



Curriculum Plan A Level History Edexcel Year 12.

Year 12	Knowledge (Topics covered, NC links)	Subject Skills	Key Assessment	Literacy and Numeracy	School values (Attitude / Achievement / Community / Endeavour)	Extra curricular opportunities	Personal development (Character, SMSC, Fundamental British values, Careers guidance, healthy living, Citizenship, equality and diversity, financial capability, preparation for next stage)
Cycle 1 <u>Tudor rebellion & disorder.</u> Aspects in breath: controlling a fractious nation – changes in Tudor government, 1485 – 1603 In Search of the American Dream 1 – Changing Political Landscape <u>India 1914-1948 The Road to Independence.</u> Topic 1 – India Pre-1914. First World War 1914	BREADTH 1: Aspects in breath: controlling a fractious nation – changes in Tudor government, 1485 - 1603 Government and administration, 1485–1603: changes made to structure and function of the household (key development: reform of the Privy Council 1540); changes in the role of Secretary, establishing the post of lord lieutenant. Crown, church and parliament, 1485–1603: church-state relations (key developments: impact of the Reformation, including the Acts of Supremacy of 1534 and 1559, the Elizabethan religious settlement); development of the concepts of sovereignty of statute and parliamentary privilege; the extent of change in the relationship between crown and parliament.	Section C Essays - Breadth. Section A Essays – Source. Section B Essays – Breadth. AO1 – Essays Section A- Breadth Section B- Depth	‘The key factor in upholding and extending royal authority in the years 1485 – 1603 was the development of institutions of central government.’ How far do you agree with this claim? How far do you agree that the key turning point in the relationship between church and state in the sixteenth century was the Act of Supremacy of 1534? How far do you agree that Republican ideas were the main reason for the fact that there was a Republican president and Republican majority in congress in the years 1921-1931? How far do you agree that it was Hoover’s policies that lost him the 1932 presidential election?	Chronology – timelines. Analysing data & graphs Using evidence Analysing sources Forming an argument Explaining Making a judgement Interpretations Making inferences	Attitude – Take responsibility & pride in work. Ensure students understand the key concepts. Ask for help if stuck. Focus on the tasks. Achievement - Use the feedback from assessments and use targets to make progress. Purple pen to improve and redraft work. DIRT lessons. Community - Work together & respect different ideas & opinions. Make connection between the topics and students’ lives. Understand the lifestyles of different groups and put this into context. Endeavour – Persevere with learning & understanding historical concepts. Use Knowledge Organisers to embed the knowledge into their learning.		The development and use of Parliament. The Break with Rome. Study religious differences and changes and the impact these had. Divine right of kings. Explore the nature of rebellion and disorder under the Tudors and the way the various challenges were met, the nature of change in government over the period and the changing relationship between the Crown and key sections of society. Explore the way in which, despite a shaky start, the Tudors were able to establish their dynasty as one of the most powerful England has seen. The development of the political system in the USA. The quest for civil rights on equality and diversity in the USA in the 20 th century.



