

History Curriculum Intent

Pupils at Kingsway follow the OCR Specification A GCSE scheme. Our curriculum aims to inspire students to develop a deep understanding and knowledge of particular key events, periods and societies. Students study topics and themes from their local context as well as general British and world history, helping them discover the relevance of the past to an understanding of the present. Students study history from three eras (medieval, early modern and modern, on three timescales (depth study, period study and thematic study), in three geographical contexts (local, British and European/wider world). The OCR GCSE course aims to:

- develop and extend their knowledge and understanding of specified key events, periods and societies in local, British and wider world history; and of the wide diversity of human experience
- engage in historical enquiry to develop as independent learners and as critical and reflective thinkers
- develop the ability to ask relevant questions about the past, to investigate issues critically and make valid historical claims by using a range of sources in their historical context
- develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them
- organise and communicate historical knowledge and understanding in different ways and reach substantiated conclusions

Subject: Year 11 History

Y11:

Pupils start the year by looking at the non British Depth study- the USA from 1945-74. In this module pupils will develop knowledge of the domestic impact of the Cold War on the USA through the Red Scare and McCarthyism. Pupils will then look at the experience of African Americans in the late 1950 and 60s and the actions of the non- violent civil rights movement, led by Martin Luther King, culminating in the Civil Rights Act of 1964. As the unit moves into the late 1960s pupils will gain an understanding of other protest groups and types of protest, such as Black Power, Red Power and the Chicano movement. Pupils will also consider economic and political divisions in the USA in the late 1960s and early 1970s.

Finally, pupils will complete a short depth study on the English Reformation, 1520- 1550. This scheme focuses on the causes of the Reformation, opposition to the changes in the Church and the impact of these changes.

	Scheme 1: The USA, People and the State, 1945-74 (Paper 1, section 2) Key Question 1: Post war challenges, 1945-54	Scheme 2: The USA, People and the State, 1945-74 (Paper 1, section 2) Key Question 2: Civil Rights, 1954-64	The USA, People and the State, 1945-74 (Paper 1, section 2) Key Question 3: Government and dissent	Scheme 4: The English Reformation, 1250-1550 (Paper 3, section 1)
Acquire	<ul style="list-style-type: none"> • Concerns of US government about the influence of Communism in the USA and responses to these concerns, 	Declarative knowledge: <ul style="list-style-type: none"> • The development and achievements of the civil rights movement, 	<ul style="list-style-type: none"> • Development and impact of African American radical movements and leaders, including Malcolm X and Black Power 	<ul style="list-style-type: none"> • Role and importance (including wealth) of the Church in England. 1520

