harry S. Truman and Eisenhower.</p> <p>Spider diagram: key reforms of Truman and Eisenhower's administration during the post-war reconstruction era.</p> <p>Identify main issues of domestic policy. Compare and contrast Truman and Eisenhower.</p> | <p>Examine the position of African-Americans after the war.</p> <p>Debate: the US Presidency of Eisenhower rather than Truman was a hindrance to the cause of African-American civil rights.</p> | <p>Academic textbooks and interpretations.</p> <p>Guided worksheets and post-war reconstruction.</p> |
| Week 16  | Kennedy, Johnson and Nixon | Kennedy and the New Frontier                   | <p>Examine Kennedy's, 'New Frontier' speech at his inauguration.</p> <p>PowerPoint on Kennedy's main domestic and foreign policies.</p> <p>Class presentations: why were Kennedy's aims so difficult to achieve?</p>  | <p>Debate Kennedy's success in fulfilling his objectives.</p>  | <p>Guided reading and academic interpretations.</p>  |

| Time    | Specification Topic              | Content detail                                     | Content coverage with some suggested activities.   | stretch and challenge opportunities  | Resources   |
|---------|----------------------------------|--|--|--|---|
| Week 17 |                                  | President Johnson's Great Society                  | <p>Investigate the Great Society programme and its aims: who would benefit?</p> <p>Students examine key legislation under Johnson and present to the class.</p> <p>Evaluate: did life get better for the poor?</p>   | <p>Debate: did Johnson's 'Great Society' change American society?</p>  | <p>PowerPoint presentations/handouts.</p> <p>Guided reading and academic interpretations.</p> |
| Week 18 |                                  | Nixon and the Republican revival                   | <p>Research and create a character profile of Richard Nixon.</p> <p>Examine Nixon's 1968 election victory.</p> <p>Spider diagram: domestic policy under Nixon, 1969–74.</p> <p>Consider the extent to which Nixon was successful in his domestic foreign policy.</p>   | <p>Develop an understanding of the challenges Nixon faced.</p> <p>Research the impact of the 1973 oil crisis.</p>  | <p>Guided reading and academic interpretations.</p>   |
| Week 19 | Economic change and developments | The rise of the consumer society and economic boom | <p>PowerPoint: post war USA, an 'Age of Affluence'?</p> <p>As a case study, research car sales statistics in five year intervals from 1945 to 1960. How did the increase in car sales affect consumerism?</p> <p>Examine the importance of the baby boom.</p> <p>Consider the ways in which living standards improved in post war America.</p> | <p>Research federal spending: to what extent was this responsible for the growth in the 1950s?</p> <p>Empathy task: how did consumerism affect different sections of society, eg housewives, African Americans, etc.</p> | <p>PowerPoint presentations/handouts.</p> <p>Guided academic reading.</p>                     |

| Time    | Specification Topic                                | Content detail | Content coverage with some suggested activities.  | stretch and challenge opportunities   | Resources   |
|---------|--|----------------|---|---|---|
| Week 20 | Ideological, social, regional and ethnic divisions | McCarthyism    | <p>Research the development of the Red Scare in post war America.</p> <p>Create a character profile of Senator Joseph McCarthy.</p> <p>Consider the end of the Red Scare.</p>   | Class discussion: what impact did McCarthyism have on the USA?  | <p>The internet provides further opportunities for research.</p> <p>Guided academic reading.</p>  |
| Week 21 |  | Civil Rights   | <p>Review the situation for African-Americans in 1945.</p> <p>Students produce a timeline of key events.</p> <p>Compare the roles of Martin Luther King and Malcolm X.</p> <p>Research the 1964 Civil Rights Act.</p>   | The effect of the Civil Rights movement and a consideration of the difficulties facing African-Americans after the Civil Rights Act was passed. | <p>Glossary of key terms for students, eg NAACP, SCLC and SNCC.</p> <p>Documentaries and films including, Malcolm X (1992) and Freedom Riders (2010).</p> |
| Week 22 |  | Youth culture  | <p>Revise the demographic changes in the US caused by the baby boom and the age of affluence that precipitated the growth of American youth culture.</p> <p>Create a spider diagram of the features of youth culture.</p> <p>Research the birth of Rock and Roll including Elvis Presley. What impact did this have on white America?</p> | Student led presentations: cause, effect and consequence of American youth culture.   | Guided reading and academic interpretations of the American Youth culture.  |

