



Queen Elizabeth's Girls' School

Educating Women of the Future

History Key Stage 5 Curriculum

	Topic/Big Question	Focus
Year 12	Was the economic collapse of 1929 in the USA inevitable?	As part of their study of 2Hi: USA Boom, Bust and Recovery c1920-1955 year 12 historians will examine the nature of the boom and bust period with particular focus on the extent to which the economic collapse was inevitable or not due to the nature of the 1920s economic boom There will be particular focus on the following features; • Describe the key features of the economic boom of the 1920s: mass production; technological advances and evaluate their impact on leisure; the automobile; hire purchase; laissez faire; farmers, black Americans and limits to the boom. • Identify the causes of the crash of 1929: the Wall Street Crash; overproduction; land speculation; the bull market; weaknesses of the banking system.
	How far did the USA of the 1920s live up to its motto of " <i>E Pluribus Unum</i> " (<i>Out of Many One</i>)?	As part of their study of 2Hi: USA Boom, Bust and Recovery c1920-1955 year 12 historians will evaluate the extent to which the USA was a united or divided society in the 1920s. There will be particular focus on the following features; • Assess the changes in society; immigration and the 'Red Scare'; the Ku Klux Klan; prohibition and organised crime; the changing role of women. • Analyse the extent of cultural change in the 1920s: the Jazz Age; the Harlem Renaissance; growing popularity of baseball; radio and the cinema; American literature.
	Why did America suffer so much from the effects of the Great Depression in the 1930s and how far was FDR's new deal successful in alleviating these issues?	As part of their study of 2Hi: USA Boom, Bust and Recovery c1920-1955 year 12 historians will look at why the USA struggled to deal with the effects of the Depression and how effective the New Deal was in addressing these problems. There will be particular focus on the following features; • Evaluate the spread of the depression, 1929–32: growth of unemployment; collapse of GDP; effects on workers, families, farmers and ethnic minorities; 'gangsterism'. • Evaluate the effectiveness of Hoover's response to the depression, 1929–33: the Smoot-Hawley Tariff; homelessness and the Hoovervilles; the Reconstruction Finance Corporation; Emergency Relief and Construction Act 1932. • Describe the key features of Roosevelt's First New Deal, 1933–35: emergency relief; public works; the alphabet agencies; help for farmers; reforming the financial system; opposition to Roosevelt's policies, including Huey Long and the Supreme Court. • Explain the developments regarding (and reasons for) the Second New Deal, 1935–38: including the Wagner Act 1935; the Social Security Act 1935; the Revenue Act 1935; evaluate the extent and effectiveness of opposition to the Second New Deal.

	Which had the greater impact on helping the USA recover from the worst of the Great depression and transforming the USA; WW2 or the New deal? Why?	As part of their study of 2Hi: USA Boom, Bust and Recovery c1920-1955 year 12 historians will among other things consider the extent to which it was WW2 or the New Deal which helped the USA recover from WW2. There will also be evaluation of the overall impact of both the New Deal and WW2 on a range of features such as women, ethnic minorities, the growth of trade unions and national infrastructure. There will be particular focus on the following features; • Examine the New Deal and the economy: evaluate the impact of New Deal policies on unemployment and national infrastructure; women and the New Deal, including the role of Eleanor Roosevelt; the state of the US economy in 1940. • Assess the impact of the New Deal and the war on ethnic minorities: New Deal policies and black Americans; the Indian Reorganisation Act 1934; change for Hispanic Americans; the contribution of ethnic minorities to the war effort; the race riots of 1943; the Double V campaign. • Identify the extent of social and cultural changes: WPA support for writers and musicians; changes in the role of women, including impact of the Fair Employment Practices Commission on the status of women and black Americans; wartime domestic propaganda; the power of Hollywood, including war films and the rise of Disney; the growing power of radio; popular music. • Analyse the impact of the war on the economy, 1941–45: the collapse of unemployment; women and the war effort; the contribution of young people; growing power of trade unions; migration to urban and industrial centres; the growth of new industries.
	How far was the USA transformed in the period c1945-1955 economically, politically and socially?	As the final part of their study of 2Hi: USA Boom, Bust and Recovery c1920-1955 year 12 historians will evaluate the extent to which the USA was transformed socially, politically and economically in the decade or so after the end of WW2. There will be particular focus on the following features; • Analyse the extent of economic transformation: changing employment opportunities; government policies to encourage growth; the provision of mortgages for veterans; growing mobility, including cars and highway construction; the growth of the suburbs; Levittown projects; the new consumer society. • Identify what led to the end of post-war euphoria: HUAC, McCarthyism and their impact; anti-communism and the Cold War context; the reality of the nuclear age, including Ethel and Julius Rosenberg. • Analyse the extent of Cultural change: Hollywood and the Cold War; the growing power of television, including popular entertainment and sitcoms; the stereotyping of women and ethnic minorities; the origins of a teenage culture, including rock’n’roll. • Identify the degree to which the status of minorities changed: Truman’s desegregation of the armed forces; extent of integration in professional sports and popular entertainment; the growth of the NAACP; the Brown case 1954; the extent of change by 1955.
	How far was Britain changing politically and economically between c1918 and 1997?	Simultaneously to learning about the USA between c1920-1955 A Level historians will also be learning about 1H: Britain Transformed, 1918-97. In the first part of this students will be focusing on the extent of change in Britain between c1918 and 1997. There will be particular focus on the students achieving the following; • Describe the key features of the changing party fortunes, 1918–31 • Describe the key features of the National government, 1931–45 • Describe the key features of the Labour government, the rise of consensus politics and political challenge, 1945–79. • Analyse the significance of responses to economic challenges: e.g. post-war boom, crisis and recovery, 1918–39; creating a managed economy, 1939–51; the response to economic challenges, 1951–79. • Analyse the significance of the reasons for, and consequences of, industrial change and changing industrial relations, 1918–39

