

# CURRICULUM MAP

## History



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# 2023-24 CURRICULUM MAP FOR HISTORY YEAR 13

<p>HALF TERM 1: The Mid-Tudor Crisis 1547-1558</p> <p><u>1. How stable was the government under the Lord Protectors?</u></p> <ul style="list-style-type: none"> <li>- Edward's accession to the throne &amp; role as a minor</li> <li>- problems of the succession</li> <li>- Achievements &amp; failures of Somerset</li> <li>- Achievements &amp; failures under Northumberland</li> <li>- comparison of the reigns of Northumberland &amp; Somerset; continuity &amp; change</li> <li>- role of Edward during his kingship</li> </ul> <p><u>2. How successful was Edward VI's foreign policy?</u></p> <ul style="list-style-type: none"> <li>- Somerset's foreign policy actions</li> <li>- Northumberland's foreign policy actions</li> <li>- comparison of Somerset &amp; Northumberland's foreign policy</li> <li>- analysis of successes &amp; failures of foreign policy</li> </ul> <p><u>3. What was the social impact of religious and economic changes under Edward VI?</u></p> <ul style="list-style-type: none"> <li>- The Western Rebellion 1549</li> <li>- The Ket Rebellion 1549</li> <li>- Lady Jane Grey and the succession crisis 1553.</li> <li>- The impact of rebellion in general. How did the above differ from rebellions of the past? Do they represent more continuity or change?</li> <li>- The attitude to religious reform and regional variation</li> <li>- The Chantries Act and the Treason Act</li> <li>- The Act of Uniformity</li> </ul>		<ol style="list-style-type: none"> <li>1. Investigation of interpretations, especially of the 'silent mid sixteenth Century' and the concept of a mid Tudor crisis.</li> <li>2. Read articles from History today on the succession crisis</li> <li>3. Read extracts from academic history books detailing the life of Edward VI and the impact he had on the years 1547 to 1553</li> <li>4. Read historian interpretations as to the extent to which the parliamentary act actually changed the nature of popular worship</li> </ol>
<p>HALF TERM 2: The Mid-Tudor Crisis 1553-1558</p> <p><u>4. How successful was the government and foreign policy under Mary I?</u></p> <ul style="list-style-type: none"> <li>- How strong was Mary's claim to the throne?</li> <li>- Mary I's popularity</li> <li>- Marriage to Philip II of Spain</li> <li>- The role of the Privy Council</li> <li>- Mary's apparent efforts to pack the Commons with her supporters</li> <li>- War with France / Peace of Cateau-Cambresis / the loss of Calais</li> </ul>		<ol style="list-style-type: none"> <li>1. Explain why the succession was not secure?</li> <li>2. Assess the reasons for Somerset's fall and for Northumberland's rise</li> <li>3. Was England's foreign position stronger in 1553 than it had been in 1547?</li> <li>4. "The most serious crisis of Edward VI's reign was the attempt to alter the succession" Assess the validity of this view.</li> </ol>
