

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

	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	<p>Political Developments in Britain c.1914-1939</p> <p>Economic Developments in Britain c.1914-1939</p>	<ul style="list-style-type: none"> The Coupon Election and the career of the Lloyd George coalition The career of the 1st Labour government The achievements of Stanley Baldwin's 1924-29 coalition The difficulties faced by the 1929 Labour government and the formation of a National Government The Abdication Crisis and the prevention of Constitutional Crisis The decline of the Liberal Party The rise and fall of UK radical parties Impact of World War I on the British Economy The decline of the Staple Industries in the inter-war period and the development of new industries The economic causes behind the General Strike Onset of Economic Depression in the aftermath of the Wall Street Crash 	<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> <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"> Coupon Minority Government Coalition Government Economic Radicalism Protectionism Nationalisation Privatisation General Strike Interest Staple Industry Economic Realignment Gold Standard Protectionism State intervention Trade Balance Industrialisation 	<p><u>Essay Question:</u></p> <p>Students prepare at home for a Timed Essay question on The Liberal Party (25 marks)</p> <p><u>Extract Question</u></p> <p>Students prepare at home for a 1-hour assessment on 3 interpretations of the Political Situation in Britain between 1914 and 1939</p>

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		<ul style="list-style-type: none"> • Responses to the Depression by the 1929 Labour Government and MacDonald's National Government 			
Michaelmas 2	<p>Social Developments in Britain c.1914-1939</p> <p>Condition of Anglo-Irish Relations c. 1914-1939</p>	<ul style="list-style-type: none"> • Changes in the role of women during and after the war • The condition of the working classes in the interwar period • Regional divisions in the interwar period • Social policies of interwar governments • Changing attitudes in the twenties and the 'hungry thirties' • The growth of the media <ul style="list-style-type: none"> • The Easter Rising 1916 • The Anglo-Irish War • The Government of Ireland Act and the Anglo-Irish Treaty • Divided Ireland before the Second World War 	<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> <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"> • Auxiliary divisions • Real Wages • Consumerism • Tenements • Special Areas • Regional prosperity • Voluntary Organisations • Perpetuation of the class system <ul style="list-style-type: none"> • Religious animosities • Separatism • Martyrdom • Independent Republic • Martial Law • Stormont • Irish Free State 	<p><u>Essay Question:</u></p> <p>Students prepare at home for a Timed Essay question the inter-war economic situation. (25 marks)</p> <p><u>Extract Question</u></p> <p>Students prepare at home for a 1-hour assessment on 3 interpretations on the Anglo-Irish Situation between 1914 and 1939 (30 marks)</p>

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Lent 1	<p>Political Developments in Britain c.1949-1964</p> <p>Economics Developments in Britain c. 1939-1964</p>	<ul style="list-style-type: none"> • Churchill as Wartime Leader • The Labour Landslide of 1945 • Development of Labour c.1945 • Conservative Dominance from 1951 • Post-War Consensus • Labour Victory in 1964 Election • Mobilisation of resources in wartime • Post-War Boom • Balance of Payments issues and 'stop-go' policies • Changes to British industry and trade • New technology 	<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"> • Appeasement • Means Test • Left-wing shift • Welfare State • Nationalisation • Supermac • Profiteering • Austerity • Economic indicators • Balance of Payments • Visible Trays • Stop-Go • Heavy Industry 	<p><u>Essay</u></p> <p>Students prepare at home for a Timed Essay question (25 marks)</p> <p>Mock Exams</p>
Lent 2	Social Developments in Britain c.1939-1964	<ul style="list-style-type: none"> • Austerity and the impact of war • The post-war boom and the growth of affluence • Consumerism and changes in the position of women and youth • Immigration and racial tension • The Beveridge Report • The Butler Act 1944 • The growth of the Welfare State, including the NHS • The growth of education 	<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"> • Class barriers • 'Housewives Revolt' • Labour saving devices • Affluence • Classless Suburbia • Consumerism • Cult of the Teenager • Demographic change 	<p><u>Extract</u></p> <p>Using your understanding of the historical context, assess how convincing the arguments are in relation to social change in the years 1945-1964 [30 Marks]</p> <p>Students prepare at home for a 1-hour assessment on 3 interpretations of Social Change 1945 – 1964</p>

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	Anglo-Irish Relations c. 1939-1964	<ul style="list-style-type: none"> • North/South Friction in Ireland • The riots of September 1964 • Beginnings of the Civil Rights Campaigns 		<ul style="list-style-type: none"> • New Commonwealth • Beveridge Report • 'Cradle to the Grave' • Gerrymandering • Censorship • Irish Nationalism • Treaty Ports • Sectarian Division • Free Presbyterians 	
Trinity 1	Revision	•		•	
Trinity 2		•		•	<p><u>A Level Exam</u></p> <p>This is an exam of 2 ½ hours. Students have to answer one compulsory interpretations question (1 hours) and answer 2 essay questions form a choice of 3.</p>