

### Paper 1K

<b>Golden Threads</b> What impact did the American Civil War have on the American identity? How did it develop and change over time?	<b>Enrichment</b>	<b>Review and Evaluation</b>
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Term 1	Topics & Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary	Knowledge Tracking
	<p><b>Part One: From Civil War to World War, 1865 – 1920</b></p> <p><b>Section One: The Era of Reconstruction and the Gilded Age, 1865 – 1890</b></p> <p>The weaknesses of the Federal government</p> <p>The politics of the Gilded Age</p> <ul style="list-style-type: none"> <li>The state of the USA in 1865 in the aftermath of the Civil War.</li> <li>The system of Federal government; identify any weaknesses.</li> <li>Abraham Lincoln as President and the 1865 election</li> <li>Presidential Reconstruction and the impact of the assassination of Lincoln on the progress and vision of reconstruction</li> <li>President Johnson as Vice and the President; Congressional Reconstruction</li> <li>Civil Rights Act 1866, Radical Reconstruction and the attempt to impeach Johnson.</li> <li>Grant and the failure of Radical Reconstruction</li> <li>Extent of success of ‘Black Reconstruction’</li> <li>Corruption in Southern Republican governments</li> <li>The era of weak Presidents and political corruption; 1877–96 gold vs silver, corruption and civil service reforms, tariff policy, agriculture versus industry, pensions and the regulation of big business</li> <li>1876 Presidential election and the Hayes administration</li> <li>Impact of the Pendleton Civil Service Act on Chester Arthur’s Presidency and extent of corruption</li> </ul>	<p>Students are expected to develop an understanding of the process of change over time.</p> <p>Students will need to be able to comprehend and evaluate arguments in extracts from academic history books on key issues and developments relating to the content of their study.</p> <p>Students will be required to write analytical essays showing judgement about the issues and developments they have studied.</p>	<p>Give the name, nature/content and date of the assessment in this term.</p>	<p><b>The Civil War was solely about states’ rights:</b> While states’ rights were a significant issue leading up to the Civil War, the primary cause was slavery. The Southern states seceded primarily to preserve the institution of slavery, as outlined in their declarations of secession.</p> <p><b>The Reconstruction Era was a period of racial equality and progress:</b> While Reconstruction did bring significant advancements for African Americans, including the ratification of the 13th, 14th, and 15th Amendments, it was also marked by intense racial violence, political corruption, and the rise of Jim Crow laws that enforced racial segregation and discrimination.</p> <p><b>Reconstruction was a complete failure:</b> While Reconstruction did not achieve all of its goals, it did lay the groundwork for important advancements in civil rights. The Reconstruction Amendments abolished slavery, granted citizenship and equal protection under the law to all citizens, and prohibited racial discrimination in voting. These amendments formed the legal basis for the civil rights movement of the 20th century.</p>	<p>Indigenous Americans</p> <p>Isolationism</p> <p>Segregation</p> <p>Abolitionist</p> <p>California gold rush</p> <p>Declaration of independence</p> <p>US constitution</p> <p>Pilgrim fathers</p> <p>second industrial revolution</p> <p>emancipation</p> <p>impeachment</p> <p>reconstruction</p> <p>freedmen’s Bureau</p> <p>the redeemers</p> <p>the Gilded Age</p> <p>Electoral College</p> <p>solid South</p> <p>patronage</p> <p>Pork barrel politics</p> <p>cartels and trusts</p> <p>Sherman antitrust act</p>	<p>What prior learning does this term’s curriculum link to and what future learning does this term’s curriculum link to?</p>



	Topics & Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary	Knowledge Tracking
