



HISTORY CURRICULUM MAP

2A: USA 1929-2000

<p>Year 10 Autumn Term</p> <p>Key Question 1: <u>How was the USA affected by the Great Depression between 1929 and 1945?</u></p> <ul style="list-style-type: none"> • The impact of the Wall St. Crash; • Republican attempts to deal with the crisis • Life during the Depression • Roosevelt and the New Deal <p>Key Question 2: <u>How had the economy of the USA changed by the 1960s?</u></p> <ul style="list-style-type: none"> • Industrial output; post-war affluence; consumerism and suburbanization; • ‘Poverty amidst plenty’ <p>Key Question 3: <u>Why was it difficult for black Americans to gain equal rights between 1941 and 1970?</u></p> <ul style="list-style-type: none"> • The contribution of black Americans to the war effort • The issue of education –Brown vs Topeka, Little Rock High; • Montgomery Bus Boycott and Freedom Rides • The roles of Martin Luther King and Malcolm X. • Civil Rights legislation <p>Key Question 4: <u>What were the main political developments in the USA between 1960 and 2000?</u></p> <ul style="list-style-type: none"> • The domestic policies of Kennedy • Nixon and Watergate. • The Reagan Years • Changes under Bush Senior and Clinton <p>Key Question 5: <u>How did American society change between 1950 and 2000?</u></p> <ul style="list-style-type: none"> • Changes in music, entertainment and media • Literature; changes in youth culture • Student Protest • Changing role of women <p>Key Question 6: <u>Why did relations between the USA and the USSR deteriorate between 1945 and 1973?</u></p> <ul style="list-style-type: none"> • The Truman Doctrine and containment of Communism • Berlin Crisis 1948-49; • Cuban Missile Crisis • US involvement in Vietnam 	<div data-bbox="805 271 906 367" data-label="Image"> </div> <p>Supporting texts or wider reading: America in the Twentieth Century: A History Robert L. Zangrando</p> <div data-bbox="798 409 890 506" data-label="Image"> </div> <p>Opportunities for extended writing Part 3 demonstration of learning via exam questions and consolidation tasks</p> <div data-bbox="798 548 890 645" data-label="Image"> </div> <p>Speak like an expert: Students will be asked to read out their part 3 answers and responses to progress checks Students will have a glossary with the key terms below and add to these after a round of choral response</p> <div data-bbox="785 723 855 792" data-label="Image"> </div> <p>Homework Carousel knowledge-based tasks, same for every class, these will link to Temperature checks and Do It Now's.</p> <div data-bbox="794 869 884 958" data-label="Image"> </div> <p>Links to careers: Law and Politics – understanding civil rights, government policies, and the Cold War helps prepare for careers as a lawyer, civil servant, politician, or policy advisor.</p> <p>Journalism – Learning how to evaluate evidence and different viewpoints helps in careers as a journalist or media researcher, reporting on current issues with historical awareness.</p> <p>Education – History knowledge supports careers as a teacher, museum educator, or academic researcher.</p> <p>Link to Personal Development: Critical Thinking – Evaluating causes and consequences of events like the Great Depression and Civil Rights helps students think deeply and question information. Analysis – Learning to analyse sources and interpretations builds decision-making skills. Empathy – Understanding experiences of different groups (e.g., African Americans in the Civil Rights Movement) helps students appreciate others' perspectives.</p> <p>British Values: Democracy: Studying the Civil Rights Movement and US elections helps students understand the value of voting and participation in a democracy.</p> <p>Rule of Law: Students learn how laws (e.g., Civil Rights Act) protect rights and how law-breaking (segregation) can harm society.</p> <p>Understanding the American legal system helps compare and appreciate the importance of the rule of law in Britain. Individual Liberty The fight for freedoms (e.g., Martin Luther King Jr.'s work) helps students understand the value of freedom of speech, protest, and choice.</p>
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Key Question 6: What has been the USA's role in the search for peace since 1970?

- Détente and attempts to limit arms
- Changing relations with China
- Changing US relations with the USSR
- The fall of Communism and the end of the Cold War
- US involvement in Iran, Iraq and the Gulf War

Mutual Respect: Studying racism, segregation, and the fight for civil rights shows why respecting others, regardless of background, is essential.

Tolerance of Different Faiths and Beliefs
Learning about different communities in America and their struggles promotes understanding of religious and cultural diversity.