	Explain the changing working opportunities and conditions, 1939–79; industrial relations, 1939–1979, and the reason for their breakdown in the 1960s and 70s.
What were the key developments and turning points in the creation of a welfare state in the UK between c1918 and 1979?	In the second part of this course on 1H: Britain Transformed, 1918-97 students will be focusing on the creation and development of the welfare state between c1918 and 1979. There will be particular focus on the students being able to do the following; - Evaluate the significance of social welfare: the extent, and nature of, social welfare provision, 1918–39 - Evaluate the significance of social welfare: the impact of the Second World War, the Labour government and consensus, 1939–64 - Describe the key features of Public health: health provision, 1918–45; the creation and impact of the National Health Service (NHS), 1945–79, and the challenge of medical advances. - Explain the developments regarding education and widening opportunities: education policy, 1918–43; the significance of the ‘Butler Act’ 1944 - Explain the developments regarding education and widening opportunities: the development of comprehensive education to 1979; the growth and social impact of university education, 1918–79.
In what ways is it correct to call Britain a society in transition between c1918 and 1979?	In this third part of this course on 1H: Britain Transformed, 1918-97 students will be focusing on the ways in which and the extent to which Britain was a society in transition between c1918 and 1979. There will be particular focus on the students being able to do the following; - Describe the key features of Class and social values: class, social change and the impact of wars, 1918–51; the emergence of the ‘liberal society’, and its opponents, 1951–79. - Analyse the changing role and status of women: the right to vote and political advancement, 1918–79; changes in family life and the quest for personal freedoms, 1918–79. - Race and immigration: analysing immigration policies and attitudes towards ethnic minorities, 1918–39; analysing the impact of the Second World War and new Commonwealth immigration; analysing racial controversy and the impact of government policies on race relations and immigration, 1958–79.
To what extent did the quality of life change or improve between c1918 and 1979 in Britain?	In this penultimate part of the Britain course year 12 historians will examine the extent to which the quality of life improved or changed in the UK between c1918 and 1979. There will be particular focus on the students being able to do the following; - Analyse the extent of changing living standards: the impact of boom, crisis and recovery, and the significance of regional differences, 1918–39; the effects of ‘total war’ and austerity, 1939–51; the growth of a consumer society, 1951–79. - Describe the key features of popular culture and entertainment: the impact of mass popular culture, including cinema, radio and music, 1918–79; the influence of television from the 1950s and youth culture, 1955–79; - Describe the key features of leisure and travel: the growth of spectator sports from the 1920s; increased leisure time and the development of mass tourism from the 1930s; the impact of car ownership and travel developments, 1918–79.
What impact did Thatcher’s governments (1970–90) have on Britain, 1979–97?	In the final part of the Britain course 6th form historians will examine the rule of Margaret Thatcher and evaluate the impact and legacy of her policies from 1979 to 1997. There will be particular focus on the students being able to use interpretation skills to the high degree required for success in this part of the paper as well as displaying a keen understanding of the following; The effect of Thatcher’s economic policies.

