

Ursuline College Curriculum Implementation: A-Level History Y13



Curriculum Intent	<i>'I have come so that they may have life and have it to the full.'</i> John 10: Chapter 10. V 10 Inspired by the Gospel values of love, joy, and compassion, we nurture and develop the whole child so that each unique individual grows in confidence and has the knowledge and skills to enable them to achieve their true potential. Our aim in the History Department is to produce historians who can make well rounded judgements. By emphasising the concepts of change and continuity in our teaching we are promoting essential analytical skills. Through the topics that we have selected students will be able to demonstrate a well-rounded understanding of significant events in British, European and non- European history and make links and comparisons across time periods. By ensuring that topics studied are coherent and, at times, thematic students will develop contextual knowledge surrounding events and a detailed understanding of their impact, relevance and importance. History at Ursuline College helps students to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. Respecting each other, helping each other and bearing with each other: Getting better never stops.
Year 13 Intent	Our aim in Year 13 is to develop students' knowledge and understanding of the development of Civil Rights in USA whilst enhancing their interpretation analysis and researching skills.
Exam Board & Specification	AQA A Level History Component 1: Breadth Study, 1K – The Making of a Superpower, USA – 1865-1975 Component 2: Depth Study, 1C - The Wars of the Roses, 1450–1499 Topic based essay • <i>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.)</i> • <i>AO3 (Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.)</i> • <i>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)</i> • <i>AO2 (Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context.)</i>

Cycle 1	Term 1 02 09 26 – 23 10 26 7 weeks	Term 2 02 11 26 - 18 12 26 7 weeks
Focus & Skills (Inc paper/ unit focus)	The Making of a Superpower, USA – 1865-1975. - Students are expected to develop an understanding of the process of change over time. - Students will need to be able to comprehend and evaluate arguments in extracts from academic history books on key issues and developments relating to the content of their study. - Students will be required to write analytical essays showing judgement about the issues and developments they have studied. Part Two: Crises and the rise to world power, 1920 – 1975 Section 1: Crisis of Identity, 1920 – 1945 Section 2: The Superpower, 1945-75 Component 2: Depth Study, 1C - The Wars of the Roses, 1450–1499 - change and continuity through the study of the interrelationship of a variety of perspectives. - Students will need to be able to evaluate, with reference to provenance and content, how primary sources contribute to historical understanding. - Students will be required to write analytical essays showing judgement about the issues and developments they have studied. Part Two: The Fall of the House of York, 1471–1499 Section 2: The Downfall of the Yorkist Monarchy, 1483–1486	The Making of a Superpower, USA – 1865-1975. Section 2: The Superpower, 1945-75 Component 2: Depth Study, 1C - The Wars of the Roses, 1450–1499 Part Two: The Fall of the House of York, 1471–1499 Section 2: The Downfall of the Yorkist Monarchy, 1483–1486
Links to CST	<i>"The Crisis of Identity in the USA from 1920 to 1945 highlights how a just and united society must value inclusion, dignity, and the common good for all its people."</i> <i>"The era of the Superpower from 1945 to 1975 reminds us that global influence must be guided by peace, justice, and a commitment to the common good."</i> <i>"The downfall of the Yorkist monarchy, 1483–1486, shows how division and mistrust can undermine leadership and harm the common good of a nation."</i>	<i>"The era of the Superpower from 1945 to 1975 reminds us that global influence must be guided by peace, justice, and a commitment to the common good."</i> <i>"The downfall of the Yorkist monarchy, 1483–1486, shows how division and mistrust can undermine leadership and harm the common good of a nation."</i>

Explicit Skill Content	Part two, section 1 continued: - Continued: Social and cultural developments. - Social, regional and ethnic divisions. - The USA and international relations. Part 2, section 2: - Domestic politics. - Kennedy, Johnson and Nixon. Part two, section 2: - The coup d'état by Richard of Gloucester. - Factional rivalries.	Part 2, section 2: - Continued: Kennedy, Johnson and Nixon. - Economic change and developments. - Ideological, social, regional and ethnic divisions. Part two, section 2: - The strengths and weaknesses of Richard III's position in 1484. - The downfall of Richard III. - Yorkist opposition to Henry VII.
Homework	Essays, source analysis, reading academic literature	Essays, source analysis, reading academic literature
Assessment	Mini-assessments, practice essays/questions. Mock exam.	Mini-assessments, practice essays/questions.
Disciplinary Literacy Vocab	Demagogue, the national security state, McCarthyism, communism, paranoia, balancing the ticket, assassination, consumerism, stagflation, Beat Generation, new left, containment, yalta, rega axioms, Hawks, Domino's theory, détente, Cuban missile crisis, brinkmanship, Vietnam, trente glorieuse, Gerald Ford, Helsinki accords	
Texts/ Resources	- America in the Gilded Age: From Abraham Lincoln to Theodore Roosevelt: S. Cashman - History in a nutshell: The USA: From Colonization and Revolution to World Wars, the Cold War, and Global Superpower: E Rump - American History: An Enthralling Overview of Major Events that Shaped the United States of America: B Wellman - Civil Rights in America, 1865-1980: R. Field - America: The Story of the US DVD box set. - AQA Oxford History: The Making of a Superpower USA 1865-1975 textbook: C. Rowe - AQA My Revision guide: the Making of a superpower - Henry V: The Astonishing Rise of England's Greatest Warrior King: D. Jones - Henry VII and the Tudor Pretenders: Simnel, Warbeck, and Warwick - Richard III Paperback: D. Baldwin - The Yorkists: The History of a Dynasty: A. Crawford - The Wars of the Roses, Palgrave Macmillan: AJ. Pollard - Lancastrians to Tudors, Cambridge University Press, 2000: A. Pickering - Access to History: The Wars of the Roses and Henry VII: Britain 1450-1509: R. Turney	
Revision Material Sources	Knowledge organisers, past papers and model answers	Knowledge organisers, past papers and model answers

