

Archbishop Beck Catholic College Long Term Plan for A level History

Year 12 History USA

Autumn Half Term 1	Half Term 2	Key Vocabulary/Reading Opportunities
<p>Topic Areas to be covered:</p> <p>The Making of a Superpower USA 1865-1975</p> <p><u>Section 1 The Era of Reconstruction and the Gilded Age 1865-1890</u></p> <p>Taught through the American Presidents</p> <p>Johnson</p> <p>Grant</p> <p>Hayes</p> <p>Garfield</p> <p>Arthur</p> <p>Cleveland</p> <p>Domestic policy</p> <p>Economic policy</p> <p><u>AP1 Assessment</u></p>	<p>Topic Areas to be covered:</p> <p>Johnson</p> <p>Grant</p> <p>Hayes</p> <p>Garfield</p> <p>Arthur</p> <p>Cleveland</p> <p>Social policy</p> <p>Foreign policy</p> <p><u>AP 2 Assessment</u></p>	<p>Federal government, Congress, Reconstruction, impeach, civil rights, Republican, Gilded age, urbanisation, laissez faire, isolationisms, Alaska purchase</p> <p><i>Use of A level History library in dept. area to support learning.</i></p>
Spring Half Term 3	Half Term 4	Key Vocabulary/Reading Opportunities
<p><u>Section 2 Populism, Progressivism and Imperialism 1890-1920</u></p> <p>Taught through the American Presidents</p> <p>McKinley</p> <p>Theodore Roosevelt</p> <p>Taft</p> <p>Woodrow Wilson</p> <p>Harding</p> <p>Domestic policy</p> <p>Economic policy</p>	<p>Taught through the American Presidents</p> <p>McKinley</p> <p>Theodore Roosevelt</p> <p>Taft</p> <p>Woodrow Wilson</p> <p>Harding</p> <p>Economic policy</p> <p>Social policy</p> <p><u>AP3 Assessment</u></p>	<p>"Robber Barons", populism, progressivism, New Freedom, agricultural poverty, xenophobia, mass immigration, urbanisation, Ku Klux Klan</p> <p><i>Use of A level History library in dept. area to support learning.</i></p>

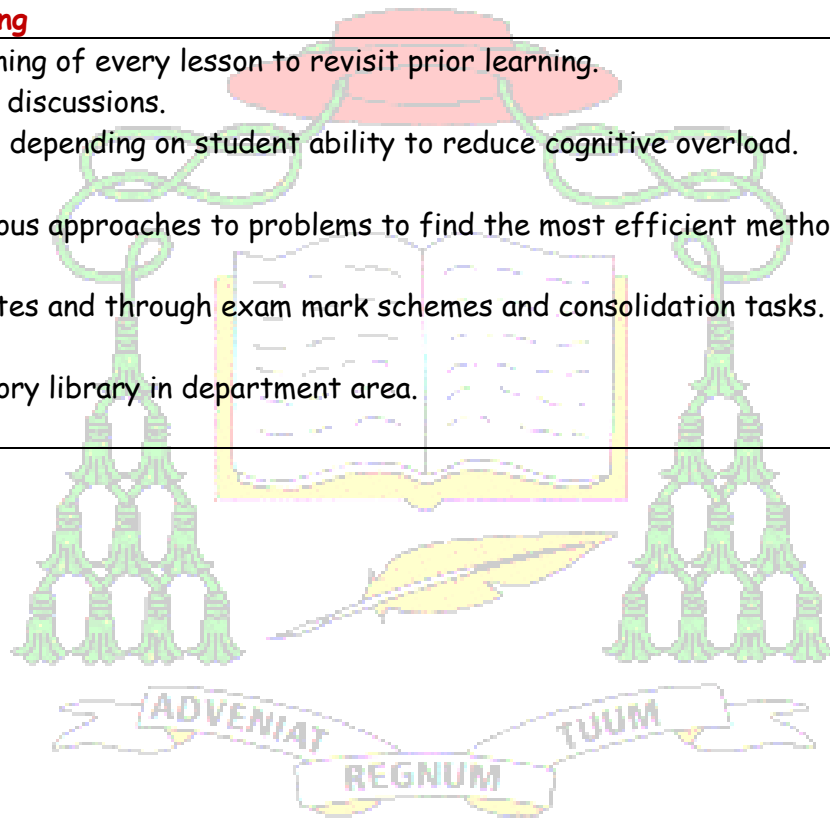
Summer Half Term 5	Half Term 6	Key Vocabulary/Reading Opportunities
<p>Taught through the American Presidents</p> <p>McKinley</p> <p>Theodore Roosevelt</p> <p>Taft</p> <p>Woodrow Wilson</p> <p>Harding</p> <p>Social Policy</p> <p>Foreign Policy</p>	<p>Taught through the American Presidents</p> <p>McKinley</p> <p>Theodore Roosevelt</p> <p>Taft</p> <p>Woodrow Wilson</p> <p>Harding</p> <p>Foreign policy</p> <p>NEA</p>	<p>WASPs temperance, anti-communist, Imperialism, international affairs, Panama</p> <p><i>Use of A level History library in dept. area to support learning.</i></p>

