



Curriculum Map

Subject: A Level History (Edexcel) - Unit 1 + 2

Year group: 12

Time period	Autumn Term Unit 1 + Unit 2	Spring Term Unit 1 + Unit 2	Spring Term Unit 1 + NEA
<p>Content</p> <p><i>Declarative Knowledge – ‘Know What’</i></p>	<p>Unit 1: Britain Transformed: 1918-1979</p> <p>Theme 1: A changing political and economic environment, 1918-79</p> <ul style="list-style-type: none"> ● A changing political landscape; ● Responding to economic challenges; ● Change and challenge in the workplace. <p>Theme 2: Creating a welfare state, 1918-1979</p> <ul style="list-style-type: none"> ● Providing social welfare; ● Public health; ● Education and widening opportunities. <p>Unit 2: USA: Conformity and challenge, 1955-1992</p> <p>Topic 1: Affluence and conformity, 1955–63</p> <p>Topic 2: Protest and reaction, 1963–72</p>	<p>Unit 1: Britain Transformed: 1918-1979</p> <p>Theme 3: Society in transition, 1918-1979</p> <ul style="list-style-type: none"> ● Class and social values; ● Changing role and status of women; ● Race and immigration. <p>Theme 4: The changing quality of life, 1918-1979</p> <ul style="list-style-type: none"> ● Changing living standards; ● Popular culture and entertainment; ● Leisure and travel. <p>Unit 2: USA: Conformity and challenge, 1955-1992</p> <p>Topic 3: Social and political change, 1973–80</p> <p>Topic 4: Republican dominance and its opponents, 1981–92</p>	<p>Unit 1: Britain Transformed: 1918-1979</p> <p>Theme 5: What impact did Thatcher’s governments have on Britain, 1979-1997?</p> <ul style="list-style-type: none"> ● Thatcher’s economic approach; ● Thatcher’s relationship with the state; ● Thatcher’s impact on social divisions; ● Thatcher’s impact on politics. <p>Unit 4: Non-examined assessment</p> <p>An extended essay exploring rival interpretations of the significance of Martin Luther King Jr. and his role in the Civil Rights Movement.</p>



Curriculum Map

<p>Skills</p> <p><i>Procedural Knowledge – ‘Know How’</i></p>	<p>Key concepts:</p> <ul style="list-style-type: none"> ● Causation ● Significance and importance ● Change and continuity <p>Key processes:</p> <ul style="list-style-type: none"> ● Using evidence ● Constructing arguments and conclusions ● Evaluating the extent of change /continuity ● judging importance and significance 		<p>Key concepts:</p> <ul style="list-style-type: none"> ● Interpretation ● Significance and importance <p>Key processes:</p> <ul style="list-style-type: none"> ● Using evidence ● Constructing arguments and conclusions ● Evaluating the extent of change /continuity ● judging importance and significance
<p>Key Questions</p>	<p>Unit 1:</p> <p>To what extent were the economic challenges facing Britain effectively managed, 1918-1979?</p> <p>To what extent was the government successful in maintaining harmonious industrial relations, 1918-1979?</p> <p>To what extent was the provision of healthcare improved, 1918-1979?</p> <p>To what extent were educational opportunities widened, 1918-1979?</p>	<p>Unit 2:</p> <p>To what extent did the American people experience affluence and prosperity, 1955-1992?</p> <p>To what extent did the position and status of African Americans improve in the years 1955-1992?</p> <p>How effectively were the economic and cultural challenges facing America managed, 1955-1992?</p> <p>How far did the religious right influence American politics and society, 1955-1992?</p>	<p>Unit 1: Thatcher Depth Study</p> <p>What were the effects of Thatcher’s economic policies?</p> <p>To what extent were state intervention and public services ‘rolled back’?</p> <p>How far did political and social division in Britain change?</p> <p>What were the effects of Thatcherism on politics and party development?</p>
<p>Assessment</p>	<p>Unit 1 + Unit 2:</p> <p>Fortnightly assessment via A-Level style exam questions.</p> <p>Extended written essays and source-based questions.</p>		<p>NEA:</p> <p>An extended essay (4,000 words) exploring rival interpretations of Martin Luther King Jr.</p>



Curriculum Map

Literacy/Numeracy/ SMSC/Character	Using second and third tier vocabulary Constructing paragraphs Socio-cultural awareness International + political awareness Constructing coherent narratives
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Subject: A Level History (Edexcel) - Unit 3 + NEA

Year group: 13

Time period	Autumn Term Unit 3 + NEA	Spring Term Unit 3 + Revision
Content	Unit 3: Protest, Agitation, and Reform, 1780-1928	Unit 3: Protest, Agitation, and Reform, 1780-1928
<i>Declarative Knowledge – ‘Know What’</i>	<p>Depth Study 1: Radical reforms, 1790-1819</p> <ul style="list-style-type: none"> ● Origins and grievances: economic / social; ● Leadership: Cobbett, Hunt, and Cartwright; ● Response by the state; ● Reasons for their failure. <p>Depth Study 2: Chartism, 1838-1850</p> <ul style="list-style-type: none"> ● Origins and grievances: economic / political; ● Leadership: O’Connor and Lovett; ● Response by the state; ● Reasons for their failure. <p>Depth Study 3: Contagious Diseases, 1862-1886</p> <ul style="list-style-type: none"> ● Origins and grievances: Contagious Diseases Acts; ● Leadership: Butler; Wilson, and Stansfeld; ● Response by the state; ● Reasons for their success. <p>Unit 4: Non-examined assessment</p>	<p>Depth Study 4: WSPU, 1903-1914</p> <ul style="list-style-type: none"> ● Origins and grievances: political exclusion; ● Leadership: the Pankhurst family; ● Growing militancy; ● Reasons for their failure. <p>Depth Study 5: Trade Unions, 1917-1927</p> <ul style="list-style-type: none"> ● Origins and grievances: economic / social; ● Leadership: Bevin and Thomas. ● Response by the state; ● Reasons for their failure. <p>Breadth Study:</p> <ul style="list-style-type: none"> ● Parliamentary reform: seat redistribution and representation ● Influences within parliament: declining influence of the crown and aristocracy



Curriculum Map

<p>Skills</p> <p><i>Procedural Knowledge – ‘Know How’</i></p>	<p>Key concepts:</p> <ul style="list-style-type: none"> ● Causation ● Significance and importance ● Change and continuity <p>Key processes:</p> <ul style="list-style-type: none"> ● Using evidence ● Constructing arguments and conclusions ● Evaluating the extent of change /continuity ● judging importance and significance 	
<p>Key Questions</p>	<p>Unit 3:</p> <p>To what extent did the early radical reformers fail because the power of the state was too strong in the early 1800s?</p> <p>To what extent can the failure of Chartism be attributed to the improving economic context in the 1840s?</p> <p>To what extent were the campaigners for the repeal of the Contagious Diseases Acts successful because of the quality of their leadership?</p> <p>To what extent were the leaders of the WSPU responsible for the increasing militancy in the years 1905-1914?</p>	
<p>Assessment</p>	<p>Unit 3:</p> <p>Fortnightly assessment via A-Level style exam questions.</p> <p>Extended written essays and source-based questions.</p>	<p>NEA:</p> <p>An extended essay (4,000 words) exploring rival interpretations of Martin Luther King Jr.</p>
<p>Literacy/Numeracy/ SMSC/Character</p>	<p>Using second and third tier vocabulary</p> <p>Constructing paragraphs</p> <p>Socio-cultural awareness</p> <p>International + political awareness</p> <p>Constructing coherent narratives</p>	