

**Key Stage 5 (12)**

**Course title: The Making of Modern Britain 1951-2007**

**Exam board: AQA**

**Specification code: 7042**

**Topic: Labour and Conservative governments 1939-1951**

Autumn 1  
(September-  
October) &  
Autumn 2  
(October-  
December)

Builds upon prior learning and allows students to build on their contextual understanding of 1939-1951 prior to starting the course.

Students will have an understanding of Britain in the 1930s due to topic taught in Y9 of the political, social and economic impact of World War One on the 1920s and 30s. Students will also know about the Holocaust from Y9, and the Cold War from Y11.

Students will need to understand the reforms that were put in place during the Second World War and how these were built on by the Labour governments to create a welfare state.

Students will gain an understanding of how the economy is managed politically and the impact that policies can have on the economy and how this affects support for that party with the electorate. They also need to understand nationalisation and its impact, and the welfare system that was put in place. Students also need to be aware of the various cabinet roles.

<p>Autumn 1 (September- October) &amp; Autumn 2 (October- December)</p>	<p><b>Topic: Conservative government 1951-1964 – Political and economic policy</b></p> <p>Students will be building on from the previous topic chronologically. They will be aware of Churchill in his previous premierships and other key figures.</p> <p>Students will be looking at the use of stop-go economic policies and political scandals that faced the Conservative Party, particularly 1960-1963.</p> <p>They will learn about the impact of personalities in elections and also how the economy can be manipulated to win elections. Students will gain an understanding of how a country can combat inflation and the impact of inflationary policies. Students will also gain an understanding of how various factors can lead to an election loss or win.</p>
<p>Autumn 1 (September- October) &amp; Autumn 2 (October- December)</p>	<p><b>Topic: Labour Party in Opposition 1951-1964</b></p> <p>This topic will allow students to understand the role of the Opposition and their policies 1951-1964. Students will be aware of the problems faced by the Labour Party in the first topic. Students will also be aware of growing suspicion of the left due to their study of the Cold War at GCSE.</p> <p>Students will learn about issues that divided the Labour Party and their unification again under Harold Wilson.</p> <p>Students will need to be aware of how unpopular divided parties are with the electorate and Labour's policies during this time. Issues over Nationalisation and Clause IV.</p>

<p>Spring 1 (January-February) &amp; Spring 2 (February-March)</p>	<p><b>Topic: Conservative government 1951-1964 – Foreign Policy</b></p> <p>This topic will allow students to the impact of political and economic policy decisions on British foreign policy. Students will need to use their knowledge of the British Empire from Y9 and also Cold War knowledge from GCSE.</p> <p>Students will need to learn about the growth of and opposition to nuclear weapons in Britain. They also need to learn the events of the Suez Crisis and the impact this had on Britain’s world standing.</p> <p>Students will need to be aware of the change in foreign policy after the Suez Crisis and how Britain lost her Empire. They will also need to be aware of the various challenges Britain had with the EEC during this period.</p>
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<b>Key Stage 5 (12)</b>	
<b>Course title: The Making of a Superpower: The USA 1865-1975</b>	
<b>Exam board: AQA</b>	
<b>Specification code: 7042</b>	
<p>Autumn 1 (September-October) &amp; Autumn 2 (October-December)</p>	<p><b>Topic: Politics during Reconstruction and the Gilded Age 1865-1890</b></p> <p>Students will be gaining an understanding of the political systems within America as a foundation for the rest of their course. Students will have prior knowledge of early USA through Power and the People topic of the American Revolution – furthermore, they will have a base grasp of what a civil war was due to previous learning at GCSE and KS3. Patronage and Meritocracy was also examined in the Restoration topic.</p> <p>Students will be looking at the fundamentals of the American political system as well as the organisation of the differing political parties.</p> <p>Students will understand the key differences between federal and state governments. The changes between both Reconstruction and Gilded age as to why problems in politics changed and continued. Examination of the key presidencies of Johnson and Grant. Focuses on African American changes for Reconstruction.</p>

