

(Sample scheme of work template: Imaginary GCSE Religious Education course for year 10.)

History Department – GCE A Level course, scheme of work 2019 – 2020:

Examination specification: AQA A Level History (7042)

Main textbook(s) – AQA British Empire 1857-1967 by Alan Farmer and AQA British Empire by Carr, Waller and Webster & The American Revolution and Birth of the USA 1740-1801 by Alan Farmer

Guided learning hours: c. 4 hours 40 minutes

Time-line	Subject topics	Resources / activities (including ICT)	Assessment & skills (including ICT)	SEN / EHC / EAL / Gifted & talented
Year 12, term 1: Autumn	British Empire 1857-1914			
Week 1-6, Autumn Term, 12-13 weeks	<p>J The British Empire, c1857–1967</p> <p>Why did the British Empire grow and contract?</p> <p>What influenced imperial policy?</p> <p>What part did economic factors play in the development of the British Empire?</p> <p>How did the Empire influence British attitudes and culture?</p> <p>How did the indigenous peoples respond to British rule?</p> <p>How important was the role of key individuals and groups and how were they affected by developments?</p> <p>Part one: the High Water Mark of the British Empire, c1857–1914</p> <p>The development of Imperialism, c1857–c1890</p>	<p>B Porter, The Lion’s Share: A History of British Imperialism 1850-2011, Routledge, 2012</p> <p>N Ferguson, Empire: How Britain Made the Modern World, Penguin, 2004</p> <p>L James, Rise and Fall of the British Empire, Abacus, 1995</p> <p>P Kennedy, The Rise and Fall of the Great Powers, Fontana, 1989</p> <p>R Robinson, J Gallagher & A Denny, Africa and the Victorians, IB Tauris, 2014</p> <p>Empire, series by Jeremy Paxman - YouTube</p> <p>Empire, series by Niall Ferguson – YouTube</p> <p>Templates for each assignment</p> <p>Ex-student essays as a guide.</p> <p>Typed notes</p>	<p>Series of essays/source questions on BE pre-1914 or derivative questions of those below:</p> <p>ICT room used for assignments. Typed answers. Presentations.</p> <p>How far were economic or strategic factors responsible for the growth of the BE?</p> <p>How far was the role of the “man on the spot” in the development of the BE?</p> <p>Source question exercise selected from past paper.</p>	<p>Access to SAW for support to organise answers.</p> <p>Support on Thursday evenings provided by myself in Graham House.</p> <p>Extra time for SEN or EAL students to complete tasks.</p> <p>Extra Questions for able students plus extra reading and research.</p> <p>Answer outlines provided for most questions</p>
‘British values’ evidence?	Respect for India’s multi-faiths after Mutiny. Visit to Synagogue as part of remembering Holocaust Memorial day	.		.
Numeracy?	Figures for size of BE, population, resources			
Communication skills?				

Knowledge across diff. areas of learning?	How colonies were similar and different and how they fitted into jigsaw of BE			
Year 12, term 2: Winter, 12-13 weeks	Subject topics: The Birth of the USA			
	<p>The Birth of the USA, 1760–1801</p> <p>Part one: the origins of the American Revolution, 1760–1776</p> <p>Britain and the American Colonies, 1760–1763</p> <p>Enforcing the Colonial Relationship, 1763–1774</p> <p>Ending the Colonial Relationship, 1774–1776</p>			
<p>'British values' evidence?</p> <p>Numeracy?</p> <p>Communication skills?</p> <p>Knowledge across diff. areas of learning?</p>	<p>Comparisons of Georgian absolutism versus American colonial democracy. GB a relatively tolerant state at the time and its acceptance of Catholicism/low church in colonies</p> <p>Figures used in number of troops used battles in battles, ships in RN, taxes raised and GNP of GB economy/National Debt</p> <p>Linking together the various reasons for the colonial rebellion</p>	<p>The American Revolution and the Birth of the USA by Alan Farmer</p> <p>The Glorious Cause by Robert Middlekauff</p> <p>Boston Bloody Boston on YouTube</p> <p>Prof Richard Holmes' Rebels and Redcoats on YouTube, episodes 1-4</p> <p>Use of Essay plans/templates</p> <p>Discussion and evaluation on essay plan</p> <p>Ex-student essays as a guide</p> <p>Typed notes</p>	<p>Assignments:</p> <p>To what extent was revolution inevitable before 1763?</p> <p>To what extent was the British army responsible for the American Revolution?</p> <p>How important were economic factors or principles to the outbreak of Revolution?</p> <p>How important was pressure from below to the outbreak of revolution in the 13 colonies?</p> <p>How important was the role of the French Navy in the defeat of the British in the American War of Independence?</p>	<p>Access to SAW for support to organise answers.</p> <p>Support on Thursday evenings provided by myself in Graham House.</p> <p>Extra time for SEN or EAL students to complete tasks.</p> <p>Extra Questions for able students plus extra reading and research.</p> <p>Answer outlines provided for most questions</p>