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<p>1 – Changing Political Landscape</p> <p>A changing presidency</p> <ul style="list-style-type: none">• the rise and decline of Republicanism to 1933• the influence of Roosevelt. <p>Influences on the political landscape:</p> <ul style="list-style-type: none">• from rugged individualism to New Deal ideas in the 1920s and 1930s. <p>The impact of war on domestic politics</p> <ul style="list-style-type: none">• US involvement in WW2 and its impact and the US emergence as a Cold War superpower from 1941• the impact of involvement in Korea and Vietnam.• the Red Scares and anti-communism, 1917–80 <p>A changing presidency and influences on the political landscape:</p> <ul style="list-style-type: none">• changing styles of presidential leadership, 1945–72• liberalism, counter-culture and the conservative reaction, c1960–80.• a decline in confidence, 1968–80. <p>Depth Study. Topic 1 – The First World War and its impact on British India 1914 – 20.</p> <p>The subcontinent prior 1914: The importance of India to Britain.</p> <p>Indian society and religion. British and Indian attitudes towards each other.</p> <p>British Impact on India</p>	<p>Depth study</p> <p>Section A – analysis and evaluation of source. A02</p> <p>Section B essay A01</p>	<p>How far do you agree that the impact of WW2 on the USA was largely political?</p>	<p>How accurate is it to say that the British Raj had a positive impact on India up to 1914? A01</p>		<p>Study the main religions of India.</p> <p>Indian military and economic contribution during WWI.</p> <p>The role of government: Britain, British Raj, Indian Congress and the Muslim League.</p> <p>British legislation and British attitudes towards India.</p> <p>Differing views of British political parties towards India.</p> <p>The Home Rule movement and the campaign for freedom from British rule.</p> <p>Explore the significance of the Amritsar Massacre and British injustice.</p> <p>Religious diversity throughout India - the caste system. Diversity within the Punjab.</p> <p>Protest and reform: Gandhi and his method of non-violent campaigns.</p> <p>The making of an Indian constitution.</p> <p>Partition of Indian and the creation of Pakistan.</p> <p>Careers:</p> <p>History pupils offer employers a great deal, since they have become independent learners and thinkers who have developed research skills and the ability to question established ideas. Careers opportunities exist in teaching, researching, banking, media including television and radio, journalism, law, the civil service, local government and all branches of management.</p>
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	<p>India and the Out-break of War</p> <p>India and the First World War:</p> <p>Response to the outbreak of war</p> <p>Indian military and economic contribution</p>		<p>A01</p> <p>'Indian contribution to the Raj in the years 1914-18 was strong and successful.' How far do you agree with this opinion?</p>			
<p>Cycle 2</p> <p><u>Tudor rebellion & disorder.</u></p> <p>Aspects in breath: controlling a fractious nation – changes in Tudor government, 1485 – 1603</p> <p>In Search of the American Dream 2 – The Quest for Civil Rights</p> <p><u>India 1914-1948 The Road to Independence.</u></p> <p>Topic 1. WWI and it's impact on Britain and India.</p>	<p>BREADTH 2: Involving the localities in governance, 1485–1603: relations with localities (key developments: re-establishing the Council of the North 1537, the Law in Wales Acts 1535 and 1542); increasing borough representation in the Commons over the period; impact of increasing literacy in the yeoman class; the changing role of justices of the peace (key developments: the Tudor subsidy of 1513, the Statute of Artificers 1563, the Act for the Relief of the Poor 1598).</p> <p>The crown and the country, 1485–1603: the development of a network of personal relationships by patronage, the granting of lands, titles and positions at court; the increasing use of royal progresses beyond London and the Home Counties.</p> <p>2 - Black American civil rights, c1917–55</p>	<p>Section C Essays – Breadth.</p> <p>Section A Essays – Source. Section B Essays – Breadth.</p> <p>A01 – Essays</p> <p>Section A- Breadth</p> <p>Section B- Depth</p> <p>A01 – Essays</p> <p>A02 – Analysis and evaluation of sources</p>	<p>How far do you agree that the 1513 subsidy marked the most significant improvement in the government of the localities in the years 1485 - 1603?</p> <p>'The Act for the Relief of the Poor (1598) was the most significant action by Tudor governments to gain the cooperation of the localities in the years 1485 – 1603.' How far do you agree with this statement?</p> <p>How far do you agree that the impact of the Northern migration (1917-32) can only be considered in terms of the migrants themselves and the cities they moved to?</p> <p>How far do you agree that media was the main reason for increasing sympathy for the civil rights</p>	<p>Chronology – timelines.</p> <p>Analysing data & graphs</p> <p>Using evidence</p> <p>Analysing sources</p> <p>Forming an argument</p> <p>Explaining</p> <p>Making a judgement</p> <p>Interpretations</p> <p>Making inferences</p>	<p>Attitude – Take responsibility & pride in work. Ensure students understand the key concepts. Ask for help if stuck. Focus on the tasks.</p> <p>Achievement - Use the feedback from assessments and use targets to make progress. Purple pen to improve and redraft work. DIRT lessons.</p> <p>Community - Work together & respect different ideas & opinions. Make connection between the topics and students' lives. Understand the lifestyles of different groups and put this into context.</p> <p>Endeavour – Persevere with learning & understanding historical concepts. Use Knowledge Organisers to embed the knowledge into their learning.</p>	



