

## Humanities KS5 Curriculum Intent, Implementation and Impact Overview

	Year: 12 Subject: HISTORY IMPLEMENTATION					
	HT1 & HT2		HT3 & HT4		HT5 & HT6	
<p><b>Edexcel A level specification coverage, key concepts and skills ('Big Ideas')</b></p> <p><b>(Route H: Democracies in change: Britain and the USA in the twentieth century)</b></p>	<p><b>Britain Transformed, 1918-97.</b>  <b>Context:</b> Britain 1918-45 - political, economic and social changes.  <b>Key Vocabulary:</b> Democratic, suffrage, coalition, Establishment, Fascism, Trade Union, strike.  <b>Prior Learning / LTM:</b> KS3 - 20<sup>th</sup> Century. KS4 - Western Front, Weimar and Nazi Germany.  <b>Cultural Capital:</b> Acquire understanding of the foundations of modern British society.</p>	<p><b>The USA, c1920-55: boom, bust and recovery.</b>  <b>Context:</b> The USA, 1920-29.  <b>Key Vocabulary:</b> Discrimination, Communism, Capitalism, Production Line, Boom, Jazz Age, mass production.  <b>Prior Learning / LTM:</b> KS3 - Russia and the USSR: 1900-1953; USA 1920s and 1930s. KS4 -Weimar and Nazi Germany, 1918-39; The Cold War, 1941-91.  <b>Cultural Capital:</b> Acquire understanding of the diversity of US society in the 1920s.</p>	<p><b>Britain Transformed, 1918-97</b>  <b>Context:</b> Britain 1945-79 - political, economic and social changes.  <b>Key Vocabulary:</b> Democratic, Welfare State, consensus politics, Winter of Discount, Trade Union, Feminism.  <b>Prior Learning / LTM:</b> KS3 - 20<sup>th</sup> Century. KS4 - The Cold War, 1941-91.  <b>Cultural Capital:</b> Acquire understanding of political, economic and social changes to Britain post war.</p>	<p><b>The USA, c1920-55: boom, bust and recovery.</b>  <b>Context:</b> The USA, 1929-38.  <b>Key Vocabulary:</b> crash, depression, recovery, intervention, opposition.  <b>Prior Learning / LTM:</b> KS3 - Russia and the USSR: 1900-1953; USA 1920s and 1930s. KS4 -Weimar and Nazi Germany, 1918-39; The Cold War, 1941-91.  <b>Cultural Capital:</b> Acquire understanding of the effects of an economic depression on a democratic, Capitalist society.</p>	<p><b>Britain Transformed, 1918-97.</b>  <b>Context:</b> The impact of Thatcher's governments (1979-90) on Britain 1979-97.  <b>Key Vocabulary:</b> New Right, free market, IMF, Trade Union, strike, monetarism.  <b>Prior Learning / LTM:</b> KS3 - 20<sup>th</sup> Century. KS4 - The Cold War, 1941-91.  <b>Cultural Capital:</b> Acquire understanding of the impact of Thatcher's government on Britain.</p>	<p><b>The USA, c1920-55: boom, bust and recovery.</b>  <b>Context:</b> The USA 1939-55.  <b>Key Vocabulary:</b> economy, social, discrimination, culture, social mobility, minorities, civil rights.  <b>Prior Learning / LTM:</b> KS3 - 20<sup>th</sup> Century. KS4 -The Cold War, 1941-91.  <b>Cultural Capital:</b> Acquire understanding of the effects of political and economic ideologies on a society.</p>
<b>Link to EdExcel specification</b>	Britain 1918-45 - political, economic and social changes.	Boom and crash, 1920-29.	Britain 1945-79 - political, economic and social changes.	Depression and the New Deal, 1929-38.	The impact of Thatcher's governments (1979-90) on Britain 1979-97.	Impact of the New Deal and the Second World War on the USA to 1945. The transformation of the USA, 1945-55.
Acquire key substantive knowledge of topic studied.	X	X	X	X	X	X
Recall substantive knowledge and use in	X	X	X	X	X	X

verbal communication and written work.						
Analyse substantive knowledge making links with previous learning.	X	X	X	X	X	X
Acquire and use abstract terms in verbal communication and written work.	X	X	X	X	X	X
Revisit abstract terms in a different context.	X	X	X	X	X	X
Know some second order concepts.						
Respond accurately to some second order concepts with support.						
Respond accurately to second order concepts independently.	X	X	X	X	X	X
Produce structured written work.	X	X	X	X	X	X
Set up their own historical enquiry.						
Use a range of evidence.	X	X	X	X	X	X
Analyse evidence linking to substantive knowledge.	X	X	X	X	X	X
Analyse evidence considering provenance.	X	X	X	X	X	X
Analyse evidence considering utility for purpose of enquiry.	X	X	X	X	X	X
Know what an interpretation is.	X	X	X	X	X	X

Identify similarities and differences between interpretations.	X	X	X	X	X	X
Analyse interpretations through making links to substantive knowledge.	X	X	X	X	X	X
Select own interpretations for a historical enquiry.						
When analysing interpretations, consider the context in which they were produced.	X	X	X	X	X	X
Second order concepts	Change, continuity, cause, consequence, significance, diversity, chronology.	Change, continuity, cause, consequence, significance, diversity, chronology.	Change, continuity, cause, consequence, significance, diversity, chronology.	Change, continuity, cause, consequence, significance, diversity, chronology.	Change, continuity, cause, consequence, significance, diversity, chronology.	Change, continuity, cause, consequence, significance, diversity, chronology.
<b>IMPACT</b>	Assessment: Essay question (20 marks) Progression to P18: Analytical skills - extended writing. Verbal communication, analysis of evidence and interpretations.	Assessment: Essay question (20 marks); source question (20 marks) Progression to P18: Analytical skills - extended writing. Verbal communication, analysis of evidence and interpretations.	Assessment: Essay question (20 marks) Progression to P18: Analytical skills - extended writing. Verbal communication, analysis of evidence and interpretations.	Assessment: Essay question (20 marks); source question (20 marks) Progression to P18: Analytical skills - extended writing. Verbal communication, analysis of evidence and interpretations.	Assessment: Essay question (20 marks) and interpretation question (20 marks). Progression to P18: Analytical skills - extended writing. Verbal communication, analysis of evidence and interpretations.	Assessment: Essay question (20 marks); source question (20 marks) Progression to P18: Analytical skills - extended writing. Verbal communication, analysis of evidence and interpretations.

Cultural Capital is the body of knowledge a student needs so that they can flourish in the future and not be left behind. LTM = Long Term Memory.