Students can use these key words:

Black Tuesday

Brown v. Board of Education

Civil Rights Act (1964)

Cold War

Consumerism

Dust Bowl

Federal Emergency Relief Administration (FERA)

Great Depression

Harlem Renaissance

Hooverilles

Ku Klux Klan

McCarthyism

Montgomery Bus Boycott

New Deal

Prohibition

Rock and Roll

Roe v. Wade

Social Security Act (1935)

Vietnam War



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Watergate

Year 10 Spring Term

Key Question 1: What challenges were faced by the Weimar Republic from 1919-1923?

- Impact of Versailles
- Weaknesses of Weimar government; political instability – Spartacist, Kapp,
- Munich Putsch
- Hyperinflation
- Events in the Ruhr 1923

Key Question 2: Why were the Stresemann years considered a 'golden age'?

- Recovery from hyperinflation
- Dawes and Young Plans
- Locarno Pact; League of Nations
- Social and political developments

Key Question 3: How and why did the Weimar Republic collapse between 1929 and 1933?

- Social and political impact of the Depression on the Weimar Republic
- Hitler's electoral appeal
- Role of the SA and propaganda
- Political extremism and scheming 1929-1932
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Key Question 4: How did the Nazis consolidate their power between 1933 and 1934?

- Hitler as Chancellor; Reichstag Fire
- 1933 election and Enabling Act; trade unions and political parties;
- Night of the Long Knives; Hitler becomes Fuhrer

Key Question 5: How did Nazi economic, social and racial policy affect life in Germany?

- Reducing unemployment; policy towards workers
- Women and the Three Ks
- Controlling education and the Hitler Youth Movement
- Treatment of the Jews

Key Question 6: What methods did the Nazis use to control Germany?



Supporting texts or wider reading:
The Third Reich: A New History by Michael Burleigh



Opportunities for extended writing
Part 3 demonstration of learning via exam questions and consolidation tasks



Speak like an expert:
Students will be asked to read out their part 3 answers and responses to progress checks Students will have a glossary with the key terms below and add to these after a round of choral response



Homework
Carousel knowledge-based tasks, same for every class, these will link to Temperature checks and Do It Now's.



Links to careers:
Journalist – understanding propaganda, censorship, and how politics impacts reporting.
Lawyer – learning about legal systems, human rights, and constitutional changes like Article 48.
Politician or Civil Servant – understanding democracy, dictatorship, and policy impacts.
Teacher – teaching History, Citizenship, or Politics.
Museum Curator – specialising in 20th-century history, artefact interpretation, and public education.
Archivist – preserving documents related to the Weimar Republic, Nazi Germany, and war crimes.
Human Rights Worker – examining the consequences of discrimination, persecution, and totalitarianism.

Link to Personal Development: Critical thinking: You learn to analyse propaganda, speeches, and source reliability, helping you to question information in everyday life.

Understanding democracy and your role: Seeing how the Weimar Republic collapsed and a dictatorship rose shows the importance of voting, protecting rights, and engaging in society.

Empathy and ethical reflection: Studying persecution under the Nazis and the Nuremberg Laws builds your understanding of discrimination, human rights, and the consequences of prejudice.

British Values:
Democracy: You learn how democracy can collapse (Weimar Republic) and why it is important to protect free elections, participation, and political freedoms in Britain today.



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- Use of SS and Gestapo; control of legal system
- Goebbels and propaganda; use of rallies, radio
- and cinema; censorship of newspapers and the arts

Key Question 7: What factors led to the outbreak of war in 1939?

- Hitler's foreign policy aims
- Rearmament and conscription
- The Rhineland 1936 and Anschluss 1938
- Sudetenland 1938
- Nazi-Soviet pact 1939

Rule of Law: Studying the Enabling Act, Article 48, and Nazi laws shows the danger when laws are misused. This reinforces the importance of fair, transparent laws in Britain.

Individual Liberty: Understanding how freedoms were removed under Nazi Germany helps you appreciate and protect your rights to free speech, beliefs, and choices in the UK.

Mutual Respect and Tolerance: The persecution of Jews and minorities under Nazi rule shows why it is important to respect and value differences in religion, ethnicity, and beliefs in a diverse Britain.

Respect for institutions: You learn how key institutions (parliament, judiciary) can protect freedoms if respected, linking to how British institutions safeguard your rights.

