

Curriculum Plans: Year 12 British History (Challenge and Transformation). Exam Board AQA - Option N

	Topic	Knowledge: By the end of the unit students will know:	Skills: What skills will students have developed by the end of this unit?	Key terms: What new key terms and vocabulary will be learnt in this unit?	Summative Assessment: How will pupils be assessed in this unit?
Michaelmas 1	Political Developments in Britain c.1851-1885	<ul style="list-style-type: none"> • Causes, events and consequences of the 1832 Reform Act • The development of the Conservative and Liberal Party from the Tories, Whigs and Liberals by 1857 • Causes, events and consequences of the 1867 Reform Act • Gladstone's impact on the electoral system and the strength of the Liberal Party by 1885 • The strength of the Conservative Party under Disraeli 	<p>Forming a reasoned argument and setting this out at the beginning of an essay</p> <p>Navigating an argument through an essay whilst still referring to both sides of an argument</p> <p>Using complex and specific contextual knowledge to support an argument</p> <p>Using the wider knowledge of the period to situate points in the relevant historical context</p>	<ul style="list-style-type: none"> • Constitutional Monarchy • Parliamentary Reform • Bill • Act • Constituency • County Constituency • Borough Constituency • Electorate • Franchise • Rotten Borough • Pocket Borough • Electoral Reform 	<p><u>Essay Question:</u></p> <p>Preparation at home for a 25-mark timed essay based on the state of British democracy by 1885</p>
Michaelmas 2	Social Developments in Britain c.1851-1885	<ul style="list-style-type: none"> • Social impact of the Industrial Revolution • Victorian Attitudes to Poverty and the New Poor Law • Changing Attitudes to Poverty in the Victorian Period 	<p>Forming a reasoned argument and setting this out at the beginning of an essay</p> <p>Navigating an argument through an essay whilst still referring to both sides of an argument</p>	<ul style="list-style-type: none"> • Meritocracy • One Nation Conservatism • Gladstonian Liberalism • Paternalism • Self-Help • Retrenchment 	<p><u>Essay</u></p> <p>Preparation at home for a 25-mark timed essay based on Gladstone and Disraeli by 1885</p>

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	Economic Developments in Britain c.1851-1885	<ul style="list-style-type: none"> Gladstone's Social Reforms Disraeli's Social Reforms Economic Ideologies in Britain in the mid-19th century Causes of industrial prosperity in the 19th century Industrial depression post-1873 High Farming and Agricultural Prosperity Depression in agriculture post-1873 Onset of national depression 	<p>Using complex and specific contextual knowledge to support an argument</p> <p>Using the wider knowledge of the period to situate points in the relevant historical context</p> <p>Identifying the argument of a historian from an extract of historiography</p> <p>Assessing how convincing a historian's argument is by using complex and specific contextual knowledge</p> <p>Situating the argument of a historian in the wider historical context</p>	<ul style="list-style-type: none"> Laissez-Faire Pauper Staple industry High farming Economic depression Boom period Trading relationship Free Trade Protectionism 	<p><u>Extract.</u></p> <p>Preparation at home for an interpretation questions on the British Economy 1851 - 1885 Students will have to evaluate the merits of 3 interpretations in timed conditions in class 1 hour). 30 marks</p>
Lent 1	Condition of Anglo-Irish Relations c.1851 to 1885	<ul style="list-style-type: none"> Condition of Anglo-Irish relations after the Act of Union 1800 The impact of the Irish Potato Famine 1845 Grievances in Ireland by 1885, including land, religion and Home Rule Gladstone's attempts to 'pacify Ireland' in land and religion Opposition to Home Rule Gladstone's first Home Rule bill 	<p>Forming a reasoned argument and setting this out at the beginning of an essay</p> <p>Navigating an argument through an essay whilst still referring to both sides of an argument</p> <p>Using complex and specific contextual knowledge to support an argument</p>	<ul style="list-style-type: none"> Land agitation Famine Non-Conformist Anglican Home Rule Self-Determination Regional devolution 	<p><u>Essay</u></p> <p>Preparation at home for a 25-mark timed essay based on Home Rule for Ireland</p>

