

French at Samuel Whitbread Academy
Curriculum Sequencing

Year 12:

Course	Year	Term	Big Ideas	Subject Learning Checklist
Britain transformed 1918-1979	12	Term 1 35	<p>1. A changing political and economic environment, 1918-79</p> <p>2. Creating a Welfare state, 1918-79</p>	<p><i>"A changing political landscape: changing party fortunes, 1918–31; the National government, 1931–45; Labour government, the rise of consensus politics and political challenge, 1945–79.</i></p> <ul style="list-style-type: none"> ● <i>Economic challenges in 1918 and post-war boom, crisis and recovery, 1918–39; creating a managed economy, 1939– 51; the response to economic challenges, 1951–79.</i> ● <i>Change and challenge in the workplace: the reasons for, and consequences of, industrial change and changing industrial relations, 1918–39; changing working opportunities and conditions, 1939–79; industrial relations, 1939–1979, and the reason for their breakdown in the 1960s and 70s."</i> <ul style="list-style-type: none"> ● <i>Providing social welfare: the extent, and nature of, social welfare provision, 1918–39; the impact of the Second World War, the Labour government and consensus, 1939–64; the reasons for increasing challenges to state welfare provision, 1964–79.</i> ● <i>Public health: health provision, 1918–45; the creation and impact of the National Health Service (NHS), 1945–79, and the challenge of medical advances.</i> ● <i>Education and widening opportunities: education policy, 1918–43; the significance of the ‘Butler Act’ 1944, and the development of comprehensive education to 1979; the growth and social impact of university education, 1918–79."</i>
		Term 2 30	<p>3. Society in transition, 1918-79</p> <p>4. The changing quality of life, 1918-79</p>	<p><i>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.</i></p> <ul style="list-style-type: none"> ● <i>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.</i> ● <i>Race and immigration: immigration policies and attitudes towards ethnic minorities, 1918–39; the impact of the Second World War and new Commonwealth immigration; racial controversy and the impact of government policies on race relations and immigration, 1958–79.</i> <p><i>"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.</i></p> <ul style="list-style-type: none"> ● <i>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.</i> ● <i>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"</i>

		Term 3 30	5. What impact did Thatcher's governments (1979-90) have on Britain, 1979-90? 6. Revision	<i>"The effect of Thatcher's economic policies.</i> <ul style="list-style-type: none"> • <i>The extent to which state intervention and the public sector were 'rolled-back'.</i>
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Course	Year	Term	Big Ideas	Subject Learning Checklist
The USA, c1920–55: boom, bust and recovery	12	Term 1 28	1. Boom and crash, 1920-29 2. Depression and New Deal, 1929-38	<i>"The economic boom of the 1920s: mass production; technological advances and their impact on leisure; the automobile; hire purchase; laissez faire; farmers, black Americans and limits to the boom.</i> <ul style="list-style-type: none"> • <i>Causes of the crash of 1929: the Wall Street Crash; overproduction; land speculation; the bull market; weaknesses of the banking system.</i> • <i>Changes in society; immigration and the 'Red Scare'; the Ku Klux Klan; prohibition and organised crime; the changing role of women.</i> • <i>Cultural change in the 1920s: the Jazz Age; the Harlem Renaissance; growing popularity of baseball; radio and the cinema; American literature."</i> <i>"The spread of the depression, 1929–32: growth of unemployment; collapse of GDP; effects on workers, families, farmers and ethnic minorities; 'gangsterism'.</i> <ul style="list-style-type: none"> • <i>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.</i> • <i>Roosevelt and the 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.</i> • <i>The Second New Deal, 1935–38: the Wagner Act (1935) and industrial relations; the Social Security Act 1935; the Revenue Act 1935; opposition to the Second New Deal."</i>
		Term 2 24	3. Impact of the New Deal and the Second World War on the USA to 1945	<i>"The New Deal and the economy: 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.</i> <ul style="list-style-type: none"> • <i>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.</i>

			<p>4. The Transformation of the USA, 1945-55</p>	<ul style="list-style-type: none"> ● <i>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</i> ● <i>and the rise of Disney; the growing power of radio; popular music.</i> ● <i>The war and 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 "</i> <i>"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.</i> ● <i>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.</i> ● <i>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.</i> ● <i>The changing status of minorities: 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."</i>
		<p>Term 3 24</p>	<p>5. What impact did Thatcher's governments (1979-90) have on Britain, 1979-90</p> <p>6. Revision</p>	<p><i>" The extent of political and social division within Britain.</i></p> <ul style="list-style-type: none"> ● <i>The effect of Thatcherism on politics and party development."</i>

Year 13:

