**Curriculum Content Map** — **Subject:**

| | | | Term 1 | | | | Term 2 | | | | Term 3 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Month | | | September | October | November | December | January | February | March | April | May | June | July |
| | Units of Work | | *12.A. British History 1H Britain Transformed 1918-97 12.B US History* | *.A. British History 1H Britain Transformed 1918-97 12.B US History* | .A. British History.A. British History 1H Britain Transformed 1918-97 12.B US History | .A. British History 1H Britain Transformed 1918-97 12.B US History | *.A. British History 1H Britain Transformed 1918-97 12.B US History* | *.A. British History 1H Britain Transformed 1918-97 12.B US History* | .A. British History 1H Britain Transformed 1918-97 12.B US History | .A. British History 1H Britain Transformed 1918-97 12.B US History | *.A. British History 1H Britain Transformed 1918-97 12.B US History* | *.A. British History 1H Britain Transformed 1918-97 12.B US History* | .A. British History 1H Britain Transformed 1918-97 12.B US History |
| | Substantive Knowledge | ***The What!*** | The economic slump post 1918<br><br>Economic deprivation across Britain<br><br>Urbanisation<br>and affluence in the USA | The effects of the Depression<br><br>The National GovernmentWhite-collar and service industry jobs<br><br>The changing nature of cities | Post-war boom, crisis and recovery, 1918–39<br>Creating a managed economy, 1939–51<br>The response to economic challenges, 1951–79.<br>Consumerism<br>Television<br>The Beatnik culture | The Montgomery bus boycott<br>White racist organisations<br>The significance of Birmingham<br>JFK and his New Frontier policy<br>Creating a managed economy, 1939–51<br>The response to economic challenges, 1951–79. | Education and widening opportunities:<br>Education policy, 1918–43<br>The significance of the 'Butler Act' 1944, and the development of comprehensive education to 1979<br>The March on Washington<br><br>Black power and peaceful protest compared | The growth and social impact of university education, 1918–79Cesar Chavez and native Americans.<br><br>What was Johnson's Great Society and why did it fail? | Class, social change and the impact of wars, 1918–51<br>The emergence of the 'liberal society', and its opponents, 1951–79<br>The New Left and SDS<br><br>Hippies | The women's movement NOW and the rise of the silent majority.<br><br>Reactions to the counter culture, Kent State massacre and rise of Nixon<br>role and status of women:<br>The right to vote and political advancement, 1918–79 | Immigration policies and attitudes towards ethnic minorities, 1918–39<br>The impact of the Second Watergate<br>e 1950s and Youth culture, 1955–79<br>The growth of spectator sports from the 1920s increased leisure time.<br>Development of mass tourism from the 1930s | How did popular culture change in the 80s?<br>Why did Bush Sr fail?<br>Why did Reagan appeal to the US electorate?<br>Who were the religious right?<br>Popular culture and entertainment (cont.):<br>The influence of television from th | Revision of Y12 content |
| | Disciplinary knowledge | ***The How!*** | Research and write up of learning.<br>Home-work note taking<br>Bridging the gap between KS4 and KS5.<br>Focusing on how to write in an academic way - how to construct lines of argument and establish criteria. | Writing an introductory paragraph with criteria for evaluations based on class discussions and prior learning | Writing an introductory paragraph with criteria for evaluations based on class discussions and prior learning | Responding to a source questions comparing two sources and reaching a sustained judgement | Responding to an exam-style question and sustaining an analysis over the duration of an essay | How did the lives of women change from 1918-79? | Establishing clear criteria and reaching sustained arguments that recognise counter-arguments | Why did Nixon win the election in 1968? | Source analysis on Watergate and essay question on<br>'How did Carter change the presidency' | How did popular culture change between 1918-79? Why did Reagan win the 1980 election?<br><br>Source evaluation of the Religious Right | |
| | Sequencing (Flow) | ***Retrieval & Extension*** | As new students to A-levels they will learn about note-taking skills and how to think about causes and consequences | As new students to A-levels they will learn about note-taking skills and how to think about continuities and changes over time. | Changes and challenges in the workplace<br>Provision of social welfare | Students will develop their skills of independent analysis and formulating criteria for judging historical statements | Evaluation skills and prioritising key factors to establish clear criteria for analysis and reaching sustained conclusions. | Source analysis for establishing what kinds of sources are being used and their nature, origin and purpose. Understanding how NOP helps build our understanding of the utility of sources. | Argument, counter argument and resolution skills to reach a sustained and formulated judgement that is consistent across the whole exam response. | Building our understanding of sources and how we can add our own contextual understanding to assess the validity of the sources. | Factorising changes over time and thinking synoptically about key drivers in living standards and racial tensions in Britain across the whole time period. | Source analysis and how to reach sustained and consistent evaluations over the course of an essay. | Coursework preparation<br>How to research and write notes and use this to assess different historical debates.<br>Revision skills.<br>Note-taking<br>Prioritising learning |
| | Summative Assessment | | | AP1 | | AP2 | AP3 | AP | | | | AP5 | |
| **Personal Empowerment** | Virtue | ***The opportunity to reflect, think deeply and critically about an issue.*** | Friendliness and Civility | Justice and Truthfulness | Courage | Generosity | Gratitude | Good speech | Good temper and humour | Self-mastery | Self-mastery | Compassion | Good sense |
| | Link to Virtue | | The friendliness and civility experiences by citizens of Britain during the Depression and how American society became more psoitive post 1955 | The justice and trutfulness of society in Britian and the USA adapting to changes in day-to-day life | The courage to face economic challenges | The need for generosity to create new societies | The gratitide for education and ability to speak out on important political issues | The good speech of the Civil Rights movement | The good temper and humour of student movements and the impact of social change in Britain | Self-mastery to stand against oppositon and organise events to make protest | Self-mastery to stand against oppositon and organise events to make protest | Was America a compassionate society from 1955? How did compassion feature in British history post-1918? | Good sense to adopt revision stratgeis and research staretgies to prepare for the coursework element |
| **Preparation for Work** | Skill | ***Transferable skills*** | Listening | Leadership | Problem Solving | Creativity | Staying Positive | Speaking | Speaking | Staying Positive | Aiming High | Speaking | Teamwork |
| | Link to Skill | | Listening to one another and appreciating counter-arguments | The leadership of the National Government | Problem-solving to economic challenges | Craetive solutions to economic and social issues. | Staying positive in the face of political opposition to make your mark. | Speaking to one another positively and sharing ideas to craft nuance into our responses to questions | The Port Huron statement and good speech of poets and activists in this period | Staying positive despite opposition | Staying positive despite oppositio | Aimimng High to make changes in society and bring about political change | Working together to find resources neded for the coursework |
| **Preparation for Citizenship** | SMSC & British Values | *Developing opinions on curent issues* | Democracy | Rule of Law | Mutual Respect | Indivodial Liberty | Tolerance of other belieds | Democracy | Rule of Law | Mutual Respect | Individual liberty | Tolerance | Democracy |
| | Link to SMSC & British Values | | | | | | | | | | | | |