

Learning Standards

Unit title/ statement of inquiry	Knowledge Content Students are expected to know the following...	Concepts	Curricular Competencies Students are expected to do the following...
Authoritarian States: Castro 4 weeks	<ul style="list-style-type: none"> • Use of legal methods; use of force; charismatic leadership; dissemination of propaganda • Nature, extent and treatment of opposition • The impact of the success and/or failure of foreign policy on the maintenance of power • Aims and impact of domestic economic, political, cultural and social policies • The impact of policies on women and minorities • Authoritarian control and the extent to which it was achieved <p>Completing the Internal Assessment</p> <ul style="list-style-type: none"> • Introduction, submitting proposal / plan for investigation • Approximately one lesson a week will be focused on the IA - how to plan research, how to find sources, and how to structure the 3 sections of the final essay 	Change Causality Continuity Consequence Perspectives Significance	<p>Knowledge and understanding:</p> <ul style="list-style-type: none"> • Demonstrate detailed, relevant and accurate historical knowledge • Demonstrate understanding of historical concepts and context • Demonstrate understanding of historical sources <p>Synthesis and evaluation:</p> <ul style="list-style-type: none"> • Integrate evidence and analysis to produce a coherent response • Evaluate different perspectives on historical issues and events, and integrate this evaluation effectively into a response • Evaluate sources as historical evidence, recognizing their value and limitations • Synthesise information from a selection of relevant sources <p>Application and analysis:</p> <ul style="list-style-type: none"> • Formulate clear and coherent arguments • Use relevant historical knowledge to effectively support analysis • Analyse and interpret a variety of sources <p>Use and application of appropriate skills:</p> <ul style="list-style-type: none"> • Structure and develop focused essays that respond effectively to the demands of a question • Reflect on the methods used by, and challenges facing, the historian • Formulate an appropriate, focused question to guide a historical inquiry • Demonstrate evidence of research skills, organization, referencing and selection of appropriate sources
Political Developments in Latin America 8 weeks	<ul style="list-style-type: none"> • Populist leaders in two countries: rise to power and legitimacy; ideology; social, economic and political policies; the treatment of opposition • Democracy in crisis: reasons for the failure of elected leaders • Rise of a military dictatorship in one country: reasons for their rise to power; economic and social policies; repression and treatment of opposition • Guerrilla movements in one country: origins, rise and consequences • Liberation theology in Latin America: origins, growth and impact 		

Year 13 Humanities (History)

<p>The Mexican Revolution, 1884-1940</p> <p>8 weeks</p>	<ul style="list-style-type: none"> • Rule of Porfirio Diaz from 1884; political control; contribution to discontent • Causes of the Mexican Revolution: social, economic and political • The revolution and its leaders (1910–1917): ideologies, aims and methods of Madero, Villa, Zapata, Carranza; achievements and failures; the 1917 Constitution—nature and application • Construction of the post-revolutionary state (1920–1940): Obregón, Calles and the Maximato; challenges; assessment of their impact in the post-revolutionary state • Lázaro Cárdenas and the renewal of the revolution (1934–1940): aims, methods and achievements • The role of foreign powers (especially the United States) in the outbreak and development of the Mexican Revolution; motivations, methods of intervention and contributions • Impact of the revolution on women, the arts, education and music 		
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