Term 2	<p>Social, regional and ethnic divisions</p> <p>Economic growth and the rise of corporations</p> <ul style="list-style-type: none"> <li>Divisions within and between North, South and West. The position of African Americans; social, regional and ethnic divisions across America during this period</li> <li>Experience of African Americans and immigrants in the period</li> <li>Railways and American industrialisation; the building of railroads and the role of individuals, eg Cornelius and William Vanderbilt and the effect railroads had on industrial growth</li> <li>Oil; the development of the oil industry in the USA post-Civil War, the rise of Rockefeller’s Standard Oil company and evaluate the economic advantages in relation to critics’ arguments of trusts</li> <li>Developments in agriculture; the reasons for the developments in agriculture, negative response of farmers to big business and the railroads and the Granger Movement</li> <li>Urbanisation; the rural to urban shift in the USA before the turn of the century, the factors for this shift particularly the impact of industrialisation and the role of large corporations and the socio-economic impact of industrialisation on cities such as Chicago and New York</li> </ul>	<p>Students are expected to develop an understanding of the process of change over time.</p> <p>Students will need to be able to comprehend and evaluate arguments in extracts from academic history books on key issues and developments relating to the content of their study.</p> <p>Students will be required to write analytical essays showing judgement about the issues and developments they have studied.</p>		<p><b>Reconstruction was solely a Northern effort to impose its will on the South:</b> Reconstruction was indeed led by the North, but it was also a collaborative effort involving Southern Republicans, African Americans, and others who sought to rebuild the South and establish a more equitable society. Additionally, the withdrawal of federal troops from the South in 1877 effectively ended Reconstruction, allowing Southern Democrats to regain control and institute discriminatory laws.</p> <p><b>The Civil War and Reconstruction are distant events with no relevance today:</b> The legacy of the Civil War and Reconstruction continues to shape American society today, particularly in issues related to race, equality, and the role of the federal government. Understanding this history is essential for addressing ongoing social and political challenges.</p>	<p>Nativists</p> <p>yellow peril</p> <p>immigrant</p> <p>Yankees</p> <p>Carpetbaggers</p> <p>the Granger movement</p> <p>sharecropper</p> <p>financial panic Oklahoma land rush joint stock capitalism</p> <p>corporations</p> <p>stocks and shares</p> <p>the bull market</p> <p>the bear market</p> <p>monopolies</p> <p>cartelisation</p> <p>protective tariff robber barons</p> <p>antitrust legislation</p>	



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Term 3	<p>Laissez faire dominance and consequences</p> <p>The limits of foreign entanglement and continuation of isolationism</p> <p>Overview/revision</p> <p><b>Part One: From Civil War to World War, 1865 – 1920</b></p> <p><b>Section Two: Populism, Progressivism and Imperialism, 1890 – 1920</b></p> <p>Ideas and influence</p> <ul style="list-style-type: none"> <li>The impact of the ending of the frontier; the economic reasons for non-intervention during the post war era</li> <li>The Growth of the West; how the West was ‘settled’</li> <li>The impact of the transcontinental railroad and the Homestead Act</li> <li>population growth and map where people settled and why</li> <li>Continuation of the Monroe Doctrine; foreign policy in the years 1865–1890, US foreign policy objectives and the reasons why these began to change; the role of James G. Blaine and events in Latin America</li> <li>Territorial consolidation of Alaska; the reasons for the Alaska Purchase and the impact of the purchase</li> <li>Tensions over Canada; the boundary dispute and consider the reason for tensions, the boundary dispute and consider the reason for tensions</li> <li>Overview of The era of Reconstruction and the Gilded Age, 1865–1890; Key political, economic and social developments. Key questions and consider change and continuity</li> <li>The reaction against Big Business at national and state level; positive and negative effects of Big Business at both national and state level, how different groups in the US reacted to the development of trusts</li> <li>Bryan Populism; political impact of William Jennings Bryan and an introduction to the Populist movement</li> </ul>	<p>Students are expected to develop an understanding of the process of change over time.</p> <p>Students will need to be able to comprehend and evaluate arguments in extracts from academic history books on key issues and developments relating to the content of their study.</p> <p>Students will be required to write analytical essays showing judgement about the issues and developments they have studied.