Students can use these key words:

Article 48

Censorship

Enabling Act

Gestapo

Golden Years

Hitler Youth

Hyperinflation

Kapp Putsch

Mein Kampf

Munich Putsch

Night of the Long Knives

Nuremberg Laws

Propaganda

Reparations

SA (Brownshirts)

Spartacists



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SS

Stresemann

Treaty of Versailles

Weimar Republic

Year 10 Summer Term

Key Question 1: How successful was the government of Elizabeth I?

- The coronation and popularity of Elizabeth
- Royal Court, Privy Council and councillors; local government
- The role of Parliament; taxation and freedom of speech

Key Question 2: How did life differ for the rich and poor in Elizabethan times?

- Contrasting lifestyles of rich and poor; homes and fashion
- Causes of poverty
- Issue of unemployment and vagrancy
- Government legislation including the 1601 Poor Law

Key Question 3: What were the most popular types of entertainment in Elizabethan times?

- The importance of popular entertainment
- Cruel sports
- Entertainment enjoyed by the rich
- Elizabethan theatre; design, plays
- Attitudes towards the theatre

Key Question 4: How successfully did Elizabeth deal with the problem of religion?

- Religious problems in 1559
- Aims of the Religious Settlement; the 'Middle Way'
- Acts of Supremacy and Uniformity
- Reactions to the Settlement

Key Question 5: Why were the Catholics such a serious threat to Elizabeth?

- Early toleration
- Excommunication in 1570; recusancy
- Rebellion of Northern Earls



Supporting texts or wider reading:
Christopher Haigh, Elizabeth I



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Homework
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Links to careers:
Museum Curator – managing artefacts from the Tudor period and creating public exhibitions.
Archivist – working with primary documents from the Elizabethan era.
Lawyer – studying the development of law, government, and treason laws under Elizabeth.
Journalist – understanding how propaganda (e.g., portraits, royal progresses) influenced public opinion.
Political Analyst/Civil Servant – examining Elizabethan government, parliament, and monarchy relationships

Link to Personal Development:
Critical thinking: Analysing Elizabeth's decisions (such as handling Mary Queen of Scots and the Spanish Armada) helps you evaluate evidence and understand the consequences of choices.



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- Catholic Plots – Ridolfi, Throckmorton, Babington
- Role of Mary, Queen of Scots

Key Question 6: How much of a threat was the Spanish Armada?

- Reasons for the Armada; war in the Netherlands
- Course of the Armada – events in the Channel, Calais, ‘fireships’ and return to Spain
- Results of the Armada

Key Question 7: Why did the Puritans become an increasing threat during Elizabeth’s reign?

- Puritanism; challenge to the Settlement
- Puritan opposition in Parliament and Privy Council;
- Measures taken to deal with the Puritan challenge

Resilience and leadership: Seeing how Elizabeth overcame challenges, including religious conflict and threats to her throne, can inspire resilience and problem-solving in your own life.

Understanding religious tolerance: Learning about the Religious Settlement helps you understand the importance of respecting different beliefs today.

Global awareness: Studying Elizabeth’s foreign policy, conflict with Spain, and exploration builds your understanding of England’s place in the wider world.

British Values:

Democracy: Studying Elizabeth’s relationship with Parliament helps you understand the development of government and why it is important to participate in democratic processes.

Rule of Law: Learning about treason laws, the Religious Settlement, and how laws were enforced under Elizabeth shows the importance of clear, fair laws in society.

Individual Liberty: Exploring the limitations and freedoms of people in Elizabethan England helps you appreciate your rights to express beliefs and make choices in Britain today.

Mutual Respect and Tolerance:

Understanding the religious tensions between Protestants and Catholics under Elizabeth highlights the importance of respecting and tolerating people with different beliefs and backgrounds.

Respect for institutions: Learning about Elizabeth’s government, Parliament, and the monarchy helps you understand how institutions can maintain stability and protect citizens’ rights.



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Students can use these key words:

Act of Supremacy

Armada

Babington Plot

Court

Divine Right

Elizabethan Theatre

Francis Drake

Globe Theatre

Jesuits

Mary, Queen of Scots

Monopolies

Parliament

Patronage

Philip II of Spain

Poor Laws

Privy Council

Puritans

Recusants

Religious Settlement

Walter Raleigh