

## History Unit Overview Year 12 Paper 1

### Teacher 1 - Year 12 Paper 1 - In Search of the American Dream: the USA c. 1917-80

#### Autumn 1

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>Unit 1: The changing political environment 1917-80.</p> <ul style="list-style-type: none"> <li>The changing political climate from US entry into the First World War to Reagan's election.</li> <li>General policy ideas undertaken by presidents and how they were influenced politically.</li> <li>Changing styles of presidential leadership across the period</li> <li>The effect that American involvement in war had on the general American politics.</li> </ul>	<p>Knowledge: Presidents 1917-80, structure of US government, structure of US political system, government policies 1917-80, different influences on political decision making (liberalism, counter-culture, rugged individualism, war).</p> <p>Understanding: How and why confidence in government rose or declined, appeals of US government to different parts of the electorate, how and why US government was influenced in their policy-making, how and why presidential leadership changed over time.</p> <p>Skills: Introducing skills in answering ALevel standard essay questions. Developing skills in discussion and debate. Defining key terms. Developing individual work ethic and collaborative work in groups. Evaluating extent of significance, change, continuity, similarity and difference in US politics.</p>	<ul style="list-style-type: none"> <li>Achieving over targets set on content tests (typically 75%)</li> <li>Confident ability to answer set essays for Section A (depth understanding) and Section B (Breadth understanding over time)</li> <li>Ability to engage in debate and discussion with class around unit knowledge.</li> </ul>	<p>Partial knowledge links to GCSE learning on Cold War and KS3 learning on WW1, WW2.</p>	<p>Edexcel Pearson textbooks</p>

#### Autumn 2 approx.

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?

<p>Unit 2: The quest for civil rights 1917-1980</p> <ul style="list-style-type: none"> <li>• The struggle for minority rights in the years 1917–80, with particular reference to African-American civil rights.</li> <li>• Political, social and economic situation for African Americans across the period</li> <li>• Major federal civil rights legislation</li> <li>• Influence of the African American struggle on the search for non-African-American minority rights</li> <li>• Civil rights protests by other minorities.</li> </ul>	<p>Knowledge: African American civil rights movement: life in the south 1917-1955, reasons for migration south to north, reasons for development of civil rights movement, legal challenges to direct action, direct action to violent action, changing approaches, key movements e.g. Black Power. The search for minority rights through Native American campaigns, Hispanic American campaigns, gay rights movement.</p> <p>Understanding: become aware of the changing nature and pattern of campaigning and be able to identify relevant examples. Understand impact of civil rights legislation. Evaluate successes and limitations of civil rights movements.</p> <p>Skills: Developing skills in answering ALevel standard essay questions. Developing skills in discussion and debate. Defining key terms. Developing individual work ethic and collaborative work in groups. Evaluating extent of significance, change, continuity, similarity and difference in US civil rights.</p>	<ul style="list-style-type: none"> <li>• Achieving over targets set on content tests (typically 75%)</li> <li>• Confident ability to answer set essays for Section A (depth understanding) and Section B (Breadth understanding over time)</li> <li>• Ability to engage in debate and discussion with class around unit knowledge.</li> </ul>	<p>Consistent links made to unit 1 through development of understanding of US presidents and policies, impact of economic issues on civil rights (eg impact of Great Depression for white vs Black Americans), appeals of presidents to different parts of electorate including black and minority Americans.</p>	<p>Edexcel Pearson textbooks</p>
---	---	---	---	----------------------------------

**Spring 1 Approx.**

<b>What are we learning?</b>	<b>What knowledge, understanding and skills will we gain?</b>	<b>What does mastery look like?</b>	<b>How does this build on prior learning?</b>	<b>What additional resources are available?</b>
------------------------------	---	-------------------------------------	---	---

<p>Unit 3: Society and culture in change 1917-80</p> <ul style="list-style-type: none"> <li>Aspects of society and culture which were both transformed and transforming in the years 1917–80.</li> <li>Changing position of women 1917-80</li> <li>Experiences and attitudes towards immigration</li> <li>Diversity of the immigrant experience.</li> <li>The extent to which popular culture and broadcast news both reflected and influenced society.</li> </ul>	<p>Knowledge: Changing position of women 1917-80 and impact of Great Depression, Roaring Twenties, WW2, suburban life, womens liberation movement for women in society. Impact of immigration; American responses to immigration, government policy on immigration, development of cinema, radio, TV and impact on society, growth of popular culture, key figures. Understanding: Evaluate extent to which women’s position changed 1917-80, and wider economic/government policy for women, understand draw of immigrants to US and evaluate how and why Americans responded positively or negatively to immigrants. Understand how cinema and radio impacted popular culture, social influence of TV and news media. Skills: Developing skills in answering ALevel standard essay questions. Developing skills in discussion and debate. Defining key terms. Developing individual work ethic and collaborative work in groups. Evaluating extent of significance, change, continuity, similarity and difference in US society and culture.</p>	<ul style="list-style-type: none"> <li>Achieving over targets set on content tests (typically 75%)</li> <li>Confident ability to answer set essays for Section A (depth understanding) and Section B (Breadth understanding over time)</li> <li>Ability to engage in debate and discussion with class around unit knowledge.</li> </ul>	<p>Consistent links made to unit 1 and unit 2. References made to government policy (U1), attitudes of government to minorities (U2), attitudes of US presidents over time (U1), impact of key historical events on social groups (U1).</p>	<p>EdExcel Pearson textbooks</p>
--	--	---	---	----------------------------------

**Spring 2 Approx.**

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
-----------------------	--	------------------------------	--	--

