

What are the aims and intentions of this curriculum?

The aim of this curriculum is to introduce students to the search for freedom in history by taking a close look at the history of *America from 1917-1980 and South Africa, 1948-94: from apartheid state to 'rainbow nation'*. Students will study the history of *America* by looking at the themes of political changes, economic changes, and social changes. The unit will end with an exercise in analysing interpretation by studying the presidency of Ronald Reagan. Studying a country like *South Africa* requires a step outside British experiences. There may be some familiar points, and these are valuable hooks on which to hang analysis: connections through English-speaking people, British colonisation and sport; the anti-apartheid struggle and the iconic figure of Mandela. By studying these, students will go deep into learning by examining how the separate parts of history combine to create the bigger picture: in this instance, freedom. Students are encouraged to express their personal views and opinions while respecting the traditions and belief systems of others through oral discussion, written essays, and by digital projects. Additionally, students will dive into the depths and complexities of history by evaluating the details of history in order to dissect the trends, patterns, rules, and see the overall big picture. This course is geared towards allowing students to embrace the British Values of Tolerance, Equal Opportunity and Respect for Diversity.

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Autumn 1	America: The changing political environment in America from 1917-1980.	America: In this term we will look at the American government and how it is run. That way we can better analyse the changing political values of the time and the fall of traditional republican ideas in favour of the more socially progressive democratic policies. Additionally, students will look at how each president impacted the office of the president, compare and contrast each presidency, assess the eventual circle back to republicanism, and question if it will circle back to democratic socially progressive ideas. Finally, we will investigate the wars that America was involved in from 1917 –1980 to evaluate and measure its impact on American politics. Key terms will include but are not limited to: Republican, Republicanism, Democrats, Separation of Powers, Congress, Presidency, Supreme Court, Checks and Balances, Economic Depression, Social Welfare, Great Depression, Laissez –Faire, New Deal, Korean War, Vietnam War, Communism	Students will expand their skills in critical thinking, analysis of primary sources, judge interpretations of key events, and participate in simulations that will deepen their experience of history. Through debate and class discussions, students will begin to develop skills of finding, voicing, and supporting their own opinions. They will practice organising, supporting, and structuring these ideas in essays that are designed to prepare them for their AS or A Level exam.	Students will be assessed periodically through written essays, oral discussions, simulations, and presentations.

	<p>South Africa: 2b.1 The response to apartheid (1948-59)</p>	<p>During this half term students will look at life in South Africa in 1948. This encompasses the different cultural groups and the issues they face living in South Africa. Students will also understand the reasons the National Party was victorious in the 1948 elections. The National Party then implemented and codified apartheid (1948-59). However, minority groups especially blacks rebelled against this segregationally system. Hence, there was a growth of African nationalism. Students will complete the unit by understanding the ways in which African nationalism grew throughout 1948-59.</p> <p>Keywords: apartheid, Boer, Afrikaners, Great Trek, homeland, African National Congress, Union of South Africa.</p>	<p>Students will develop organisational skills in terms of structuring points for essay questions. Writing essay should also develop their analytical skills of interpreting and developing the questions asked. This can also be seen in interpreting sources that are related to usefulness and weight of the information in an enquiry.</p>	<p>Essay questions Debate Source questions Class assessment Peer assessment</p>
<p>Autumn 2</p>	<p>America: Civil Rights from 1917- 1980</p>	<p>In this unit, students will take a deep look at the African American Civil Rights Movement and its impact on Latinx Americans, LGBTQ+ community, and the Native Americans. We will begin by looking at the injustices and systematic racism in place in American society and its effects on African Americans, Latinx, Asian Americans, Native Americans, and the LGBTQ+ community. Then, we will take a closer look at the African American Civil Rights Movement and assess its success. Then we will see its influence on other minority movements and assess their successes.</p> <p>Key terms will include but are not limited to: Segregation, Migration, National Association for the Advancement of Coloured People, Lynching, 14th Amendment, Hispanic American, Brown v. Board of Education, Boycott, Ghetto, Extension, Bracero Program, Operation Wetback, Angel Island, Elis Island, and Proposition 6.</p>	<p>Students will continue to work on their skills of critical thinking, analysis, annotation, extended thinking, questioning, comparing, infer, determine importance, judge, justify, and determine influence.</p> <p>Again, students will be able to voice their own opinions through discussions and debates. They will have to prove and support their opinions in all oral and written tasks. They will be given multiple opportunities to practice writing structured, supported, and organised essays.</p>	<p>Students will be assessed periodically through written essays, Socratic Seminars, and digital presentations.</p> <p>Students will also be asked to sit through a mock exam at some point during this term. This is designed to mimic the actual exam. This is will give us the best measurement of where they are at and what we need to do to get them to achieve the best possible grade.</p>