| Time    | Specification Topic                 | Content detail                            | Content coverage with some suggested activities.  | stretch and challenge opportunities   | Resources   |
|---------|-------------------------------------|---|---|---|---|
| Week 23 |                                     | Protest and the mass media                | <p>Research television sales in the years 1950–65.</p> <p>Investigate the role and impact of the media in the development of the Civil Rights and the anti-Vietnam War protest movements.</p> <p>Look at footage of Martin Luther King's, 'I Have a Dream' speech.</p> <p>Examine media coverage of the Tet Offensive.</p> <p>Spider diagram: assessing the mass media and 'other' factors, eg youth culture, increasing middle class and America's growing prosperity.</p> | Class debate: did the post Second World War mass media undermine democracy?   | <p>Statistics of television sales to illustrate impact of the media during the Vietnam War.</p> <p>Look at historians' interpretations of the impact of the mass media.</p>                           |
| Week 24 | The USA and international relations | The Cold War and relations with the USSR. | <p>PowerPoint: overview of the long and short term causes of the Cold War.</p> <p>Research how the Cold War developed under each President.</p> <p>Consider developments in relations with the USSR.</p> <p>Debate: how successful was the USA from 1950 to 1968?</p> <p>Research Korea and Cuba as case studies of the Cold War.</p>   | <p>Assess the reasons for the increased tension at Potsdam.</p> <p>Evaluate how successful each President was: Truman, Eisenhower, Kennedy and Johnson.</p> <p>Practice examination style question.</p> | <p>Provide glossary of key terms for students, eg Containment, Marshall Plan, NSC 68.</p> <p>Academic texts and interpretations.</p> <p>The internet provides further opportunities for research.</p> |



| Time    | Specification Topic | Content detail                  | Content coverage with some suggested activities.   | stretch and challenge opportunities  | Resources  |
|---------|---------------------|---------------------------------|--|--|--|
| Week 25 |                     | Relations with China            | <p>Examine the reasons for the development of Sino-American relations after 1969.</p> <p>Students to produce a timeline of key events.</p> <p>Consider Nixon's policy of détente and 'Ping-Pong diplomacy'.</p>                          | Class discussion: how did Nixon and Kissinger attempt to improve relations with China? | <p>PowerPoint presentations and handouts.</p> <p>Guided reading.</p>         |
| Week 26 |                     | The Vietnam War                 | <p>Students to produce a timeline of key events, eg French-Indochina War, Gulf of Tonkin incident, etc.</p> <p>Examine the roles of Presidents Eisenhower, Kennedy and Johnson: why did the involvement in South East Asia escalate?</p> | Evaluate: who was more responsible for US involvement in Vietnam; Kennedy or Johnson?  | A range of primary and secondary material including documentaries and films. |
| Week 27 |                     | Why did US fail to win the war? | <p>Spider diagram of the military tactics used by the US in comparison to the VC.</p> <p>Consider the impact of My Lai and the Tet Offensive.</p> <p>Evaluate the reasons why the US failed to win the war.</p>                          | Examination style question on the reasons for US defeat.                               | Academic interpretations of the reasons for America's defeat.                |

| Time    | Specification Topic | Content detail   | Content coverage with some suggested activities.  | stretch and challenge opportunities   | Resources   |
|---------|---------------------|--|---|---|---|
| Week 28 | The USA by 1975     | Its place as a Superpower  | <p>Research the position of the USA by 1975 in the context of the Cold War.</p> <p>Consider the impact of tension in the Middle East on the USA.</p> <p>Look at American withdrawal from Vietnam in 1973.</p> <p>Debate: was the USA still the world's most powerful Superpower?</p>  | Debate: were the 1970s a success for the USA?   | <p>PowerPoint presentations and handouts.</p> <p>Guided reading and academic interpretations.</p>                     |
| Week 29 |                     | The limits of social cohesion; new cultural developments, including the role of women and the position of African- Americans | <p>Discuss the limits of Social cohesion in the USA. Students might research different cultural developments from 1945 to 1975.</p> <p>As a class, research and consider the progress made by women since the Second World War. Use guided reading or worksheet of information to help assess the progress made.</p> <p>Debate the significance of the Civil Rights Act of 1964.</p> <p>Examine the impact of (i) the President's Commission on the Status of Women (1960s) (ii) 1972 Equal Rights Amendment.</p> | <p>Student led debate evaluating the progress for women in the USA.</p> <p>Practice examination style question.</p> | <p>Guided reading academic interpretations.</p> <p>Academic interpretations of the position of African-Americans.</p> |

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|         |                   |   | <p>Make a flowchart to show the progress made by African- Americans since the Second World War.</p> <p>Research achievements for African-Americans under Nixon and Ford.</p>   |  |  |
| Week 30 | Overview/revision | Crises and the rise to World Power, 1920–1975 | <p>Overview of the USA from 1890 to 1920.</p> <p>Create timelines of the key political, economic and social developments across the period.</p> <p>Review the key breadth themes drawing on material from Parts One and Two of the course.</p> <p>Students might produce paragraph summary responses to each of the six key questions.</p> | Spider diagrams and class debates on the key issues covered in this component. | <p>Collating previous materials.</p> <p>Looking at academic interpretations on the state of the USA by 1975.</p> |