			Assess the reasons for the American victory in the War of Independence.	
Year 12, term 3: Summer, 9-10 weeks	Coursework Essay (4,500 words): Generals win battles, economies win wars." How far do you agree with this statement? (over period 1791-1871)	Research from texts provided by Dept. on the Question. Essay outlines/notes on how to organise and approach question Use of internet Use of Jaystor essays on 2 key interpretations provided by Clausewitz and Paul Kennedy	Essay writing skills; Use of footnotes/bibliography; Research and organising primary and secondary sources to answer question; Use of internet Typing up essay End of year exam	Outline of essay as a guide Past answers written by ex-students as a guide for SEN and EHC and gifted students. Extended reading opportunities for gifted students via essays/articles and texts and, YouTube programmes.
Year 13, term 1: Autumn, 12-13 weeks	Part two: Imperial retreat, 1914–1967 (A-level only) Imperialism challenged, 1914–1947 (A-level only) The winds of change, 1947–1967 (A-level only)			
'British values' evidence? Numeracy? Communication skills? Knowledge across diff. areas of learning?	Tolerance for as British nation accepts de-colonialisation. GB recognises liberty of new nations and/or cultures. Dates when the withdrawal begins Piecing together the process of withdrawal and causes	Refer to the following texts for research: B Porter, The Lion's Share: A History of British Imperialism 1850-2011, Routledge, 2012 N Ferguson, Empire: How Britain Made the Modern World, Penguin, 2004 L James, Rise and Fall of the British Empire, Abacus, 1995 P Kennedy, The Rise and Fall of the Great Powers, Fontana, 1989 R Robinson, J Gallagher & A Denny, Africa and the Victorians, IB Tauris, 2014 Empire, Jeremy Paxman - YouTube Empire, Niall Ferguson – YouTube Use of Essay plan/template Discussion and evaluation of essay plans Ex-student essays as a guide Typed notes	Assignments: "The contraction of the BE was started by WW1, but accelerated by WW2." How far do you agree? "The attitude and behaviour of colonial administrators in the years 191-1947 differed greatly from those before 1914." How far do you agree? To what extent were different social groups affected by the empire between the years 1919-47? "The nationalist movements in Africa and Asia failed in the objectives in the period 1919-47 because the British were too powerful." How far do you agree? "The British did not withdraw from their empire between 1947-67, they were pushed." How far do you agree?	Access to SAW for support to organise answers. Support on Thursday evenings provided by myself in Graham House. Extra time for SEN or EAL students to complete tasks. Extra Questions for able students plus extra reading and research. Answer outlines provided for most questions

			<p>“The break-up of the BE between 1947-67 was a result of changed international circumstances.” How far do you agree?</p> <p>“Between 1945-67 white Britons showed little interest in the empire.” How far do you agree with this statement?</p> <p>Students also tackle various source based exercises of the British Empire.</p>	
Year 13, term 2: Winter, 10 weeks	<p>The Birth of the USA, 1760–1801</p> <p>Part two: establishing the Nation, 1776–1801 (A-level only)</p>			
<p>‘British values’ evidence?</p> <p>Numeracy?</p> <p>Communication skills?</p> <p>Knowledge across diff. areas of learning?</p>	<p>GB eventual tolerance for colonial independence. British inclusion of ex-slaves into their army during the war</p> <p>Statistics used for US national debt, Bank of America and trade with GB, XYZ Affair/Crisis</p> <p>Linking the various reasons for the Republic’s birth over time</p>	<p>Use of Essay plans/templates</p> <p>Discussion and evaluation on essay plan</p> <p>Ex-student essays as a guide</p> <p>Typed notes</p> <p>George Washington documentary on YouTube</p> <p>Alexander Hamilton: the man who invented America, documentary on YouTube</p> <p>Thomas Jefferson Biography on YouTube, American Presidents series</p> <p>John Adams Biography on YouTube, American Presidents series</p>	<p>Assignments:</p> <p>Assess why some Americans were demanding a more powerful govt by 1786.</p> <p>To what extent did the Articles of Confederation provide effective national government?</p> <p>Assess the aims of the Founding Fathers of the Constitution and how successful were they in achieving those aims?</p> <p>To what extent was there a political revolution in the 13 states that made up the USA?</p> <p>Why did the federalists win the 1796 campaign?</p> <p>How far was there a social revolution in the USA after independence?</p>	<p>Access to SAW for support to organise answers.</p> <p>Support on Thursday evenings provided by myself in Graham House.</p> <p>Extra time for SEN or EAL students to complete tasks.</p> <p>Extra Questions for able students plus extra reading and research.</p> <p>Answer outlines provided for most questions</p>

			<p>How far was the American constitution a “bundle of compromises?”</p> <p>“Hamilton’s financial policies during 1789-96 only benefited the northern elites.” How far do you agree with this statement?</p> <p>How successful was George Washington’s presidency?</p> <p>How effective was John Adams presidency?</p> <p>How far was the USA a united nation by 1800?</p> <p>Students also to answer source-base questions on contemporary documents (3 sources to be evaluated by own knowledge and by referring/ provenance as to “how convincing” they seem.</p>	
<p>Year 13, term 3: Summer, 8-10 weeks. Shortened term due to exams</p>		<p>Revision classes and timed essay and source questions</p>		