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<ul style="list-style-type: none"> • life in the South and the impact of northern migration, 1917–32. • the impact of the New Deal, the Second World War and the Truman presidency • from legal challenge to direct action, 1917–55. Black American civil rights, c1955–1980 • changing patterns and approaches, 1955–68, including southern-based campaigning. • changing patterns and approaches, 1955–68, including the emergence of Black Power and King's northern strategy • the impact of civil rights legislation: achievements and limits to success, 1955–80. The search for minority rights, 1960–80 • the reasons for, and nature of, Native American and Hispanic American campaigns • the emergence of the gay rights movement • achievements, and limits to success, of minority campaigns. <p>Topic 1 continued; <u>Growth of nationalism</u> The Indian National Congress. Emergence of Gandhi The Lucknow Pact and the role of Jinnah Home Rule Leagues <u>Effects of the war on Britain:</u> The Montagu Declaration Rowlatt Act Montagu-Chelmsford Report. Amritsar Massacre</p>	<p>movement in the early 1960s?</p> <p>How far do you agree that minority rights campaigns were just a copy of the tactics of the black American Civil Rights movement?</p> <p>A01 The Home Rule Movement failed to achieve its objectives therefore it was an unsuccessful movement. How far do you agree with this statement? A01</p> <p>A02 How far could the historian use Sources 10 and 12 together to investigate the Amritsar Massacre? Explain your answer, using both sources, the information given about them and your own knowledge of the historical context. (20 Marks)</p> <p>Depth study Section A – analysis and evaluation of source. A02 Section B essay A01</p>					
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<p>Cycle 3</p> <p>Aspect in depth: challenges to authority</p> <p>1 – Challenging the succession, 1485 - 1499</p> <p>2 – Challenging religious changes, 1533 - 37</p> <p>In Search of the American Dream 3- Society and Culture in change 1917-1980</p> <p>India 1914-1948 The Road to Independence. Topic 2: Changing political relationships 1920-30</p>	<p>DEPTH 1:</p> <p>Henry Tudor's hold on the throne, 1485–87: the impact of Bosworth 1485; measures to secure his throne; the roles of the Yorkist and Lancastrian factions.</p> <p>The nature and extent of the challenges of Lambert Simnel, 1486–87, and Perkin Warbeck, 1491–99, and how they were overcome.</p> <p>The significance of support for the challengers from Burgundy, France, Scotland and Ireland.</p> <p>DEPTH 2:</p> <p>The impact of Henrician religious changes, 1533–37: the break with Rome and the dissolution of the monasteries.</p> <p>The causes and impact of the Lincolnshire Rising and the Pilgrimage of Grace: aims, methods, nature of support and extent of threat.</p> <p>The role of leaders in challenge and suppression: Robert Aske and Henry Bigod; Thomas Cromwell, Henry VIII and the Duke of Norfolk; the extent of repression in 1537.</p> <p>3- Society and Culture in change 1917-80 Part 1</p>	<p>Section C Essays – Breadth.</p> <p>Section A Essays – Source. Section B Essays – Breadth.</p> <p>AO1 – Essays Section A- Breadth Section B- Depth</p>	<p>Assess the value of Source 4 for revealing how secure Henry was on the throne in the early years of his reign and his approach to government.</p> <p>How far was Perkin Warbeck's challenge responsible for Henry VII's insecurity?</p> <p>Assess the value of the source for revealing the reason for the Pilgrimage of Grace and why the smaller religious houses were so important in the north of England before their suppression in 1536?</p> <p>How significant was the challenge posed by the risings of 1536-37 for the government of Henry VIII?</p> <p>To what extent did the impact that immigration had on the USA change in the years 1917-80?</p> <p>How far do you agree that the position of</p>	<p>Chronology – timelines.</p> <p>Analysing data & graphs</p> <p>Using evidence</p> <p>Analysing sources</p> <p>Forming an argument</p> <p>Explaining</p> <p>Making a judgement</p> <p>Interpretations</p> <p>Making inferences</p>	<p>Attitude – Take responsibility & pride in work. Ensure students understand the key concepts. Ask for help if stuck. Focus on the tasks.</p> <p>Achievement - Use the feedback from assessments and use targets to make progress. Purple pen to improve and redraft work. DIRT lessons.</p> <p>Community - Work together & respect different ideas & opinions. Make connection between the topics and students' lives. Understand the lifestyles of different groups and put this into context.</p> <p>Endeavour – Persevere with learning & understanding historical concepts. Use Knowledge Organisers to embed the knowledge into their learning.</p>		
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<p>The impact of immigration, 1917–80:</p> <ul style="list-style-type: none">• the nature of, and response to, immigration in the 1920s• impact on urban life, 1919–41• the impact of the Second World War, government policy and its consequences, 1941–80. <p>The changing position of women, 1917–80:</p> <ul style="list-style-type: none">• impact of the Roaring Twenties, Great Depression and New Deal on women• impact of the Second World War and suburban life, 1941–60• emergence of the women's liberation movement, its achievements and limits to advancement, 1961–80. <p><u>Changing political relationships: Gandhi and civil disobedience 1920–22.</u> Gandhi's aims and beliefs The non-cooperation campaign 1920–22 Significance of the campaign. Significance of Gandhi's imprisonment. Congress reorganised 1922–30: The Young Hooligans</p> <p><u>British Response</u> Reasons for and reception of the Simon Commission. The Labour government and the Irwin Declaration.</p> <p><u>Congress Reorganised</u></p>		<p>American women had changed significantly for the better between the years 1917–1980?</p> <p>How far do you agree that the New Deal brought about a significant improvement in the lives of racial minorities and women?</p> <p>How accurate is it to say that the 1920s in India were years characterised by distrust and a hardening of attitudes between Britain, congress and the Muslim League?</p>				
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The Nehru Report
The Lahore Congress
The Salt Satyagraha.

The Muslim League

Jinnah's beliefs and aims
The breakdown of relations
with Congress.
The Khilafat movement.
Re-emergence of Muslim
values.
The concept of separateness.
Significance of failed
attempts to reunite with
congress.