<p><u>5. What were the social impact of religious and economic changes under Mary I?</u></p> <ul style="list-style-type: none"> <li>- The position of the English Church at Mary's accession.</li> <li>- The repeal of Henrician and Edwardian religious legislation.</li> <li>- The mechanics of the restoration to Catholicism</li> <li>- Role of individuals: Gardiner; Paget; Pole; Cranmer; Latimer and Ridley</li> <li>- The Wyatt Rebellion</li> </ul> <p><u>6. How successful were Elizabeth's early years?</u></p> <ul style="list-style-type: none"> <li>- Elizabeth I: character and aims</li> <li>- Consolidation of power</li> <li>- The Act of Settlement and relations with foreign powers</li> <li>- The impact of economic, social and religious developments in the early years of Elizabeth's rule</li> <li>- Parliament of 1559</li> <li>- The Acts of Supremacy and Uniformity / The 39 Articles</li> <li>- The development of the Book of Common Prayer.</li> </ul>		<ol style="list-style-type: none"> <li>1. Discuss positives and negatives of a regency – who gains from a regency?</li> <li>2. Students to present to class: what was England's international position in 1547?</li> <li>3. Class debate: how far was Northumberland a genuine religious reformer?</li> </ol>
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<p><u>5. What were the social impact of religious and economic changes under Mary I?</u></p> <ul style="list-style-type: none"> <li>- The position of the English Church at Mary's accession.</li> <li>- The repeal of Henrician and Edwardian religious legislation.</li> <li>- The mechanics of the restoration to Catholicism</li> <li>- Role of individuals: Gardiner; Paget; Pole; Cranmer; Latimer and Ridley</li> <li>- The Wyatt Rebellion</li> </ul> <p><u>6. How successful were Elizabeth's early years?</u></p> <ul style="list-style-type: none"> <li>- Elizabeth I: character and aims</li> <li>- Consolidation of power</li> <li>- The Act of Settlement and relations with foreign powers</li> <li>- The impact of economic, social and religious developments in the early years of Elizabeth's rule</li> <li>- Parliament of 1559</li> <li>- The Acts of Supremacy and Uniformity / The 39 Articles</li> <li>- The development of the Book of Common Prayer.</li> </ul>		<ol style="list-style-type: none"> <li>1. To what extent did Mary's foreign policy serve the interests of Philip rather than of England?</li> <li>2. Did the reigns of Edward VI &amp; Mary cause a mid-Tudor crisis?</li> <li>3. Using your understanding of the historical context, assess how convincing the arguments in Extracts 1, 2 and 3 are in relation of the Church in Marian England. (30)</li> <li>4. How far was the Elizabethan religious settlement shaped by the attitude and beliefs of Queen Elizabeth I herself?</li> </ol>
<p><u>6. How successful were Elizabeth's early years?</u></p> <ul style="list-style-type: none"> <li>- Elizabeth I: character and aims</li> <li>- Consolidation of power</li> <li>- The Act of Settlement and relations with foreign powers</li> <li>- The impact of economic, social and religious developments in the early years of Elizabeth's rule</li> <li>- Parliament of 1559</li> <li>- The Acts of Supremacy and Uniformity / The 39 Articles</li> <li>- The development of the Book of Common Prayer.</li> </ul>		<ol style="list-style-type: none"> <li>1. Class discussion of how unpopular Mary actually was – consider the view that at least up to 1555, Mary was supported because of her legitimacy and the lack of appeal of Northumberland.</li> <li>2. Class debate – under whose reign was there the most crisis - Edward VI or Mary?</li> </ol>