Year 12

Wider learning experiences to support this A Level	Learning Characteristics instilled in the curriculum	Career Opportunities
<ul style="list-style-type: none"> University visits Visit to Parliament Study skills visit to central library 	<p>Confidence Use of consolidations to revisit prior learning and allow to students to feel open to making mistakes. Encourage discussion of mistakes and praise those who offer up incorrect solutions/alternate methods for discussion.</p> <p>Positive High expectations in presentation of notes and weekly homework. Supporting understanding of AO1 and AO2 through modelling and scaffolding responses.</p> <p>Resilience Learners are challenged from the word go with high expectations of presentation and work ethic. 5 hours weekly independent tasks, reading, researching, assessment tasks, mind maps.</p>	<ul style="list-style-type: none"> History careers week Work experience University visits

Metacognition Methods applied in Teaching

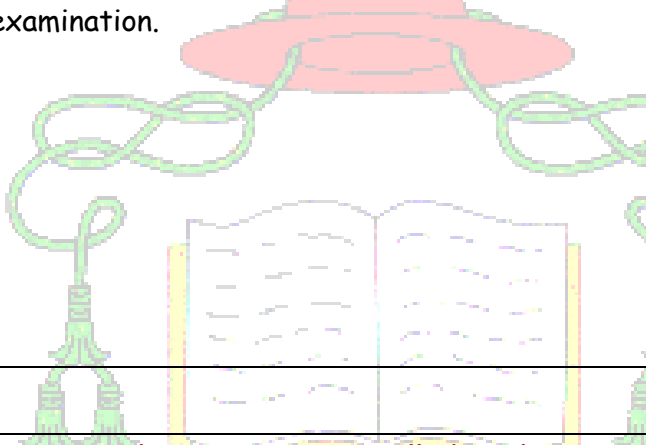
- Consolidation exercise at the beginning of every lesson to revisit prior learning.
- Give sufficient thinking time during discussions.
- Split topics into appropriate chunks depending on student ability to reduce cognitive overload.
- Variation of teaching styles
- Discussion of solutions and the various approaches to problems to find the most efficient method.
- Modelling of extended questions
- Valiant vocabulary highlighted in notes and through exam mark schemes and consolidation tasks.
- Independent learning tasks.
- Wider reading through A level History library in department area.



Archbishop Beck Catholic College Long Term Plan for History

Year 13 USA

Autumn Half Term 1	Half Term 2	Key Vocabulary/Reading Opportunities
<p>The Making of a Superpower USA 1865-1975</p> <p><u>Section 1 Crisis of identity 1920-1945</u></p> <p>Taught through the American Presidents Harding Coolidge Hoover FDR Domestic policy Economic policy</p> <p>AP1 Assessment</p>	<p>Taught through the American Presidents Harding Coolidge Hoover FDR Social policy Foreign policy</p> <p>AP2 Assessment</p>	<p>National Origins Act, Great Depression, New Deal, Second New Deal, Wall Street Crash, "Roosevelt recession", speakeasy culture, KKK, isolationism,</p> <p><i>Use of A level History library in dept. area to support learning.</i></p>
Spring Half Term 3	Half Term 4	Key Vocabulary/Reading Opportunities
<p><u>Section 2 The Superpower 1945-1975</u></p> <p>Taught through the American Presidents Truman Eisenhower Kennedy Johnson Nixon Domestic policy Economic policy</p>	<p><u>Section 2 The Superpower 1945-1975</u></p> <p>Taught through the American Presidents Truman Eisenhower Kennedy Johnson Nixon Economic policy Social Policy</p> <p>AP3 Assessment</p>	<p>Civil rights, "New Frontier" "Great society", consumerism, economic boom, baby boom, Red Scare, McCarthyism</p> <p><i>Use of A level History library in dept. area to support learning.</i></p>

Summer Half Term 5	Half Term 6	Key Vocabulary/Reading Opportunities
<p><u>Section 2 The Superpower 1945-1975</u> Taught through the American Presidents Truman Eisenhower Kennedy Johnson Nixon</p> <p>Social policy Foreign policy</p>	<p>Consolidation of all topics in preparation for the examination.</p> 	<p>1964 Civil rights Act, youth culture, Rock n Roll, protest, mass media, Cold War, Cuba, Korea, Potsdam, Sino-American relations, détente "ping-pong diplomacy", VC, My Lai, Tet offensive,</p> <p><i>Use of A level History library in dept. area to support learning</i></p>
Wider learning experiences to support this A Level	Learning Characteristics instilled in the curriculum	Career Opportunities
<ul style="list-style-type: none"> University visits Visit to Parliament Study skills visit to central library 	<p>Confidence Use of consolidations to revisit prior learning and allow to students to feel open to making mistakes. Encourage discussion of mistakes and praise those who offer up incorrect solutions/alternate methods for discussion.</p> <p>Positive High expectations in presentation of exercise books and weekly homework. Supporting understanding of AO1, AO2, AO3 through modelling and scaffolding responses.</p> <p>Resilience Learners are challenged from the word go with high expectations of presentation and work ethic. 5 hours weekly independent tasks, reading, researching, assessment tasks, mind maps.</p>	<ul style="list-style-type: none"> History careers week Work experience University visits

Metacognition Methods applied in Teaching

- Consolidation exercise at the beginning of every lesson to revisit prior learning.
- Give sufficient thinking time during discussions.
- Split topics into appropriate chunks depending on student ability to reduce cognitive overload.
- Variation of teaching styles
- Discussion of solutions and the various approaches to problems to find the most efficient method.
- Modelling of extended questions
- Valiant vocabulary highlighted in notes and through exam mark schemes and consolidation tasks.
- Independent learning tasks.
- Wider reading using history a level library .