Cycle 2	Term 3 04 01 27 – 12 02 27 6 weeks	Term 4 23 02 27 – 25 03 27 5 weeks
Focus & Skills (Inc paper/ unit focus)	The Making of a Superpower, USA – 1865-1975. Part Two: Crises and the rise to world power, 1920 – 1975 Section 2: The Superpower, 1945-75 Part Two: The Fall of the House of York, 1471–1499 Section 2: The Downfall of the Yorkist Monarchy, 1483–1486	Recap: Component 1: Breadth Study, 1K – The Making of a Superpower, USA – 1865-1975. Recap: Component 2: Depth Study, 1C - The Wars of the Roses, 1450–1499
Links to CST	"The era of the Superpower from 1945 to 1975 reminds us that global influence must be guided by peace, justice, and a commitment to the common good." "The downfall of the Yorkist monarchy, 1483–1486, shows how division and mistrust can undermine leadership and harm the common good of a nation."	"The making of a superpower, USA 1865–1975, shows how true national strength lies in promoting justice, equality, and the common good for all people." "The Wars of the Roses, 1450–1499, reveal how conflict and division threaten the common good, highlighting the need for peace, justice, and unity in society."
Explicit Skill Content	Part 2, section 2: - The USA and international relations. - The USA by 1975. - Overview/revision Part two, section 2: - Attempts to maintain the Yorkist cause. - The end of the Yorkist challenge. - The impact of the Wars of the Roses on English society by 1499.	Revision: Part 1: From Civil War to World War 1865-1920 Part 2: Crisis and the rise to world power, 1920-1975 Part 1: The Fall of the House of Lancaster, 1450–1471 Part 2: The Fall of the House of York, 1471–1499
Homework	Essays, source analysis, reading academic literature	Essays, source analysis, reading academic literature
Assessment	Mini-assessments, practice essays/questions. Mock exam.	Mini-assessments, practice essays/questions.
Disciplinary Literacy Vocab	Segregation, abolitionist, California gold rush, Declaration of Independence, US constitution indigenous, Pilgrim fathers, second industrial revolution, emancipation, impeachment, reconstruction, freedmen's Bureau, KKK, redeemers, Gilded Age, Electoral College, solid South, patronage, national nominating convention, pork barrel politics, cartels and trusts, Sherman antitrust act, Nativists, yellow peril, orange riots, Yankees, carpetbaggers, scallywags, the Granger movement, sharecropper, financial panic, Oklahoma land rush, Andrew Carnegie, Laissez-faire, the Alabama claims, confederation, social Darwinism, the Knights of labour, Progressivism, isolationism, Gold standard, presidential ticket, Howard Taft, Woodrow Wilson, republican, Democrat, new freedom, net importer, Russian Jews, graft, kickbacks, 'jobs for the boys', imperialism, protectorate, Platt amendment, conscription, red scare, supernatural, Banking holiday, volunteerism, new deal, fireside chats, gross domestic product (GDP), real wages, securitisation, great bull market, call loan, speculative bubble, repossession, double dip recession, flapper girls, prohibition, mob boss, imperial wizard, grand dragon, land lease, Demagogue, the national security state, McCarthyism, communism, paranoia, balancing the ticket,	

	assassination, consumerism, stagflation, Beat Generation, new left, containment, yalta, rega axioms, Hawks, Domino's theory, détente, Cuban missile crisis, brinkmanship, Vietnam, trente glorieuse, Gerald Ford, Helsinki accords	
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Revision Material Sources	Knowledge organisers, past papers and model answers	Knowledge organisers, past papers and model answers
Cycle 3	Term 5 20.04.26 – 22.05.26 5 weeks	Term 6 01.06.26 – 21.07.26 7 weeks
Focus & Skills (Inc paper/ unit focus)		
Links to CST		
Explicit Skill Content		
Homework	Practice essays, exam practice	
Assessment	Exam practice	
Disciplinary Literacy Vocab	See all A-level literacy vocab	
Texts/ Resources		
Revision Material Sources		