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<p>HALF TERM 3: The triumph of Elizabeth, 1563–1603</p> <p><u>7. Were Elizabeth’s relations with parliament a success?</u></p> <ul style="list-style-type: none"> <li>- Individuals in government; Cecil, Parker, Winchester, Essex and Leicester</li> <li>- developing relations between the Commons and the Lords</li> <li>- Parliament and the Monopolies Crisis</li> <li>- Elizabethan government: court, ministers and parliament; factional rivalries</li> </ul> <p><u>8. To what extent did Elizabeth I follow a cautious foreign policy?</u></p> <ul style="list-style-type: none"> <li>- Relations with France and Ireland</li> <li>- Issues of succession and how this impacted Elizabeth’s foreign policy</li> <li>- Mary, Queen of Scots</li> <li>- Relations with Spain</li> <li>- Relations with the north Netherlands</li> <li>- Treaties</li> </ul> <p><u>9. To what extent did society change under Elizabeth I?</u></p> <ul style="list-style-type: none"> <li>- Continuity and change since Henry VII</li> <li>- Changes in social structure</li> <li>- The emergence of the gentry class</li> <li>- The impact of social mobility</li> <li>- New noble families</li> <li>- Problems in the regions</li> <li>- Problem of poverty</li> <li>- Social discontent and rebellions</li> <li>- The impact of disease</li> </ul>		<ol style="list-style-type: none"> <li>1. Read biographies from academic historian about key individuals in Elizabeth’s government.</li> <li>2. Read Parliamentary speeches from the time.</li> <li>3. Research maps and general texts on Elizabethan foreign policy.</li> <li>4. Research the Treaty of Nonsuch and detail the leadership of Leicester</li> <li>5. Compare interpretations &amp; accounts of the Spanish Armada; causes, course &amp; consequences</li> </ol>
<p>HALF TERM 4: The triumph of Elizabeth, 1563–1603</p> <p><u>10. Was the economy of England in a stronger position in 1603 than 1558?</u></p> <ul style="list-style-type: none"> <li>- Economic development throughout whole reign</li> <li>- Causes &amp; effects of rising inflation</li> <li>- Debasement of the coinage</li> <li>- Population rises / Bad harvests</li> <li>- Exploration and colonisation under Elizabeth I</li> <li>- Rural / urban economies and trade</li> </ul> <p><u>11. Did Elizabeth’s religious settlement effectively stabilise England between 1559 and 1566?</u></p> <ul style="list-style-type: none"> <li>- The Middle Way</li> <li>- The Catholic Threat / Puritan Threat</li> <li>- Acts &amp; Laws to deal with dissent</li> <li>- Role of the Pope</li> <li>- Relations with Spain / Philip II</li> </ul> <p><u>12. Was there a Golden Age during Elizabeth’s reign?</u></p> <ul style="list-style-type: none"> <li>- definition of the Golden Age</li> <li>- developments in theatre, literature and music</li> <li>- Assessment of Golden Age through historian interpretations</li> </ul> <p><u>13. Did the last years of Elizabeth’s rule make England an unstable kingdom?</u></p> <ul style="list-style-type: none"> <li>- The issue of ‘Gloriana’</li> <li>- The Essex Rebellion</li> <li>- Parliament &amp; the Golden Speech</li> <li>- Plans for the succession</li> <li>- The Oxfordshire uprising</li> </ul>		<ol style="list-style-type: none"> <li>1. ‘Throughout her reign, Elizabeth I controlled her ministers with masterly political skill.’ Assess the validity of this view.</li> <li>2. ‘Elizabeth’s foreign policy was mostly a series of disasters’. Assess the validity of this view.</li> <li>3. ‘By 1603, it was clear that the English people had benefited little in social and economic terms from the rule of Elizabeth I.’ Assess the validity of this view.</li> </ol>
		<ol style="list-style-type: none"> <li>1. Class debate: For debate: were Elizabeth’s relations with parliament a success?</li> <li>2. Students produce &amp; present PowerPoint presentations on key individuals</li> <li>3. Class debate on the extent to which Elizabeth’s foreign policy achieved its objectives in relation to Spain.</li> <li>4. Debate the extent to which there was a genuine problem with the poor.</li> </ol>
		<ol style="list-style-type: none"> <li>1. Study texts from the ‘Golden Age’, ‘The Faerie Queen’.</li> <li>2. Read contemporary sources which illustrate economic change</li> <li>3. Research the European Renaissance and establish the extent to which its effects were felt in England</li> <li>4. Read a copy of Queen Elizabeth I’s ‘Golden Speech’</li> </ol>
		<ol style="list-style-type: none"> <li>1. ‘The economy of England was in a much stronger position in 1603 than it had been in 1558.’ Assess the validity of this view.</li> <li>2. Using your understanding of the historical context, assess how convincing the arguments in Extracts 1, 2 and 3 are in relation to Elizabeth’s religious settlement. (30)</li> <li>3. To what extent was there a Golden Age during the reign of Elizabeth I? (25)</li> <li>4. How far might Elizabeth’s reign be considered to have been a success? (25)</li> </ol>
		<ol style="list-style-type: none"> <li>1. Students to identify the traditional industries of the realm and discuss their effect on the economy</li> <li>2. Class research &amp; presentation on <ul style="list-style-type: none"> <li>• the challenge from the Puritans</li> <li>• the challenge from Presbyterianism</li> <li>• the challenge from Roman Catholicism</li> </ul> </li> </ol>