</p>		<p><b>Laissez-faire economics dominated the Reconstruction Era:</b> While laissez-faire principles were influential during the Reconstruction Era, especially in the North, the role of government in the economy was more complex than a strict adherence to free-market principles. The federal government played an active role in Reconstruction policies, including the establishment of the Freedmen’s Bureau, the passage of Civil Rights legislation, and the enforcement of the Reconstruction Amendments. Additionally, the government provided subsidies and incentives for railroad construction and other infrastructure projects, which contributed to economic development</p> <p><b>The Reconstruction Era was a period of economic prosperity for all:</b> While some segments of society, particularly Northern industrialists and entrepreneurs, did experience economic growth during Reconstruction, many others faced economic hardship. Sharecropping and tenant farming emerged as dominant economic systems in the South, trapping many African Americans and poor whites in cycles of debt and poverty. Additionally, economic disparities between regions persisted, with the South lagging behind the North in terms of industrialization and infrastructure development.</p> <p><b>Populism was unsuccessful and faded away after the 1890s:</b> While the Populist Party itself declined in the early 20th century, many of its ideas and proposals were later adopted by the Progressive movement and influenced subsequent reforms. Populist demands for direct democracy, government intervention in the economy, and social justice laid the groundwork for later progressive reforms, such as the regulation of monopolies and the implementation of labour protections.</p>	<p>Laissez faire</p> <p>Protectionist</p> <p>Nationalism</p> <p>isolationism</p> <p>Alabama claims</p> <p>Confederation</p> <p>social Darwinism</p> <p>Knights of labour</p> <p>Populism</p> <p>progressivism imperialism</p> <p>dominance</p> <p>gold standard</p> <p>free silver ticket</p> <p>disaster</p> <p>socialism</p> <p>Federal Reserve board</p> <p>Sherman antitrust act</p> <p>new freedom</p> <p>vice president</p> <p>election</p>	



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Term 4	<p>Ideas and influence</p> <p>Economic change and developments</p> <p>Social Developments</p> <p>Foreign affairs</p> <p>The USA by 1920</p> <ul style="list-style-type: none"> <li>Roosevelt and Taft. Populism and Progressivism; the origins and aims of the Progressive movement and the 1912 election</li> <li>Wilson’s New Freedom Progressivism; Wilson’s anti-trust legislation and the change from Populism to Progressivism</li> <li>The rise of US dominance as an economic and industrial power and the consequences of this; the rise of the US economy after 1865, the consequences of such rapid economic growth- agricultural poverty overcrowding, xenophobia, violence and rise of trusts</li> <li>Mass immigration and urbanization and their consequences; the impact of immigration and urbanisation on US society, economy and politics</li> <li>The position of African Americans; the major changes affecting African-Americans such as immigration and rise of the Ku Klux Klan</li> <li>Foreign affairs; a timeline of US expansion 1890–1920, key terms, eg imperialism, and examine reasons for the growth of imperialism</li> <li>Engagement in international affairs; Spain and the Philippines; the reasons why the USA went to war with Spain in 1898</li> <li>The Panama Canal; Why was the Panama Canal built? What economic benefits did the Canal bring to the US?</li> <li>The First World War; neutrality and entry</li> <li>Economic power; the reasons why American emerged after WWI as the greatest economic power in the world</li> <li>Social and ethnic divisions; occupations and interests, such as farmers, businessmen, immigrants, WASPs, temperance members and anti-communist</li> </ul>	<p>Students are expected to develop an understanding of the process of change over time.</p> <p>Students will need to be able to comprehend and evaluate arguments in extracts from academic history books on key issues and developments relating to the content of their study.</p> <p>Students will be required to write analytical essays showing judgement about the issues and developments they have studied.