<p>Autumn 1 (September-October) &amp; Autumn 2 (October-December)</p>	<p><b>Topic: Social history of Reconstruction and the Gilded Age 1865-1890</b></p> <p>This topic will allow students to continue developing their understanding of America 1865-1890 by studying the social aspect of society.</p> <p>Students are to build on their knowledge of African American history gained at KS3 with a more in depth focus in this topic. Students will also track key social events alongside political history.</p> <p>Students will learn about immediate aftermath of the civil war on key social groups like African Americans, immigrants and Native Americans. Students will learn about the key changes and areas of continuity for all these groups from 1865-1890.</p> <p>Students will learn why the USA was an attractive option for many immigrants in the period 1865-1890. How African Americans gained and then lost rights across a short period of time and the basis for the North South divide across the USA.</p>
<p>Spring 1 (January-February) &amp; Spring 2 (February-March)</p>	<p><b>Topic: Economic History in Reconstruction and Gilded Age 1865-1890</b></p> <p>This topic will allow students to continue developing their understanding of America 1865-1890 by studying the key economic changes of the period.</p> <p>Students are to build on knowledge of industrial revolution taught via Power and the People topic at GCSE. This is useful as many of the key changes in the USA are comparable to Britain.</p> <p>Students will learn about how the United States economy went from a weak non-power to becoming a significant force by 1890.</p> <p>Students will gain an understanding of the key focus industries – railways, oil, steel and farming. They will then need to examine key individuals involved in each area.</p>

<p>Spring 1 (January- February) &amp; Spring 2 (February- March)</p>	<p><b>Topic: Ending of the Frontier and Foreign Policy 1865-1890</b></p> <p>This topic will allow students to continue developing their understanding of America 1865-1890 by studying the expansion of the USA during this period.</p> <p>Students previous learning during the Restoration England topic allows the students to have a good knowledge of which parts of the United States existed prior to 1865.</p> <p>This topic will build upon this to show how the USA had developed geographically and as a nation since then. Furthermore, building on political knowledge of first topic. Railways examination from previous topic also used. Students will see why the 'frontier' of the USA ends and what the mains causes and consequences were. Students to be aware of USA as a world power.</p> <p>Students must know how new states were added to the USA and why the frontier was over by 1890s. The students will also need to be able to track the United States position in the world by 1890. This is so they can track developments from this point.</p>
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## Key Stage 5 (13)

**Course title: The Making of a Superpower: The USA, 1865-1975**

**Exam board: AQA**

**Specification code: 7042**

<p>Autumn 1 (September-October) &amp; Autumn 2 (October-December)</p>	<p><b>Topic: 1920-1945 a crisis of identity – laissez-faire to interventionism</b></p> <p>This will allow students to develop their understanding of continued Republican dominance and the re-emergence of the Democrats within American politics.</p> <p>Students can build on the 1920s topic from Y9 but also compare the developments to the political content taught in Y12 – to show the cyclical nature of American politics.</p> <p>Students will continue to track the Democrats and Republican parties continuity and change. Students will understand the need for political change against the Great Depression.</p> <p>Students must learn why the Republicans continued to dominate politics from the Progressive Era and why laissez faire becomes the focus in the 1920s. Students must then be able to attribute political changes to the Great Depression. Students must know the significance of the New Deals and the impact they had on the USA.</p>
<p>Autumn 1 (September-October) &amp; Autumn 2 (October-December)</p>	<p><b>Topic: Boom, bust and recovery of the USA</b></p> <p>This topic will allow students to understand and evaluate the reasons for the boom, bust and recovery of the United States economy.</p> <p>Students already have a base knowledge of the economic position the USA was in through 1920-1940 through studying the political changes that took place in this period.</p>