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		<p>3. Class discussion on how far there was an Elizabethan Golden Age.</p>
<p><b>HALF TERM 5:</b></p> <p><u>Revision KQ1 - How effectively did the Tudors restore and develop the powers of the monarchy?</u></p> <ul style="list-style-type: none"> <li>- Character of all Tudor monarchs</li> <li>- Analysis of successful succession of all Tudor monarchs</li> <li>- Judgement of key question for all Tudor monarchs</li> </ul> <p><u>Revision KQ2 - In what ways and how effectively was England governed during this period?</u></p> <ul style="list-style-type: none"> <li>- Government of all Tudor monarchs</li> <li>- Successes &amp; failures in government of all Tudor monarchs</li> <li>- Judgement of key question for all Tudor monarchs</li> </ul> <p><u>Revision KQ3 - How did relations with foreign powers change and how was the succession secured?</u></p> <ul style="list-style-type: none"> <li>- Treaties of all Tudor monarchs</li> <li>- Relations with Spain, France, Scotland, Ireland, Italy &amp; HRE for all Tudor monarchs</li> <li>- Successes &amp; failures of foreign policy for all Tudor monarchs</li> <li>- Judgement of key question for all Tudor monarchs</li> </ul> <p><u>Revision KQ4 - How did English society and economy change and with what effects?</u></p> <ul style="list-style-type: none"> <li>- Key aspects of society for all monarchs</li> <li>- Key changes in society for all monarchs</li> <li>- Key aspects of economic development &amp; policies for all Tudor monarchs</li> <li>- Successes &amp; failures regarding society and economy for all Tudor monarchs</li> <li>- Judgement of key question for all Tudor Monarchs</li> </ul> <p><u>Revision KQ5 - How far did intellectual and religious ideas change and develop and with what effects?</u></p> <ul style="list-style-type: none"> <li>- Key intellectual ideas in the reign of all Tudor monarchs</li> <li>- Key effects of intellectual ideas on society under all Tudor monarchs</li> <li>- Key conclusions, successes of intellectual ideas for all Tudor monarchs</li> <li>- Judgement of key question for all Tudor Monarchs</li> </ul>		<p>Students must read relevant chapters / sections of the following books;</p> <ol style="list-style-type: none"> <li>1. Tudor England by John Guy</li> <li>2. England under the Tudors by G.R. Elton</li> <li>3. Tudor: The Family Story by Leandra de Lisle</li> <li>4. Access to History: The Early Tudors: Henry VII to Mary I, 1485–1558 by Roger Turvey</li> <li>5. England 1485-1603, Collins, 1999 by D Murphy</li> <li>6. Disorder and Rebellion in Tudor England by N Fellows</li> <li>7., Tudor Britain 1485-1603 by R Lockyer &amp; D O’Sullivan</li> <li>8. Henry VIII and the Government of England by K Randall</li> <li>9. Henry VIII and the Reformation in England by K Randall</li> <li>10. Elizabeth I: Meeting the Challenge by J Warren</li> </ol>
<p><u>Revision KQ6 - How important was the role of key individuals and groups and how were they affected by developments?</u></p> <ul style="list-style-type: none"> <li>- Identification of key individual &amp; their ideas for the reigns of all Tudor monarchs</li> <li>- Impact of key individuals on Tudor monarchs</li> <li>- Judgement of key question for all Tudor Monarchs</li> </ul>		<p>1. Students should practice 25 mark essays for each monarch as well as 30-mark interpretation questions.</p> <p>2. Students should complete the following summary questions for the Tudors as a whole;</p> <ul style="list-style-type: none"> <li>- How effectively did the Tudors restore and develop the powers of the monarchy?</li> <li>- In what ways and how effectively was England governed during this period?</li> <li>- How did relations with foreign powers change and how was the succession secured?</li> <li>- How did English society and economy change and with what effects?</li> <li>- How far did intellectual and religious ideas change and develop and with what effects?</li> <li>- How important was the role of key individuals and groups and how were they affected by developments?</li> </ul>
<p><b>HALF TERM 6:</b> Exam</p>		<p>Class debates for revision:</p> <ol style="list-style-type: none"> <li>1. Who was the most successful Tudor monarch?</li> <li>2. Who was the worst Tudor monarch?</li> <li>3. Which Tudor had a longer lasting legacy?</li> <li>4. Was Queen Mary I really ‘Bloody Mary’?</li> <li>5. Henry VIII should not have taken England through a religious Reformation.</li> </ol>