</p>		<p><b>Reconstruction Era racial divisions were solely between African Americans and whites:</b> While racial divisions were certainly a central aspect of Reconstruction, there were also divisions within the African American community itself. Class differences, regional origins (such as Northern-born versus Southern-born African Americans), and attitudes toward assimilation and political activism created tensions within the African American population.</p> <p><b>Ethnic divisions were not significant during the Reconstruction Era:</b> Ethnic divisions were indeed present during Reconstruction, particularly in urban areas where immigrants from various European countries settled. These ethnic divisions often intersected with class divisions, as different immigrant groups competed for jobs and resources. Additionally, ethnic tensions sometimes fuelled conflicts over labour rights and political representation.</p> <p><b>Progressivism was a unified movement with clear goals and strategies:</b> While progressivism shared a broad commitment to social and political reform, it was a diverse and sometimes fragmented movement with competing agendas and ideologies. Progressives included urban reformers, social workers, labour activists, feminists, environmentalists, and others, each advocating for different issues and approaches to reform. This diversity sometimes led to tensions and disagreements within the progressive movement.</p>	<p>Net importer engagement</p> <p>Gross intervention</p> <p>American commercial invasion yellow press protectorate</p> <p>Protest Platt amendment</p> <p>Agriculture open door policy</p> <p>oil fields</p> <p>depression First World War</p> <p>urbanisation Zimmerman telegram</p> <p>gold rush 14 points</p> <p>cotton</p> <p>trade unions Conscription</p> <p>Federal Reserve The USSR</p> <p>Atlantic migration Communism</p> <p>Russian Jews wet and dry</p> <p>mass immigration bolshevism</p> <p>Pinkerton renewed isolationism</p> <p>Kickbacks normalcy</p> <p>Prohibition ticket</p> <p>Temperance</p> <p>Jim Crow</p> <p>white supremacists</p> <p>lynching</p> <p>the KKK</p> <p>imperialism</p>	



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Term 5	<p>The USA by 1920</p> <p>Overview/revision</p> <p><b>Component 3: Historical investigation (non-exam assessment) (A-level only)</b></p> <ul style="list-style-type: none"> <li>Political reaction and renewed isolationism; why Harding won the 1920 election</li> <li>Overview/revision - Populism, Progressivism and Imperialism, 1890–1920; Key political, economic and social developments</li> <li>The Historical Investigation could identify an issue and a related question which traces a development over approximately 100 years. Alternatively, it could focus on a narrower issue, but place it the context of approximately 100 years</li> <li>Issues which relate to international, national or local developments are appropriate, as are investigations which adopt specific historical perspectives such as cultural, social or technological</li> <li>Taught skills such as referencing, research, using primary and secondary sources, principles of writing</li> </ul>	<p>Students will be required to submit a Historical Investigation based on a development or issue which has been subject to different historical interpretations.</p> <p>The Historical Investigation must:</p> <ul style="list-style-type: none"> <li>be independently researched and written by the student</li> <li>be presented in the form of a piece of extended writing of between 3500 and 4500 words in length, with a limit of 4500 words</li> <li>draw upon the student’s investigation of sources (both primary and secondary) which relate to the development or issue chosen and the differing interpretations that have been placed on this</li> <li>place the issue to be investigated within a context of approximately 100 years</li> <li>be an issue which does not duplicate the content of Components 1 and 2.</li> </ul> <p>When framing the question to be answered, students must ensure that it enables them to demonstrate skills of historical analysis, evaluation and judgement, to appraise the views of historians and to evaluate primary sources.</p> <p>Students are advised to use the type of question formulations seen in examinations such as the use of questions which begin ‘To what extent’ or a quotation in the form of a judgement followed by ‘Assess the validity of this view’.</p>		<p><b>American imperialism was motivated solely by economic interests:</b> While economic factors certainly played a significant role in driving American imperialism, other factors, such as strategic military considerations, political ideology, and a sense of racial and cultural superiority, also influenced imperialist policies. American expansionism in the late 19th and early 20th centuries was motivated by a complex combination of economic, political, and ideological factors.</p>		