		• The extent to which state intervention and the public sector were ‘rolled-back’. • The extent of political and social division within Britain. • The effect of Thatcherism on politics and party development.
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	Topic/Big Question	Focus
Year 13	How successful was Irish Nationalism between c1774-1923? Was militant or constitutional nationalism likely to be more effective?	In this first part of the <i>Ireland and the Union c1774-1923</i> course 6th form students will consider the role of Irish nationalism across the whole time period in the form of a breadth study across a range of points. For example there will be evaluation on whether constitutional or militant nationalist approaches were likely to work better or which revolts, uprisings and movements were the most impactful and could be considered turning points in the history of Irish nationalism. In particular students will be required to display an informed understanding of the following; • The United Irishmen-aims, methods, successes and limitations. What was the significance of the 1798 uprising? The effects of the American and French Revolutions • The Tithe Wars-causes, nature and results • Daniel O’Connell and the Repeal Association- aims, methods, successes and limitations • Young Ireland- aims, methods, successes and limitations. Do you know about the 1848 rebellion? • IRB - Aims, methods, successes and limitations. Do you know about the 1867 Fenian uprising and its aftermath? • How did Home Rule change Irish Nationalism between 1870 and 1910? Isaac Butt and the Home Rule League and Parnell and the Irish Parliamentary Party • Why did tensions in the years 1910-23 result in civil war? Edward Carson and the UVF, the ‘Curragh incident’, Sinn Fein and growing militancy, the Easter Rising, the War of Independence/Anglo-Irish War, The Government of Ireland Act 1920 and the Anglo Irish Treaty 1921
	Was political necessity the driving factor behind changing British attitudes towards Ireland and Irish Nationalism between c1774 and 1923?	In this second breadth theme on the <i>Ireland and the Union course</i> there will be study of and evaluation of changing British attitudes towards Ireland and Irish nationalism in terms of a shift from resistance to acceptance. In addition to students tracking the extent of change and key developments and turning points there will be examination of the key reasons for such change e.g. the balance of power, the attitudes of key British figures, political necessity and the pressure of external events as well as the impact of the actions of Irish nationalists themselves. In particular students will be required to display an informed understanding of the following; • How successful were Britain’s efforts to maintain control of Ireland before 1885? The Catholic Relief Act 1703, the Act of Union 1801, the Maynooth Grant 1845 and the Irish Coercion Act 1881 • What motivated the decision to consider Home Rule between 1885 and 1922? Gladstone’s conversion • Assess the importance of changing attitudes on Britain’s Prime Ministers and politicians to the question of increasing Irish independence; Pitt the Younger, Robert Peel, Gladstone and Lloyd George
	Was the role of Daniel O’Connell the most significant factor in increasing Catholic emancipation between c1774 and 1830?	In this first depth study students will examine the development of Catholic emancipation between c1774 and c1830 culminating in the work of Daniel O’Connell and the Catholic Emancipation Bill of 1829. Students will especially focus on developing their understanding of the following aspects of this depth study; • The significance of the Penal Laws, the Catholic Relief Acts-what was behind the decision to extend Catholic relief?

		• Daniel O’Connell and the impact of the Catholic Board in 1811 and the Catholic Association in 1823 • The elections of 1826 and 1828-why were they significant in helping the Catholics? • The passage of the Catholic Relief Act 1829 through Parliament and its impact-how significant was O’Connell in achieving this? Can you name other factors/reasons for it? • The significance of the campaign in the Irish parliament to remove restrictions on Irish trade, 1778–82 • Assess the impact of the removal of the restrictions on the Irish economy.
	How far could shipbuilding be said to be the key development in the rapid industrialisation of Ulster between c1820 and 1855?	In this second depth study students will study the Industrialisation of Ulster between c1820 and c1855 evaluating the key developments and reasons for the rapid industrialisation of Ulster, as well as the impact this had both positive and negative on Ulster. Students will especially focus on developing their understanding of the following aspects of this depth study; • The importance of the textile industry in Ulster; the decline of the woollen and cotton industries • The impact of railways and mechanisation on the linen industry • The development of shipbuilding; The importance of the Charles Connell and Sons and of the Thompson and Kirwan yards; The work of the Belfast Harbour Commissioners • Assess the roles of Robert Hickson and Andrew Mulholland in the industrialisation of Ulster; its impact on working and living conditions • The Belfast cholera epidemic, 1848; Discrepancies between Catholics and Protestants in employment.
	Did the British government fail Ireland during the Famine? Were the Irish Land Wars inevitable?	In this third depth study students will study the Irish Famine between c1843 and c1851 evaluating the key developments and reasons for the potato blight affecting Ireland so badly. There will be evaluation of the role of the two British ministries that of Peel and subsequently Russell. Through this students will explore the extent to which british politicians failed Ireland. Students will especially focus on developing their understanding of the following aspects of this depth study; • The role of absentee landlords, middlemen, landholdings, monoculture and blight; The impact of famine on populace • The impact of government responses to the Famine; Peel’s response; Russell’s response • The Irish Poor Law Extension Act 1847 • The problem of export of food from Ireland • The roles of Charles Edward Trevelyan and John Mitchel • Social and economic impacts of depopulation; migration and emigration • Consolidation of land holdings and importance of the Encumbered Estates Act of 1849 In this fourth depth study 6th form historians will look at the Irish land Issue between 1870 and 1882. As part of this course of study they will look at the role of key developments such as the long depression in exacerbating underlying issues and tensions so that they became highly significant in the 1870s and 1880s. Furthermore there will be evaluation of the role of key individuals such as Davitt, Forster and Parnell as well as discussion of whether the tensions over land meant that the land wars were inevitable. Students will especially focus on developing their understanding of the following aspects of this depth study; • The significance of the Dublin Land Conference 1870 • The reasons for the Land Act of 1870 and its significance • The impact of the ‘long depression’ on Irish agriculture, the problem of tenancies, evictions and rent strikes • The roles of Michael Davitt, William Edward Forster and Charles Stewart Parnell during the Land Wars; The impact of the Irish Land League • The Land Act 1881, reaction in Ireland and the Kilmainham Treaty 1882