# 2023-24 CURRICULUM MAP FOR HISTORY







## YEAR 13 HISTORY The American Dream: reality and illusion, 1945–1980

<p>HALF TERM 1: The Johnson Presidency, 1963-69</p> <ol style="list-style-type: none"> <li><u>How successful was Johnson as president?</u> <ul style="list-style-type: none"> <li>Personality and policies; the ‘Johnson Treatment’, larger-than-life political presence, beliefs in racial equality, poverty, education, urban renewal, peace with other nations.</li> <li>His pursuit of the ‘Great Society’; OEO, AFDC, Social Security Act of 1965, Medicare and Medicaid.</li> <li>The impact of the Kennedy legacy; national goodwill towards LBJ, remaining problems in Vietnam, economic developments.</li> </ul> </li> <li><u>Did the USA remain a world power?</u> <ul style="list-style-type: none"> <li>Escalation of the war in Vietnam; Johnson’s belief in continuation, reasons for escalation, Tet Offensive, ‘Rolling Thunder’.</li> <li>Relations between the USA and its Western allies; unpopularity of escalation from many, the nations that supported the policies</li> </ul> </li> <li><u>What were the experiences of African Americans in the North and the South?</u> <ul style="list-style-type: none"> <li>Johnson’s role in passing civil rights legislation; reasons for supporting Civil Rights, political skills in passing legislation, 1964 Civil Rights Act, Selma, Alabama</li> <li>Developments in the civil rights movement; SCLC successes, UNIA, Malcolm X and The Nation of Islam.</li> </ul> </li> <li><u>What was the impact of these changes?</u> <ul style="list-style-type: none"> <li>Los Angeles; ghetto riot, the causes and consequences of this, police brutality</li> <li>The South; revolution caused by Civil Rights Acts, improvement in education.</li> <li>Detroit ; riot of 1967 causes and consequences, police and local government responses</li> </ul> </li> </ol>		<p>Primary and secondary written sources to build picture of Johnson the man and what drove him Compilations of stimulus material relating to Kennedy’s death.</p>
		<p>Students will complete the following written tasks:</p> <ol style="list-style-type: none"> <li>‘Johnson escalated the American involvement in Vietnam because of the Kennedy legacy.’ Assess the validity of this view. [25 marks]</li> <li>The passage of the civil rights legislation of 1964-65 was due to Lyndon Johnson.’ Assess the validity of this view. [25 marks]</li> </ol>
		<p>Discussion of reactions to Kennedy’s death. Students to research and give presentations on key philosophes</p>
<p>HALF TERM 2: The Johnson Presidency, 1963-69</p> <ol style="list-style-type: none"> <li><u>What social divisions and protest movements occurred? Part 1</u> <ul style="list-style-type: none"> <li>Education and youth; greater number of student protests like Berkeley, the FSM, the SDS, hippy culture</li> <li>Anti-war movements; fracturing of support for the war, The Mobilisation Committee to End the War in Vietnam, Johnson’s loss of confidence.</li> </ul> </li> <li><u>What social divisions and protest movements occurred? Part 2</u> <ul style="list-style-type: none"> <li>Feminism; Betty Friedan and the National Organisation of Women (NOW), radical feminists, militant feminists, ‘women’s libbers’.</li> </ul> </li> </ol>		<p>Source material including speeches, photos, FBI reports, cartoons, court decisions.</p>
		<p>Students will complete the following written tasks:</p> <ol style="list-style-type: none"> <li>With references to these sources and your understanding of the historical context, assess the value of these three sources to historians studying the role of the media in influencing attitudes to the Vietnam War during the Johnson presidency (1963-69)</li> </ol>



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## YEAR 13 HISTORY The American Dream: reality and illusion, 1945–1980