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	<p style="text-align: center;">Political Developments in Britain c. 1886-1914</p>	<ul style="list-style-type: none"> • The Consequences of the failure of Gladstone’s first Home Rule Bill • Reasons for Conservative dominance between 1885 and 1905 • The emergence of a Labour Party by 1906 • The 1906 Landslide election • The People’s Budget and the 1911 Parliament Act 	<p>Using the wider knowledge of the period to situate points in the relevant historical context</p>	<ul style="list-style-type: none"> • Constitutional Crisis • Peerage • Landslide victory • New Unionism • Fabian • Socialist ideology 	<p style="text-align: center;"><u>Essay</u></p> <p>Preparation at home for a 25-mark timed essay based on the Conservatives to 1905</p>
Lent 2	<p style="text-align: center;">Social Developments in Britain c.1886-1914</p> <p style="text-align: center;">Economic Developments in Britain c. 1886-1914</p>	<ul style="list-style-type: none"> • Trade unions and new unionism to the 1890s • The progress of trade unionism 1900-1914 • The rise of Syndicalism • The issue of female emancipation to 1914 • Standards of living 1890s-1914 • The Liberal Welfare Reforms and their impact • The Great Depression and its aftermath • Problems in industry and agriculture 1886 - 1914 • Challenges to the staple industries and rise of new industries by 1914 	<p>Forming a reasoned argument and setting this out at the beginning of an essay</p> <p>Navigating an argument through an essay whilst still referring to both sides of an argument</p> <p>Using complex and specific contextual knowledge to support an argument</p> <p>Using the wider knowledge of the period to situate points in the relevant historical context</p> <p>Identifying the argument of a historian from an extract of historiography</p>	<ul style="list-style-type: none"> • Syndicalism • New Unionism • Suffrage • Emancipation • Slum Housing • Social Surveys • Innovations • Entrepreneurial Spirit • Invisible Exports • Joint-Stock Companies • Imperial Preference 	<p style="text-align: center;"><u>Essay</u></p> <p>Preparation at home for a 25-mark timed essay based on the Liberal</p> <p style="text-align: center;"><u>Extract</u></p> <p>Preparation at home for an interpretation question. Student will have to evaluate the merits of 3 interpretations in timed conditions in class 1 hour). 30 marks</p>

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		<ul style="list-style-type: none"> Debates over protectionism, tariff reform and free trade 	<p>Assessing how convincing a historian's argument is by using complex and specific contextual knowledge</p> <p>Situating the argument of a historian in the wider historical context</p>		
Trinity 1	Condition of Anglo-Irish Relations c.1886-1914	<ul style="list-style-type: none"> The Home Rule movement in 1886 Gladstone's second Home Rule Bill 1893 Third Home Rule Bill 1913 Formation of two armed camps in Ireland by 1914 	<p>Identifying the argument of a historian from an extract of historiography</p> <p>Assessing how convincing a historian's argument is by using complex and specific contextual knowledge</p> <p>Situating the argument of a historian in the wider historical context</p>	<ul style="list-style-type: none"> Ulster Unionist Coercion Irish Nationalist Party Fenianism Nationalism Mutiny Insurrection 	<p><u>Extract</u></p> <p>Preparation at home for an interpretation question. Student will have to evaluate the merits of 3 interpretations on Home Rule by 1914 in timed conditions in class (1 hour). 30 marks</p>
Trinity 2	Immediate impact of World War I Revision	<ul style="list-style-type: none"> Asquith as wartime leader The Asquith coalition 1915-1916 The Lloyd George coalition The wartime rehabilitation of the Conservative Party The benefits to Labour of remaining out of the wartime coalition 	<p>Forming a reasoned argument and setting this out clearly</p> <p>Using complex and specific contextual knowledge to support an argument</p> <p>Using the wider knowledge of the period to situate points in the relevant historical context</p> <p>Skills in oracy, literacy and communication</p>	<ul style="list-style-type: none"> Coalition Government War Cabinet Conscientious Objector Pacifist Patriotism 	<p>Exam. Students will prepare at home for an exam of 1 hour and ¾. Students will be expected to complete a compulsory interpretation question and an essay.</p> <p><u>Class Debate</u> Students will prepare arguments in favour of each of the political parties being the strongest after World War I. This will then go to a class debate</p>