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Term 6	<p><b>Part Two: Crises and the rise to world power, 1920 – 1975</b></p> <p><b>Section One: Crisis of Identity, 1920 – 1945</b></p> <p>Domestic politics</p> <p>FD Roosevelt and the New Deals</p> <ul style="list-style-type: none"> <li>Harding; Overview of Republican years. Why did they dominate throughout the decade? Character profile of Warren Harding</li> <li>Coolidge and Republican conservatism; character profile of Calvin Coolidge, end of mass immigration culminating with the National Origins Act of 1924 under Coolidge</li> <li>Hoover and the Depression; character profile of Herbert Hoover, consider Hoover’s response to the Great Depression</li> <li>The 1932 election and Roosevelt’s aims</li> <li>The New Deals; the first ‘100 days’, Research the New Deals: Features, aims, methods and focus</li> <li>Conflict of ideas over the role of Federal Government; Who opposed Roosevelt and why, a second New Deal</li> </ul>	<p>Students are expected to develop an understanding of the process of change over time.</p> <p>Students will need to be able to comprehend and evaluate arguments in extracts from academic history books on key issues and developments relating to the content of their study.</p> <p>Students will be required to write analytical essays showing judgement about the issues and developments they have studied.</p>		<p><b>The New Deal ended the Great Depression:</b> While the New Deal implemented various programs and policies aimed at alleviating the effects of the Great Depression, it did not single-handedly end the economic downturn. The New Deal’s impact on the economy was significant, but it was a combination of factors, including World War II mobilization, that ultimately brought about economic recovery. The Great Depression persisted throughout much of the 1930s, and unemployment remained high until the wartime economic boom.</p> <p><b>FDR’s New Deal policies were universally popular:</b> While FDR and the New Deal enjoyed widespread support, particularly among the working class and those hardest hit by the Depression, there were also critics from both the left and the right. Some conservatives criticized the New Deal for expanding the role of the federal government and infringing on states’ rights, while some on the left argued that it did not go far enough in addressing economic inequality and corporate power.</p>	<p>Keynesianism</p> <p>banking holiday</p> <p>volunteerism</p> <p>new deal</p> <p>economic depression</p> <p>Black Friday</p> <p>the Great Depression</p> <p>alphabet agencies</p> <p>federalism New York Stock exchange</p> <p>relief and recovery agencies gold standard</p> <p>opposition</p> <p>Supreme Court</p> <p>Judiciary</p> <p>Roosevelt coalition</p> <p>mobilisation</p>	

### Paper 2S

<b>Golden Threads</b> How did Britain recover, rebuild and face the challenges of a post-war world?	<b>Enrichment</b>	<b>Review and Evaluation</b>
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	Topics & Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary	Knowledge Tracking
<b>Term 1</b>	<p><b>Part One: Building a New Britain, 1951–1979</b></p> <p><b>Section One: The Affluent Society, 1951–1964</b></p> <p>Conservative Governments and reasons for political dominance</p> <p>Economic Developments</p> <ul style="list-style-type: none"> <li>• Post-War Britain in 1951, examining the 1951 election and why the Conservatives won</li> <li>• Structure of the political system that includes the major political parties, Parliament and government</li> <li>• Premierships of Churchill, Eden, Macmillan and Home as political leaders</li> <li>• Post-War Consensus</li> <li>• Domestic policies of each of the Conservative PMs</li> <li>• Internal Labour divisions 1951–1963 focusing on Gaitskell and Bevan</li> <li>• Scandal and reasons the Conservatives fall from power</li> <li>• ‘Stop-Go’ economic policies and evaluating their effectiveness</li> </ul>	<p>Students are expected to develop an understanding of the process of change and continuity through the study of the interrelationship of a variety of perspectives.</p> <p>Students will need to be able to evaluate, with reference to provenance and content, how primary sources contribute to historical understanding</p> <p>Students will be required to write analytical essays showing judgement about the issues and developments they have studied.