<ul style="list-style-type: none"> <li>- Radicalisation of African Americans; motivation for radicalisation, demonstrations, The Black Power movement's rise and fall, affirmative action in the workplace.</li> <li>- The role of the media; how attitudes were changed by coverage of key events like Bloody Sunday, ghetto riots, hippies, Black Panthers and anti-war protesters.</li> </ul>		<p>Encourage students to debate effectiveness and tactics of the movement in this period For class debate: did the riots all happen for the same combination of reasons?</p>
<p>HALF TERM 3: Republican Reaction: The Nixon presidency, 1969-74</p> <p>7. <u>How did Nixon win the 1969 election?</u></p> <ul style="list-style-type: none"> <li>- Reason for Nixon's victory; Nixon's appeal to Republican voters, Middle America, Southern white's, the lessons he learnt from previous failures.</li> <li>- Divisions within the Democratic Party; Senator Eugene McCarthy's failures, Hubert Humphrey, discontent of young voters.</li> <li>- The personalities of the Nixon administration; Henry Kissinger, Bob Haldeman, John Ehrlichman, John Mitchell.</li> </ul> <p>8. <u>What were the policies of the Nixon administration?</u></p> <ul style="list-style-type: none"> <li>- The restoration of conservative social policies; Welfare and anti-poverty programmes, the FAP, the rolling back of Great Society programmes.</li> <li>- Racial equality; the end of busing students to end <i>de facto</i> segregation, helping minorities.</li> <li>- Law and order; District of Columbia Crime Control Act (1970), decrease the number of protests, silence radical factions.</li> </ul> <p>9. <u>How did the nation react?</u></p> <ul style="list-style-type: none"> <li>- The reaction to protest movements and forces of social change; Middle America's desire for change, the Moratorium, Kent State University, Nixon's method to control protests.</li> <li>- Economic change and the end of the post-war boom; reasons for a poor economy, the (NEP), the underlying problems in the American economy.</li> </ul>		<p>Guided reading to enhance understanding of historiographical debate on key figures.</p>
		<p>Students will complete the following written tasks:</p> <ol style="list-style-type: none"> <li>1. 'Richard Nixon's choice of advisers ruined his presidency.' Assess the validity of this view.</li> <li>2. 'President Nixon's social policies were a disappointment to Middle America.' Assess the validity of this view.</li> </ol>
		<p>Discuss: did Nixon win or did the Democrats lose? Some students could be asked to lead the discussion making either case. Debate the clash between 'Silent majority' vs. Civil Rights groups under Nixon.</p>
<p>HALF TERM 4: The Nixon presidency, 1969-74</p> <p>10. <u>What were the limits of American world power?</u></p> <ul style="list-style-type: none"> <li>- Peace negotiations and the continuation of the war in Vietnam and Cambodia: 1969-73; reasons and tactics for withdrawal.</li> </ul> <p>11. <u>How did Kissinger influence the US policies towards the USSR, Latin America and China?</u></p> <ul style="list-style-type: none"> <li>- Latin America; fears over Chile/Allende's government, support of Pinochet, Operation Condor.</li> <li>- The USSR; <i>détente</i> reasons/limitations, response of USSR</li> <li>- China; <i>détente</i> reasons/successes, response of Mao.</li> </ul>		<p>Guided reading on detente and realpolitik.</p>
		<p>Students will complete the following written tasks:</p> <ol style="list-style-type: none"> <li>1. With reference to this source and your understanding of the historical context, how is this source valuable to a historian seeking to explain Nixon's slow exit from Vietnam?</li> <li>2. 'Henry Kissinger had a disastrous influence on American foreign policy</li> </ol>