	<p>Students must know what the main cause of the Boom were and then also the consequences that led to the Great Depression. Students must know the key industries that survived the Great Depression and the impact of the New Deal on recovery. Students will be able to judge the success of the New Deal and the reasons for this.</p>
<p>Autumn 1 (September-October) &amp; Autumn 2 (October-December)</p>	<p><b>Topic: Social and cultural change in the 1920s and 1930s</b></p> <p>This will allow the students to understand the social and cultural impact of WWI on American society.</p> <p>Students will learn about the transformation in culture through the 1920s and the halting of this in relation to the Great Depression.</p> <p>Students must understand the new cultural developments of the 1920s, from music, cinema, celebrity as well as newfound rights of AA's and women. This needs to be understood alongside key social divides that include the return of the KKK and the economic divide.</p>
<p>Spring 1 (January-February) Spring 2 (February-March)</p>	<p><b>Topic: USA's emergence on the world stage and entry to WWII</b></p> <p>This will allow students to revisit the consequences of American entry into WWI and examine the decision to enter WWII.</p> <p>Students must know the decisions made by the 1920s presidents to give up territory and return to Isolationism.</p> <p>They must know the reasons for this were based on the impact of WW1. Students must also know the causes of American entry to WW2 and the key political, social and economic impacts it had on the USA.</p>

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<p>Autumn 1 (September- October) &amp; Autumn 2 (October- December)</p>	<p><b>Topic: Heath in Office 1970-1974</b></p> <p>Students will need to use their knowledge of the previous topics as a base. They will have also learned about the problems with industrial relations in the Power and the People topic at GCSE.</p> <p>This will allow students to understand the key political issues faced by Heath's government and assess his success in dealing with them</p> <p>Students will learn about the problems Heath suffers with regards to inflation and industrial relations.</p> <p>Students will need to be aware of the issues caused by Bloody Sunday in escalating the Troubles in Northern Ireland.</p> <p>Students will also need to be aware of the growing power of the unions and the impact that striking and days lost can have on the economy. Students also need to be aware of the damaging impact U-Turns can have on a political party. As well as this they need to carry forward knowledge of the terms of entry to the EEC.</p>
<p>Autumn 1 (September- October) &amp; Autumn 2 (October- December)</p>	<p><b>Topic: Wilson &amp; Callaghan 1974-1979</b></p> <p>This will allow students to understand how Labour were able to regain office and the instability of the 1970s in Britain. Students will need to learn about the ending of the Miner's Strike, EEC Referendum, Winter of Discontent, Sterling Crisis and economic policies introduced to combat inflation.</p> <p>Students will need to learn about the implementation of monetarism and measures used by the Labour governments to combat rising inflation/stagflation. They will need to be aware of the problems surrounding devolution and how this impacted the 1979 election. They also need to be aware of the problems faced after Britain's entry to the EEC.</p>



<p>Autumn 1 (September- October) &amp; Autumn 2 (October- December)</p>	<p><b>Topic: 1970s Social History</b></p> <p>This will allow students to gain an understanding of the key social issues of the 1970s and the development of pressure groups.</p> <p>Students will build on their previous studies of 1960s Social History, particularly in relation to women's rights and racism in society.</p> <p>Students will need to learn of the Second Wave of the Feminism and the rise of anti-establishment culture including punk. They also need to be aware of issues surrounding immigration.</p> <p>Students need to be able to judge to what extent the progress feminists made constituted a 'social revolution'. They also need to carry forward the fear of Britain as 'out of control' as they begin their study of Thatcher.</p>

<p>Autumn 2 (October-December) &amp; Spring 1 (January-February) &amp; Spring 2 (February-March)</p>	<p><b>Topic: The Impact of Thatcherism 1979-1983</b></p> <p>This will allow students to understand the challenges Thatcher faced in her first term in government and assess the reasons as to why she stayed in power in 1983.</p> <p>Students will be aware of Thatcher through popular media and also her role as Education Sec. They also may be aware of the Falklands War. They will need to bring forward their knowledge of curbing unions previously, including In Place of Strife.</p> <p>Students will learn of the issues faced by Thatcher in her first few years in office and pursuit of monetarism. They also need to consider the events of the Falklands War and the impact this had on the outcome of the 1983 general election. Students need to look at the problems faced by the Labour Party during this time and their manifesto – split in the Party to form the SDP. They also need to look at the Industrial Relations Act and the limits placed on the Unions.</p>
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