	<p>including media campaigns highlighting American values and institutions</p> <ul style="list-style-type: none"> ● The Red Scare of the late 1940s, including the role of Hoover and the Rosenberg case ● Reaction to the Red Scare ● The nature of, support for and opposition to McCarthyism ● The position of African Americans in US society, including the Jim Crow Laws, access to education, voting, rights and lack of equality in employment 	<p>including Brown vs. Board of Education 1954;</p> <ul style="list-style-type: none"> ● The Montgomery Bus Boycott 1956 ● Leadership of Martin Luther King in civil rights campaigns ● Roles of the SNCC, SCLC, NAACP in civil rights campaigns ● Opposition to the civil rights movement, including illegal organisations and the police and state authorities ● The contribution of government and official institutions in improving civil rights, including the roles of the Supreme Court in civil rights campaigns ● The roles of Kennedy and Johnson in civil rights campaigns ● Reasons for, and impact of, the Civil Rights Act 1964. 	<ul style="list-style-type: none"> ● Impact of civil rights campaigns for Native Americans and Chicanos ● Development of feminist movements, including Betty Friedan and National Organisation for Women ● The impact of feminism, including Status Commission 1963, Equal Pay Act, use of Civil Rights Act, the 1972 Supreme Court ruling on equal rights ● The Stonewall riots 1969 ● Political, economic and social divisions in the USA: anti-Vietnam War protests, campaigns to improve welfare of the poor, Johnson's 'Great Society', Nixon's pledges on welfare. 	<ul style="list-style-type: none"> ● Religious practice and the relationship between the Church and ordinary people ● The role and impact of the Lollards' and Luther's ideas ● Critics of the English Church in the 1530s ● Popular attitudes towards reform of the Church ● Henry VIII's desire to annul his first marriage ● The legislation of the Reformation Parliament, 1529–1534. ● Thomas Cromwell and the Valor Ecclesiasticus ● The Visitation of the Monasteries ● The process of dissolution ● Suppression Acts 1536 and 1539 ● Immediate reactions to Dissolution including support, those who took advantage and those who opposed ● Effects of Dissolution on religious orders ● Effects on lives of ordinary people, especially the old and poor, cultural impacts
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				<ul style="list-style-type: none"> ● Resistance and protest, including the Lincolnshire Rising and the Pilgrimage of Grace 1536–1537 ● Development and changes in religious policy under Henry VIII and Edward VI ● Effects on religious worship, including church services, prayer books and the issue of the Bible in English ● Impact on the fabric of churches and effects on the clergy ● Enforcement of new religious policies ● Response of ordinary people to religious changes ● Resistance and protest, including the Prayer Book Rebellion 1549.
Apply	<ul style="list-style-type: none"> ● Sequence events chronologically to confirm understanding of changes over time ● Describe key events ● Identify appropriate causation factors and apply accurate/ relevant historical evidence to explain fully 	<ul style="list-style-type: none"> ● Sequence events chronologically to confirm understanding of changes over time ● Describe key events ● Identify appropriate causation factors and apply accurate/ relevant historical evidence to explain fully ● Use source material to make accurate and valid inferences regarding the usefulness of a source 	<ul style="list-style-type: none"> ● Sequence events chronologically to confirm understanding of changes over time ● Describe key events ● Identify appropriate causation factors and apply accurate/ relevant historical evidence to explain fully ● Use source material to make accurate and valid inferences regarding the usefulness of a source 	<ul style="list-style-type: none"> ● Sequence events chronologically to confirm understanding of change and continuity in the English Church ● Identify appropriate causation factors and apply accurate/ relevant historical evidence to explain fully ● Analyse source material using content, context and provenance to reach a judgement on the enquiry issue

	<ul style="list-style-type: none"> ● Use source material to make accurate and valid inferences regarding the usefulness of a source ● Assess the intended message of contemporary source material ● Use source material to infer why a contemporary source was produced ● Assess the reliability of a source ● Evaluate change and continuity/ impact/causation in the form of of an essay question based on the key themes of the module 	<ul style="list-style-type: none"> ● Assess the intended message of contemporary source material ● Use source material to infer why a contemporary source was produced ● Assess the reliability of a source ● Evaluate change and continuity/ impact/causation in the form of of an essay question based on the key themes of the module 	<ul style="list-style-type: none"> ● Assess the intended message of contemporary source material ● Use source material to infer why a contemporary source was produced ● Assess the reliability of a source ● Evaluate change and continuity/ impact/causation in the form of of an essay question based on the key themes of the module 	
Vocabulary	Red Scare American Dream HUAC Federal McCarthyism	Segregation Desegregation Supreme Court Unconstitutional Civil Rights	Separatism Black Power Chicano Red Power Counter culture	Tithe Purgatory Relic, Indulgences Valor Ecclesiasticus Clergy

				Laymen Oath of Allegiance Royal Proclamation
Assessment	Milestone 1: Paper 1 Q8, McCarthyism essay Milestone 2: Assessment, 1945-54	Milestone 3: Assessment, 1954-64	Milestone 4: PPE 2 (Full Paper 1) Milestone 5: Assessment, 1964-74	Milestone 6: PPE 3 (Full Paper 3) Milestone 7: Paper 3 Q2