Course	Year	Term	Big Ideas	Subject Learning Checklist
<p>The Witch Craze in Britain, Europe and North America, c1580-1750</p>	<p>13</p>	<p>Term 1 35</p>	<p>1. Changing attitudes to Witchcraft in Britain</p> <p>2. The wider intellectual context; the coming of the age of science and reason</p> <p>3. The North Berwick witches in Scotland, 1590-1 and aftermath to 1597 <i>Insert unit/module etc title</i></p>	<p>"● The existence and growth of scepticism, c1580–c1750: the impact of notable frauds and doubtful cases (key developments: the case of the Boy of Burton 1597, the Pendle Swindle 1634, the Demon Drummer of Tedworth 1662, the case of Jane Wenham in 1712); the influence of Lord Chief Justice Sir John Holt, 1689–1710. ● The impact of notable sceptic publications, c1580–c1750: Reginald Scot's <i>The Discoverie of Witchcraft</i> 1584, Samuel Harsnett's <i>A Discovery of the Fraudulent Practices of John Darrel</i> 1599, Thomas Ady's <i>A Candle in the Dark</i> 1656, John Webster's <i>The Displaying of Supposed Witchcraft</i> 1677 (key development: the publica"</p> <p>"● Making sense of the universe and its impact, c1580–c1750: the coexistence of new and older ideas and impact of Johannes Kepler, Galileo Galilei and Isaac Newton. ● The changing approach to human understanding and knowledge, c1580–c1750 (key developments: Francis Bacon and the empirical scientific approach, the foundation of Gresham College 1597 and the Royal Society 1662, Thomas Hobbes's deductive reasoning and materialism, John Locke and his <i>Essay Concerning Human Understanding</i> 1690)."</p> <p>"● The origins of the persecution: Gilly Duncan's confession; the impact of James VI's voyage from Denmark; the extent to which Danish witch hunting influenced events in Scotland. ● The widening net: the case of Agnes Sampson and John Fian; the role of the king and torture; the involvement of the Earl of Bothwell; impact of the confessions, trials and executions." ● Reasons for the extent of persecutions in Scotland to 1597, including judicial procedures, lack of strong central control, the role of King James and significance of his <i>Daemonologie</i></p>
		<p>Term 2 30</p>	<p>4. The Lancashire witches of 1604-13</p> <p>5. The Great Witch Hunt in Bamberg, Germany, 1623-32</p>	<p>"● The influence of social, economic and religious context of the area around Pendle in the early seventeenth century and the significance of the new witchcraft statute of 1604. ● The origins of the case: Alizon Device and John Law; the investigations of Roger Nowell; Old Demdike and Old Chattox and their witchcraft families; the meeting at Malkin Tower. ● The trial 1612: the Judges Bromley and Altham; the conduct and outcomes of the trial; impact of Thomas Potts's account."</p> <p>"● The economic, political and religious context: reclaiming territory for the Catholic Church; the impact of the Thirty Years War on Bamberg in these years; economic crises. ● Numbers and social groups affected by the witch hunts; the use of torture and property confiscations; the roles of the Prince-Bishop von Dornheim and Frederick Forner.</p>

			<p>6. Matthew Hopkins and the East Anglian witch Craze 1645-47</p> <p>7. Cotton Mather and the Salem Witch hunt, 1692-93</p>	<p>● <i>The reasons for the ending of the craze: the influence of the Emperor Ferdinand II and the Imperial Chamber Court; the arrival of the Swedish Army.</i></p> <p>"● <i>Economic and political context: the impact of the breakdown of traditional authority and legal structures; economic crises. ● Geography, numbers, class and gender of victims; the roles and methods of Matthew Hopkins and John Stearne and reasons for their influence and power.</i></p> <p>● <i>The ending of the witch craze: the growing cost; the reestablishment of traditional authority; the role of John Gaule.</i>"</p> <p>"● <i>The social, economic and political context of Salem: weakened authority following the 1688 Revolution; Indian threats and economic crisis; social tensions.</i></p> <p>● <i>The influence of Cotton Mather, including Memorable Providences relating to Witchcraft and Possessions; instigators, including the roles of Samuel Parris, children and Tituba; the nature of the victims; the trials and executions. ● Reasons for the ending of the witch hunt: the roles of Cotton Mather's father and Governor Phips; the general pardon.</i>"</p>
		Term 3 10	<i>Revision</i>	<p><i>Britain transformed 1918-79</i></p> <p><i>The Witch Craze in Britain, Europe and North America, c1580-1750</i></p>

Course	Year	Term	Big Ideas	Subject Learning Checklist
Coursework: Interpretations of the Holocaust	13	Term 1 28	Taught Unit on Holocaust and Coursework expectations	<ul style="list-style-type: none"> ● <i>Hitler and the Early NSDAP</i> ● <i>The Nazi state</i> ● <i>The Jewish question</i> ● <i>Development of the Holocaust</i> ● <i>The debate: historiography – how and why do historians disagree on the Holocaust</i> ● <i>Key historians on the Holocaust</i> ● <i>Requirements and regulations of the coursework including the mark scheme</i> ● <i>Use of planning grids</i> ● <i>Practise question and review</i> ● <i>Introduction to articles to choose from</i> ● <i>Reading process</i> ● <i>Decision on key three and supplementary through planning and 1:1 meetings</i>
		Term 2 24	Draft and Final assessment	<ul style="list-style-type: none"> ● <i>Planning and 1:1 meetings</i> ● <i>Draft writing and deadline</i> ● <i>Draft returned using generic criteria</i> ● <i>Draft comments and self -assessment used to finalise coursework</i> ● <i>Final submission</i>
		Term 3	Revision	<i>The USA, c1920–55: boom, bust and recovery</i>