</p>	Content test	<p>Identifying that the Conservative governments do not have the same monolithic view of conservatism and that the leaders have very different approaches and ideologies.</p> <p>Identifying the difference between economic conservatism vs interventionism and understanding the nuances.</p> <p>Identifying that there was significant Conservative resistance to decolonisation</p> <p>Foreign policy priorities differed across the PMs of this period</p>	<p>First-past-the-post</p> <p>One-nation Conservative</p> <p>Chancellor of the Exchequer</p> <p>Nationalisation</p> <p>‘stop-go’ economics</p> <p>Balance of trade</p> <p>Balance of payment</p>	<p>What prior learning does this term’s curriculum link to and what future learning does this term’s curriculum link to?</p>



	Topics & Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary	Knowledge Tracking
Term 2	<p>Social Developments</p> <p>Foreign Relations</p> <p>Overview – Affluent Society 1951-1964</p> <ul style="list-style-type: none"> <li>• Living standards 1951-1964 and rising standards of living, impact of affluence and consumerism</li> <li>• Changing social attitudes and tensions</li> <li>• The position of women, change and continuities</li> <li>• Attitudes to immigration, racial violence and the emergence of the teenage youth culture</li> <li>• Relations with and policies towards the USA and USSR</li> <li>• Nuclear deterrent, Korean War and Suez Crisis</li> <li>• ‘Winds of Change’ and decolonisation</li> <li>• EFTA and relations and attempt to join the EEC</li> <li>• Overview: Examining the developments 1951-1964 (political, economic, social, cultural and foreign policy)</li> </ul>	<p>Students are expected to develop an understanding of the process of change and continuity through the study of the interrelationship of a variety of perspectives.</p> <p>Students will need to be able to evaluate, with reference to provenance and content, how primary sources contribute to historical understanding</p> <p>Students will be required to write analytical essays showing judgement about the issues and developments they have studied.</p>		<p>One common misconception is that conservative governments of this period were solely focused on traditional social values and resisted social change. The Conservative government under Harold Macmillan, for instance, pursued a policy of “gradualism,” which involved cautious social reforms while maintaining traditional values.</p> <p>Conservative governments of this era are often seen as staunch allies of the United States in the Cold War. While they did align closely with the U.S. on many issues, including containment of communism, there were also efforts to maintain a degree of independence in foreign policy, as seen in Macmillan’s “Winds of Change” speech regarding decolonization in Africa. Additionally, there were instances where conservative governments sought to engage with the Soviet Union, such as the “thaw” in relations under Macmillan’s leadership.</p>	<p>Festival of Britain</p> <p>Baby boom</p> <p>Infrastructure</p> <p>Council house</p> <p>Family allowance</p> <p>New Commonwealth</p> <p>Atlantic Alliance</p> <p>Superpower</p> <p>EEC (European Economic Community)</p> <p>‘Special Relationship’</p> <p>EFTA (European Free Trade Association)</p>	





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Term 3	<p>Wilson and the Labour Governments</p> <p>Economic problems and policies</p> <p>‘The Troubles’ in Northern Ireland</p> <p>Liberal reforming legislation</p> <p>Social and cultural changes</p> <ul style="list-style-type: none"> <li>Wilson’s ideology and leadership. Comparison with previous PMs and examine similarities and differences</li> <li>Wilson’s cabinet and prominent members</li> <li>Trade deficits and devaluation of the pound. Consequences of this.</li> <li>Industrial relations, wildcat strikes and white paper ‘In place of Strife’ 1969</li> <li>Scientific progress and ‘white heat of revolution’</li> <li>Identify unionists, nationalist/republican perspectives and beliefs</li> <li>Beginnings of the Troubles, the civil rights movement in NI and Wilson’s policies and responses</li> <li>End of post-war consensus and loss of 1970 election</li> <li>Private members’ bills and the end of capital punishment; divorce reform; the legislation of abortion; the legislation of homosexual relations; educational reform.