		<p>myriad of problems and thus sought the need to strengthen its position in the 1970s. Based on the tenacious actions of the ANC, the National Party faced challenges between the years 1974-83. Students will also examine the types of international pressures that threatened South African government.</p> <p>Key words: liberation theology, exile, ethnicity, verligte, verkrampste, tricameral parliament.</p>	<p>usefulness and weight of the information in an enquiry.</p>	
<p>Spring 2</p>	<p>America: The quality of life in America from 1917-1980.</p> <p>South Africa: 2b.4 The end of apartheid and the creation of the 'rainbow nation', 1984-94.</p>	<p>In this unit, we will look at the evolving quality of life in American. We will compare and contrast the different effects of the Great Depression and the sudden affluence in Post War America. We will define poverty and affluence for each decade leading to the 1980s.</p> <p>Key terms will include but are not limited to: Stock Market, Crash, Bear Market, Bull Market, Communism, Capitalism, Suburbs, Inflation, Baby Boom, Living Standards, and Consumer.</p> <p>This is the final unit in which students will see the apartheid system coming to an end. Firstly, students will understand the reason townships revolt in the years 1984-87. The National Party have decided to start negotiations between the years 1985-89. Students will assess these reasons for negotiation. After which students will assess the extent in which political negotiations end in a compromise. Another wave of the analysis is to determine the extent in which the new political settlement of 1992-94 help create a fully democratic country.</p> <p>Key words: total strategy, party lists, proportional representation.</p>	<p>Students will utilise and strengthen their skill of reading and evaluating statistics, maps, and graphs in a historical context. They will use these to patterns and numbers to tie into the bigger picture of the time. They will analyse other primary sources, specifically images and pictures of the time, to form judgements and opinions of the time and use them in writing or discussion.</p> <p>Students will develop organisational skills in terms of structuring points for essay questions. Writing essay should also develop their analytical skills of interpreting and developing the questions asked. This can also be seen in interpreting sources that are related to usefulness and weight of the information in an enquiry.</p>	<p>Students will be assessed through another mock exam and periodical essays and Socratic seminars.</p> <p>The mock exam will help to determine if they should take the AS or A Level exam.</p> <p>Debate Peer Assessment Class Assessment Role play</p>

Summer 1

America:

The different interpretations and views of the Reagan presidency.

South Africa:

- ◆ Exam Practice
- ◆ All four units

In the final unit of our study of American History, students will learn about the Reagan presidency and its controversies. We will look at the different multiple perspectives and interpretations of his time in office by looking at graphs, personal stories, statistics, images, TV shows, songs, and other data from the time to get a complete picture of what is going on. We will follow trends, patterns, and details to try and answer some unanswered questions and form our own opinions of his effect on the American people and judge if he was a good president or not.

Students will revisit key areas within all four units such as; the 1948 elections, Rivonia Trial, Formation of PAC, Sharpeville Massacre, Soweto Uprising, Steve Biko, Botha Reforms, De Klerk's new course.

Students will strengthen their skills in analysing and evaluating primary sources such as personal stories, statistics, and data. We will also use this time to really practice and hone our writing skills, particularly in analysing interpretations and using them in our writing to practice for the Source C questions on the AS and A Level exam.

The skills that students have acquired for the past four units would all be displayed in three exam style questions. Two of these questions are source related while the other is an analytical essay.

Students will participate in one final mock exam for the term before moving on to year 13.

Students will also complete multiple essays and participate in several discussions.

Mock exams
Class assessment
Debate
Peer assessment