## 2023-24 CURRICULUM MAP FOR HISTORY

### YEAR 13 HISTORY The American Dream: reality and illusion, 1945–1980


<p>12. <u>What was the 'Watergate affair'?</u></p> <ul style="list-style-type: none"> <li>- The events of the break in; the White House Special Investigation Unit, CREEP, break-in and arrests, the FBI and the CIA.</li> <li>- The role of Congress; events from February to October 1973 and how this led to impeachment investigations, the damning vote of the American public.</li> <li>- The resignation of the President; reasons for resigning</li> <li>- Richard Nixon's political legacy; popular cynicism, distrust of politics, damage to the Republican party, damage to the presidency.</li> </ul>		<p>during the Nixon administration.' Assess the validity of this view.</p> <p>3. 'Richard Nixon was not to blame for Watergate.' Assess the validity of this view.</p>
		<p>Discussion of morality in foreign policy and relevance to the 'American Dream'. Discuss Nixon's assertion that 'If the President does it, that means it's not illegal'.</p>
<p>HALF TERM 5: The USA after Nixon, 1974-80</p> <p>13. <u>What were the legacies of Presidents Ford and Carter?</u></p>		<p>Contemporary newspaper articles on 'Watergate Revisited/ Effects /Impact': why has the scandal retained its power?</p>
<ul style="list-style-type: none"> <li>- Responses to social divisions; Women, Equal Rights Amendment, reproductive rights, Carter's difficulty in reducing poverty, advances and problems for Black Americans.</li> </ul> <p>14. <u>Why was there political corruption?</u></p> <ul style="list-style-type: none"> <li>- Political corruption; reasons for disillusionment in politics, LBJ, Nixon and Ford's legacies, the lasting stain of corruption.</li> <li>- The loss of national self-confidence; reasons for voter's sense of political crisis, reason for economic crisis, reasons for domestic crisis.</li> </ul> <p>15. <u>What was the position of the USA as a world power?</u></p>		<p>Students will complete the following written tasks:</p> <ol style="list-style-type: none"> <li>1. 'The position of the USA as a world power deteriorated greatly during the 1970's.' Assess the validity of this view.</li> <li>2. Why were Americans disillusioned with their politics by the 1970s?</li> </ol>
<ul style="list-style-type: none"> <li>- Relations with the USSR and China; Americans turning against <i>détente</i>, soviet disillusionment with <i>détente</i>.</li> <li>- The response to crises in the Middle East, Iran and Afghanistan; Carters Israeli-Egyptian <i>détente</i>, Carter's poor handling of the hostage crisis in Tehran, the Soviet invasion of Afghanistan and American reaction.</li> </ul>		<p>Discuss progress made since 1960s in healing social divisions, what had been done, what was still to do.</p> <p>Debate the role of the media in exposing scandals; did Watergate have a negative effect?</p>
<p>HALF TERM 6: The USA after Nixon, 1974-80</p> <p>16. <u>What were the experiences of African Americans in the North and the South?</u></p>		<p>Look at historians' interpretations of Carter's domestic policy and how it has changed over time.</p>
<ul style="list-style-type: none"> <li>- The impact of civil rights legislation; key legislative moments;</li> <li>- Social status; the increase in black high school and college graduates, problems with <i>de facto</i> segregation, white backlash to busing</li> <li>- Economic status; increase of black, middle-class Americans, white backlash in universities and employment, the failure of civil rights legislation and affirmative action</li> </ul>		<p>Students will complete the following written tasks:</p> <ol style="list-style-type: none"> <li>1. 'The status of black Americans improved greatly during the 1960's and 1970's.' Assess the validity of this view.</li> <li>2. 'There was more continuity than change in the south between 1945 and 1980.' Assess the validity of this view.</li> </ol>





# 2023-24 CURRICULUM MAP FOR HISTORY

## YEAR 13 HISTORY The American Dream: reality and illusion, 1945–1980

<ul style="list-style-type: none"><li>- Political status; the successes/failures of the Voting Rights Act (1979)</li><li>17. <u>Was there change or continuity in the 'New South'?</u></li><li>- The 'New South'; Atlanta, Georgia and the promotion of affirmative action, changing perceptions of the South</li><li>- The Great Migration; movement back to the South and the benefits/problems that followed</li><li>18. <u>What was the USA like by 1980?</u></li><li>- The position of the USA as a superpower; humiliations felt from Vietnam, Iranian hostage crisis, Soviet parity, the failure of American liberalism.</li><li>- The extent of economic change; end of the post-war boom</li><li>- The extent of social change; the age of affluence</li><li>- The reasons for Reagan's victory in the presidential election; Carter's failure, Reagan's 'great communicator' status, his traditional appeal.</li></ul>		<p>Class presentations on individual states in the South and how they changed in the late 1960s and 1970s</p> <p>Debate on the responsibility for social divisions: role of the media; Presidents as divisive or unifying; role of religion.</p>
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