</li> <li>The expansion of mass media; growth in leisure activities; the impact of scientific developments.</li> <li>The reduction in censorship; changes in moral attitudes; youth culture and the permissive society; anti-Vietnam War riots.</li> <li>Progress towards female equality; issues of immigration and race.</li> </ul>	<p>Students are expected to develop an understanding of the process of change and continuity through the study of the interrelationship of a variety of perspectives.</p> <p>Students will need to be able to evaluate, with reference to provenance and content, how primary sources contribute to historical understanding</p> <p>Students will be required to write analytical essays showing judgement about the issues and developments they have studied.</p>	Content test	<p><b>Economic Mismanagement:</b> One common misconception is that Wilson’s government was responsible for significant economic decline and mismanagement. While it’s true that the period was marked by economic challenges, including devaluation of the pound in 1967, blaming Wilson’s government solely overlooks broader global economic trends and the structural issues inherited from previous governments.</p> <p><b>Trade Union Dominance:</b> Another misconception is that Wilson’s government was heavily influenced or controlled by trade unions, leading to widespread strikes and industrial unrest. While the period did see significant labour disputes, attributing them solely to Wilson’s government overlooks deeper structural issues within the British economy and industrial relations.</p>	<p>GDP (Gross Domestic Product)</p> <p>Devaluation</p> <p>Prices and incomes policy</p> <p>‘wildcat’ strikes</p> <p>White paper</p> <p>Unionist</p> <p>Nationalist</p> <p>IRA (Irish Republican Army)</p> <p>Paramilitary</p>	



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Term 4	<p>Foreign relations and policies towards the USA</p> <p>Overview – Labour in government 1964-1970</p> <p>Heath's government 1970-1974</p> <p>Labour governments of Wilson and Callaghan 1974-1979</p> <ul style="list-style-type: none"> <li>The issue of Vietnam; response to world affairs and relations with Europe; decolonisation including 'withdrawal East of Suez' and Rhodesia.</li> <li>Overview: Examining the developments 1964-1970 (political, economic, social, cultural and foreign policy)</li> <li>Heath as leader; political and economic policies. Heath's ideology and leadership. Comparison with previous PMs and examine similarities and differences</li> <li>Conservative divisions and the Selsdon Manifesto</li> <li>Industrial relations and the miners' strikes 1970-1974</li> <li>The 1974 election</li> <li>The Troubles in Northern Ireland, including the Sunningdale Agreement, Bloody Sunday and ongoing violence.</li> <li>Political, economic and industrial problems and policies; problems of Northern Ireland 1974-1979</li> </ul>	<p>Students are expected to develop an understanding of the process of change and continuity through the study of the interrelationship of a variety of perspectives.</p> <p>Students will need to be able to evaluate, with reference to provenance and content, how primary sources contribute to historical understanding</p> <p>Students will be required to write analytical essays showing judgement about the issues and developments they have studied.</p>	<p>'Liberalising legislation transformed British society'</p> <p>1974 general election source question (two sources)</p> <p>Content test</p>	<p><b>Conservative Unity:</b> There's a misconception that Heath's government enjoyed strong support and unity within the Conservative Party. His leadership faced significant challenges and internal divisions, particularly over issues such as European integration and economic policy. These divisions ultimately contributed to the downfall of his government and his eventual replacement as party leader by Margaret Thatcher.</p> <p><b>Economic Management:</b> Critics often claim that Heath's government mismanaged the economy, leading to stagflation (a combination of stagnant economic growth and high inflation). While the Heath government did face economic challenges, including the 1973 oil crisis, attributing all economic difficulties solely to government policy oversimplifies the complex interplay of domestic and international factors affecting the British economy at the time.</p>	<p>Decriminalisation</p> <p>Comprehensive school</p> <p>Censorship</p> <p>Europhiles</p> <p>decimalisation</p> <p>stagflation</p> <p>OPEC (Organisation of Petroleum Exporting Countries)</p> <p>Hung parliament</p> <p>Minority government</p> <p>sectarian</p>	



