

# The Making of America, 1789 - 1900

## Personal Learning Checklist

This unit is worth 20% of your total GCSE.

This period study follows the unfolding narrative of the making of America from the inauguration of the first president in **1789** to the end of the **19<sup>th</sup> century** when the USA was set to become the world's dominant power.

You will need to understand how and why American **territory expanded** during these years and the **relationship** between this expansion and the cultures of **indigenous Americans, African Americans and white Americans**.

Section	Content	RAG	Revised?
America's expansion 1789-1838	How and why did the USA expand, from 1789 to 1838?		
	How did southern cotton plantations and slavery expand, 1793 – 1838?		
	How were the indigenous people removed from the east, 1830 – 1838?		
The West 1839 - 1860	What was the culture of the Plains Indians like?		
	Who were the Lakota Sioux?		
	What were the journeys of early migrants to California and Oregon like?		
	What was the impact of the Californian Gold Rush (1848-9)?		
	What were the consequences of the Pikes Peak Gold Rush (1858-9)?		
Civil War and Reconstruction 1861 - 1877	Why were there divisions over slavery?		
	What caused the Civil War?		
	What were African American experiences of the Civil War like?		
	What was Reconstruction?		
	What were the lives of African-Americans like after the Civil War?		
Settlement and conflict on the Plains, 1861 - 1877	What were the causes of white American exploitation of the Plains: railroads, ranches, cow towns?		
	Who were the homesteaders? What was life like on the Plains?		
	What happened during the Indian Wars: <ul style="list-style-type: none"> <li>• Little Crow's War (1862)</li> <li>• Red Cloud's War (1865-68)</li> <li>• Great Sioux War (1876-77)</li> </ul>		
American cultures 1877-1900	What changes were made to the Plains Indians' way of life? (Including the impact of reservations and the destruction of the buffalo.)		
	What impact did the economic, social and political changes have on the lives of African Americans?		
	How did big business and cities grow?		
	What was mass migration like?		

# Living Under Nazi Rule, 1933 - 1945

## Personal Learning Checklist

This unit is worth 20% of your total GCSE.

This world depth study enables you to develop an understanding of a traumatic short period in world history. You should be able to **identify and describe** the main **features** of the different societies and cultures, and should develop an understanding of the **diverse experiences** of people at a time of conflict and trauma.

You will engage with a range of **historical sources** that shed light on people's experiences of living under Nazi rule. It should also enable you to understand **different interpretations** of aspects of life under Nazi rule.

Section	Content	RAG	Revised?
Dictatorship	Hitler and the Nazi Party in January 1933		
	Establishing the <b>dictatorship</b> , January 1933 to July 1933		
	Achieving <b>total power</b> , July 1933 to August 1934		
Control and Opposition, 1933 - 1939	The machinery of terror including the <b>SS</b> , the <b>law courts</b> , <b>concentration camps</b> and <b>Gestapo</b>		
	The range and effectiveness of Nazi <b>propaganda</b>		
	<b>Opposition</b> to Nazi rule including the Left, church leaders and youth groups		
Changing Lives, 1933 - 1939	<b>Work and home</b> : the impact of Nazi policies on men and women		
	The lives of young people in Nazi Germany including <b>education</b> and <b>youth movements</b>		
	Nazi <b>racial policy</b> : the growing persecution of Jews		
Germany in war	The move to a <b>war economy</b> and its impact on the German people, 1939-1942		
	<b>Growing opposition</b> from the German people including from elements within the army		
	The impact of <b>total war</b> on the German people, 1943-1945		
Occupation	The <b>contrasting</b> nature of Nazi rule in <b>eastern</b> and <b>western</b> Europe		
	The <b>Holocaust</b> , including the <b>Einsatzgruppen</b> , <b>ghettos</b> and the <b>death camps</b>		
	Responses to Nazi rule: <b>collaboration</b> , <b>accommodation</b> and <b>resistance</b>		

# Crime and Punishment, 1250 - the present

## Personal Learning Checklist

This unit is worth 20% of your total GCSE.