<p>Unit 4: Changing quality of life 1917-80</p> <ul style="list-style-type: none"> <li>• Economic environment in the USA 1917-80 and increasing aspiration.</li> <li>• Patterns of economic change and their effects on living standards</li> <li>• Economic impact on varying social groups</li> <li>• Developments in leisure and travel</li> <li>• Development in quality of life in the USA 1917-80.</li> </ul>	<p>Knowledge: Boom, bust, recovery 1917-1941, economic impact of WW2, post-war affluence and growth of consumerism, economic crisis of 1970s, anti-poverty policies and economic divisions, development in use of cars, airlines and leisure time. Key economic vocab eg stagflation, bull market. Understanding: Understands why USA went through a boom economy followed by crash and reasons for recovery. Understands reasons for post-war boom and development of suburbs and consumerism. Will be able to explain patterns of economic change and impact on living standards, can explain benefits and gains for a variety of social groups across the period. Can interpret and explain graph evidence for economic change. Skills: Improving skills in answering A Level standard essay questions. Refining skills in discussion and debate. Defining key terms. Continue to develop individual work ethic and collaborative work in groups. Evaluating extent of significance, change, continuity, similarity and difference of economic change in USA.</p>	<ul style="list-style-type: none"> <li>• Achieving over targets set on content tests (typically 75%)</li> <li>• Confident ability to answer set essays for Section A (depth understanding) and Section B (Breadth understanding over time)</li> <li>• Ability to engage in debate and discussion with class around unit knowledge.</li> </ul>	<p>Consistent links made to unit 1, 2 and 3. References made to government policy (U1), attitudes of US presidents (U1), reasons for key events eg Great Depression, WW2 (U1), impact of economy on variety of social groups (U2), impact of economy on women (U3), social impact of leisure time (U3).</p>	<p>EdExcel Pearson textbooks</p>
---	--	---	---	----------------------------------

**Summer 1 Approx.**

<b>What are we learning?</b>	<b>What knowledge, understanding and skills will we gain?</b>	<b>What does mastery look like?</b>	<b>How does this build on prior learning?</b>	<b>What additional resources are available?</b>
------------------------------	---	-------------------------------------	---	---

<p>Unit 5: Society and culture in change 1917-80</p> <ul style="list-style-type: none"> <li>Aspects of society and culture which were both transformed and transforming in the years 1917–80.</li> <li>Changing position of women 1917-80</li> <li>Experiences and attitudes towards immigration</li> <li>Diversity of the immigrant experience.</li> <li>The extent to which popular culture and broadcast news both reflected and influenced society.</li> </ul>	<p>Knowledge: Changing position of women 1917-80 and impact of Great Depression, Roaring Twenties, WW2, suburban life, womens liberation movement for women in society. Impact of immigration; American responses to immigration, government policy on immigration, development of cinema, radio, TV and impact on society, growth of popular culture, key figures. Understanding: Evaluate extent to which women’s position changed 1917-80, and wider economic/government policy for women, understand draw of immigrants to US and evaluate how and why Americans responded positively or negatively to immigrants. Understand how cinema and radio impacted popular culture, social influence of TV and news media. Skills: Developing skills in answering ALevel standard essay questions. Developing skills in discussion and debate. Defining key terms. Developing individual work ethic and collaborative work in groups. Evaluating extent of significance, change, continuity, similarity and difference in US society and culture.</p>	<ul style="list-style-type: none"> <li>Achieving over targets set on content tests (typically 75%)</li> <li>Confident ability to answer set essays for Section A (depth understanding) and Section B (Breadth understanding over time)</li> <li>Ability to engage in debate and discussion with class around unit knowledge.</li> </ul>	<p>Consistent links made to unit 1 and unit 2. References made to government policy (U1), attitudes of government to minorities (U2), attitudes of US presidents over time (U1), impact of key historical events on social groups (U1).</p>	<p>EdExcel Pearson textbooks</p>
--	--	---	---	----------------------------------

**Summer 2 approx.**

<p><b>What are we learning?</b></p>	<p><b>What knowledge, understanding and skills will we gain?</b></p>	<p><b>What does mastery look like?</b></p>	<p><b>How does this build on prior learning?</b></p>	<p><b>What additional resources are available?</b></p>
-------------------------------------	--	--	--	--

<p>Unit 6: Impact of the Reagan presidency 1981-96.</p> <ul style="list-style-type: none"> <li>• What effect did Reagan's economic policies have? • To what extent was 'big government' reduced?</li> <li>• What was the nature and extent of social change?</li> <li>• To what extent were the presidency and US politics revitalised?</li> </ul>	<p>Knowledge: Reagan's administration, key political policies 1980-1996 including but not limited to; social change and welfare provision, living and working conditions, impact on minorities, business and industry, public image, 'New Right thinking', changes to the political environment.</p> <p>Understanding: Understanding and evaluating Reagan's impact on the USA as president, how to read and understand interpretations, effect of Reagan's political policies on economy, social welfare, industry and politics.</p> <p>Skills: Developing existing skills in reading, understanding and analysing historical interpretations, introducing skills in answering A-Level Section C interpretations essay questions. Refining skills in discussion and debate. Defining key terms. Continue to develop individual work ethic and collaborative work in groups. Evaluating historical interpretations of Ronald Reagan to reach an independent opinion on a set question.</p>	<ul style="list-style-type: none"> <li>• Achieving over targets set on content tests (typically 75%)</li> <li>• Develop ability to answer Section C interpretations essays.</li> <li>• Ability to engage in debate and discussion with class around unit knowledge.</li> </ul>	<p>Build on understanding of historical interpretations introduced in KS3 and KS4.</p> <p>Refer back to prior unit knowledge established U1 – 4 on impact of previous presidents to compare against impact of Reagan.</p>	<p>EdExcel Pearson textbooks</p>
--	--	--	---	----------------------------------