	Topics & Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary	Knowledge Tracking
Term 5	<p>Society in the 1970s</p> <p>Foreign relations 1974-1979</p> <p>Revision and overview 1951-1979</p> <ul style="list-style-type: none"> <li>The progress of feminism, second wave feminism, Women's Liberation movement and the Sex Discrimination Act.</li> <li>Race relations and immigration rates. Effects of immigration, National Front, Anti-Nazi League and government legislation and response</li> <li>1976 Race Relations amendments and Commission for Racial Equality</li> <li>Youth culture, music, fashion, politics and attitudes.</li> <li>Growth of environmentalism as a pressure group, government response and reports in popular media</li> <li>Britain's entry into and relations with Europe 1973 and the 1975 referendum</li> <li>The state of the 'special relationship' with the USA including Nixon, Ford, Carter and Kissinger. Attitudes towards the USSR and China.</li> <li>Holistic appraisal of content.</li> </ul>	<p>Students are expected to develop an understanding of the process of change and continuity through the study of the interrelationship of a variety of perspectives.</p> <p>Students will need to be able to evaluate, with reference to provenance and content, how primary sources contribute to historical understanding</p> <p>Students will be required to write analytical essays showing judgement about the issues and developments they have studied.</p>	Content test	<p><b>Entry into the European Economic Community (EEC):</b> One misconception is that Heath's government was solely responsible for taking Britain into the EEC (later the European Union). While Heath indeed negotiated Britain's entry, the decision to join was supported by both major political parties and had been a topic of debate for years prior to Heath's premiership. Furthermore, public support for joining the EEC was not universal, and there were significant political and economic arguments both for and against membership.</p> <p><b>Trade Union Dominance:</b> There's a misconception that the Labour governments of this period were heavily influenced or controlled by trade unions, leading to widespread strikes and industrial unrest. While there were significant labour disputes during this time, it's important to recognize that industrial relations were strained across the Western world in the 1970s due to various economic factors, not just in the UK.</p>	<p>Direct rule</p> <p>Proportional representation</p> <p>IMF (International Monetary Fund)</p> <p>devolution</p> <p>referendum</p> <p>National Front</p> <p>Multiculturalism</p> <p>Détente</p>	



	Topics & Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary	Knowledge Tracking
Term 5	<p><b>Part Two: Modern Britain, 1979–2007</b></p> <p><b>Section One: The Impact of Thatcherism, 1979-1997</b></p> <p>The Thatcher Governments</p> <ul style="list-style-type: none"> <li>Thatcher as leader, character and ideology; ministers, support and opposition. Key figures in government such as Howe, Lawson, Tebbit and Heseltine</li> <li>Electoral success in 1983</li> </ul>	<p>Students are expected to develop an understanding of the process of change and continuity through the study of the interrelationship of a variety of perspectives.</p> <p>Students will need to be able to evaluate, with reference to provenance and content, how primary sources contribute to historical understanding</p> <p>Students will be required to write analytical essays showing judgement about the issues and developments they have studied.</p>	<p>Content test</p> <p>Mock examination and full (AS paper)</p>	<p><b>Thatcherism as Purely Ideological:</b> One common misconception is that Thatcher's policies were solely driven by ideology, particularly neoliberalism. While Thatcher did have strong ideological convictions, her policies were also shaped by pragmatic considerations and responses to specific economic and social challenges of the time.</p> <p><b>Monolithic Support:</b> There's a misconception that Thatcher enjoyed unwavering support from the Conservative Party and the British public throughout her time in office. In reality, her leadership faced internal divisions within the party, particularly over European integration, and her popularity fluctuated over the years, with significant opposition to some of her policies.</p>	<p>Conviction politician</p> <p>Think tank</p> <p>Wet</p> <p>Dry</p>	