This thematic study enables you to understand the complexity changes and continuities in crime and punishment in Britain from 1250 to the present day. As part of this you will need to explain three key issues:

- The **nature and extent of crime**
- The enforcement of **law and order**
- The **punishment of offenders**

You also need to explain the ways in which the following five factors influenced change and continuity:

- Belief, attitudes and values
- Wealth and poverty
- Urbanisation
- Government
- Technology

Section	Content	RAG	Revised?
Medieval Britain 1250-1500	Overview of period: Features of medieval Britain		
	Crimes and criminals in medieval Britain		
	Enforcing law and order including <b>policing</b> and <b>different types of court</b>		
	Punishing offenders: <b>capital punishment, fines, whipping, public humiliation and imprisonment</b>		
Early Modern Britain 1500 - 1750	Overview of period: Major religious, political and social changes		
	The changing nature of crime including <b>vagrancy, moral crime</b> and <b>witchcraft</b>		
	Enforcing law and order including <b>secular</b> and <b>church courts</b> and the roles of <b>different law enforcers</b>		
	Changes in punishment including the introduction of the ' <b>Bloody Code</b> '		
Industrial Britain 1750 - 1900	Overview of period: The enlightenment, urbanisation and political change		
	Crimes and criminals including the <b>increase in crime</b> in the first half of the nineteenth century		
	Introduction and development of the <b>police force</b>		
	Changes in punishment including the <b>growth of prisons, transportation to Australia</b> and <b>prison reform</b>		
Britain since 1900	Overview of period: Major technological, social and political changes		
	Changes in the <b>crime rate</b> and in types of crime		
	Change in law enforcement including the use of <b>new technology</b>		
	Changes in punishment including the <b>abolition of capital punishment</b> and <b>changes in prisons</b>		

# The Norman Conquest, 1065 - 1087

## Personal Learning Checklist

This unit is worth 20% of your total GCSE.

This depth study enables you to understand the complexity of the Norman Conquest and the interplay of political, military, religious, economic, social and cultural forces in England between 1065 and 1087.

You will need to **identify** and **describe** the **main features** of late **Anglo-Saxon** and early **Norman England**. You should understand how and why different **interpretations** of Norman England have been constructed.

Section	Content	RAG	Revised?
<b>England on the eve of the conquest:</b> What was Anglo-Saxon England like?	The nature, structure and diversity of late <b>Anglo-Saxon society</b>		
	<b>Religion</b> in late Anglo-Saxon England		
	Anglo-Saxon culture: <b>buildings, art and literature</b>		
<b>Invasion and Victory:</b> How and why did William become King of England?	<b>Norman society, culture and warfare</b> pre-1066		
	The <b>succession crisis</b> of 1066		
	The battles of <b>Fulford, Stamford Bridge</b> and <b>Hastings</b>		
<b>Resistance and Response:</b> How did the Normans establish their rule between 1067 and 1071?	First uprisings against Norman rule including <b>resistance in the west</b> and in <b>Mercia</b>		
	<b>Northern resistance</b> and William's ' <b>Harrying of the North</b> '		
	The rebellion of <b>Hereward</b> in the east and the end of English resistance		
<b>Castles:</b> What was the nature and purpose of Norman castles in England to 1087?	<b>Pre-conquest fortifications</b> and the first Norman <b>castles</b> in England		
	The <b>distribution and design</b> of Norman castles in England to 1087		
	The <b>purpose</b> of Norman castles in England including their <b>military</b> and <b>economic</b> functions.		
<b>Conquest and Control:</b> What was the impact of the Norman Conquest on English society to 1087?	<b>Domesday Book</b> , its <b>creation</b> and <b>purpose</b>		
	The social structure of Norman England including <b>changes in land ownership</b> and the elite		
	Changes and continuities: <b>language, laws and Church</b>		

# Site Study: Exeter Cathedral

## Personal Learning Checklist

This unit is worth 20% of your total GCSE.

This site study enables you to understand how the physical features of a selected site help us to understand historical events and developments.

You are expected to understand:

- The physical features of the site
- The big changes and why they happened
- How the site fits into its wider historical context (i.e. what it tells us about the past)

You could be asked about any of these things:

Content	RAG	Revised?
a) The <b>reasons for the location</b> of the site within its surroundings		
b) <b>When</b> and <b>why</b> people <b>first created</b> the site		
c) The ways in which the site has <b>changed over time</b>		
d) <b>How the site has been used</b> throughout its history		
e) The <b>diversity of activities</b> and <b>people</b> associated with the site		
f) The <b>reasons for changes</b> to the site and to the <b>way it was used</b>		
g) <b>Significant times</b> in the site's past: <b>peak activity, major developments, turning points</b>		
h) The significance of <b>specific features</b> in the physical remains at the site		
i) The <b>importance</b> of the whole site either <b>locally or nationally</b> , as appropriate		
j) The <b>typicality</b> of the site based on a comparison with other similar sites		
k) What the site reveals about <b>everyday life, attitudes and values</b> in particular periods of history		
l) How the physical remains may prompt questions about the past and how historians frame these as valid historical enquiries		
m) How the physical remains can inform <b>artistic reconstructions</b> and other interpretations of the site		
n) The <b>challenges and benefits</b> of studying the historic environment		