How significant was the role played by Jim Larkin in the development of trade unionism in Ireland in the years 1907-14?	In this final depth study the group will examine improving working and living conditions: trade union militancy in Ireland, 1907–14. There will be consideration of the reasons for progress and the extent of progress achieved. Key individuals as well as other factors will be taken into account as part of the process. Students will especially focus on developing their understanding of the following aspects of this depth study; • Working and living conditions for unskilled urban workers • The significance of the founding of the National Union of Dock Labourers 1907 and the ITGWU 1909 • The roles of Jim Larkin, James Connolly and William Martin Murphy • Events and significance of the Dublin general strike 1913–14 • The lock-out and implications for workers and employers • The role of British trade unions in the attempts of unionise workers in Ireland and in the Dublin general strike
How can the coursework unit best be prepared for?	Simultaneous to the teaching of the Ireland and the Union unit students will also undertake the year 13 coursework unit. This focuses on <i>an examination of the differing historical interpretations of the Origins and Causes of the First World war</i>. The purpose of this coursework is to enable students to develop skills in the analysis and evaluation of interpretations of history in a chosen question, problem or issue as part of an independently researched assignment. The focus is on understanding the nature and purpose of the work of the historian. Students will be required to form a critical view based on relevant reading on the question, problem or issue. They will also be specifically required to analyse, explain and evaluate the interpretations of three historians. Details of the requirements of the coursework unit are given below; • Research Skills – selecting and identifying arguments, note taking • Evaluating historical interpretations – method, purpose, evidence, questioning. • The coursework task will be one essay of between 3000 and 4000 words. This essay will count for 20% of the A Level grade. • Students must carry out an independently researched historical enquiry. This enquiry should be an enquiry in depth rather than breadth and there should be a focus on interpretations of history. • The selected question will focus on the student's examination of how three historians have interpreted the historical question that forms the focus of their coursework
What were the key developments in German and European History in the period c1800-1914?	As part of preparation for the coursework unit there will be a short taught course in terms of minimum content so that students are informed in their choices of texts etc. This will be completed during the autumn term of year 13 As a consequence of the short course students will be familiar with the following; • Rise of Nationalism in Europe • Growth of Liberalism and development of Parliamentary Democracy in Europe • Emergence of National Liberalism in Germany and growth in calls for German Unification • Growth of Prussian military and economic power. • Prussian domination of the German Confederation Wars of German Unification • German Constitutional Settlement and creation of a German Reich • Growth of Pan Slavism and the rise of nationalism in the Balkans. • The Congress of Berlin • Growth of tensions between the Austro-Hungarian and Russian Empires. • Imperial Rivalry between European Powers. • Development of German Imperial ambition and militarism. • Balkan Crises and clashes between Balkan States and the Ottoman Empire • French and German national rivalry British and German Imperial rivalry • The Moroccan Crisis The Bosnian Crisis Assassination at Sarajevo The July Crisis
To what extent have three historians offered differing	For the rest of the academic year year 13 students will have some devoted time to work on their coursework essay. Students will be expected to have identified six key texts and from these make a final selection of 3 key texts and

	interpretations of the same historical event?	historians who offer interpretations of the question selected as the focus for the coursework. There will be a single session of one-to-one verbal feedback following the submission of the student's individual 'draft' submission (see above). The guidance may indicate to students if any element of the task requirements is absent or given insufficient attention. Guidance must remain 'general', which is defined as guidance that enables students to use their initiative in making amendments and improvements independently. Students will be reminded of the importance of the following in this coursework. ● Developing interpretation of differing explanations. ● Evaluating different arguments raised by historians ● Evaluating the sources and reliability of the sources selected by historians. ● Selecting criteria by which to judge the value of sources used by historians. ● Selecting criteria to judge the arguments and conclusions presented by historians. ● Develop understanding of how historical view can change over time and have to be placed in the context of wider political debate and social evolution
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