Year 12

	Autumn 1	Autumn 2		Spring 1	Spring 2	Summer 1		Summer 2
Topic (s)	Tudors: Henry VII	Tudors: Henry	VII	Tudors: Henry VIII	Tudors: Henry VIII	Tudors: Her	nry VIII	NEA
	American Dream:	American Drea	ım·	American Dream:	American Dream:	NEA		
	Truman	Truman/Eisenh		Eisenhower/Kennedy	Kennedy	112/1		
Topic	American Dream: reality a			Liseimowery Kermedy	The Tudors: England 148	35-1603		
Objectives		To know and understand the key features each President's time in			To know and understand the key features each monarch's time in			
,	office including do	office including domestic and foreign policy.						
	To consolidate the	_			 power including domestic and foreign policy. To consolidate the skill of writing two different styles of essays: Demonstrating that knowledge and historical context can be 			
	Demonstrating th	_						
		-		eatures of the period				
	and cause, consequence, continuity, similarity, difference and significance. The second style is similar but will feature provenance and			communicated, analysed, evaluated using key features of the period and cause, consequence, continuity, similarity, difference and				
	historical context through the use of sources.			significance. The second style is similar but will feature analysis of				
	By the end of the Presidential units, students should be able to determine the success of each President and whether the American			interpretations using historical context.				
Acquired	Dream was achieved or not.			101 0 1 1 1 1 1 1				
Knowledge /	AO1: Demonstrate, organise and communicate knowledge and understanding to apply so and evaluate the key features related to the			 AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the 				
Skills	understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring			periods studied, making substantiated judgements and exploring				
SKIIIS	concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.			concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.				
	 AO2: Analyse and evaluate appropriate source material, primary 		AO3: Analyse and evaluate, in relation to the historical context,					
	and/or contemporary to the period, within its historical context.		different ways in which aspects of the past have been interpreted.					
	The NEA will feature all of the			EA will feature all of the	skills above (AO1, AO2, AO3)			
Target	See vocabulary lists/glos		entify		See vocabulary lists/gl	ossaries for	Explain	
Vocabulary	each President.		plain		each monarch.		Evaluate	
			aluate				Analysis	
	Truman		nalysis		Henry VII		Value	
	Eisenhower		alue		Henry VIII		Interpreta	
	Kennedy		ovenance	-4			Historical	
			storical cor				Cause	ted judgement
	Cause			d judgement			Consequence	
		Ca	iuse				Conseque	lice

	Consequence Continuity Similarity Difference Significance		Continuity Similarity Difference Significance	
Assessment	 Planned question practice – two per unit. Some will be done at hor Low stakes factual quizzes to begin lessons. 	Planned question practice – two per unit. Some will be done at home, some will be done timed in class.		



Year 13

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic (s)	Tudors: Edward VI Mary I	Tudors: Mary I	Tudors: Elizabeth	Tudors: Elizabeth		
	American Dream: Johnson	American Dream: Nixon	American Dream: Nixon and after	American Dream: Nixon and after		
Topic Objectives		nd illusion, 1945-1980 erstand the key features ime in office including	The Tudors: England 148 To know and un	5-1603 derstand the key		
	domestic and fore To consolidate the different styles of knowledge and hi communicated, a features of the pe consequence, cor difference and sig is similar but will historical context By the end of the should be able to	eign policy. e skill of writing two fessays: Demonstrating that storical context can be nalysed, evaluated using key eriod and cause, ntinuity, similarity, gnificance. The second style feature provenance and through the use of sources. Presidential units, students determine the success of ad whether the American	features each mincluding domes To consolidate to different styles that knowledge can be commune valuated using period and cause continuity, simil significance. The but will feature	nonarch's time in power stic and foreign policy. The skill of writing two of essays: Demonstrating and historical context sicated, analysed, key features of the se, consequence, larity, difference and e second style is similar		
Acquired Knowledge / Skills	to analyse and ev related to the per substantiated jud concepts, as relev change, continuit significance. • AO2: Analyse and source material, p	owledge and understanding aluate the key features riods studied, making gements and exploring rant, of cause, consequence, y, similarity, difference and devaluate appropriate orimary and/or the period, within its	communicate ki understanding to the key features studied, making judgements and relevant, of cau continuity, simil significance. • AO3: Analyse a to the historical	to analyse and evaluate s related to the periods		

	The NEA will feature all of the sk	kills above (AO1, AO2, AO3)		
Target	See vocabulary lists/glossaries for each President.	See vocabulary lists/glossaries for each		
Vocabulary		monarch.		
	Johnson			
	Nixon	Edward VI		
	Ford & Carter	Mary I		
		Elizabeth		
Assessment	The second of th	Mock exams NEA deadline		
	Some will be done at home, some will be done timed in class.			
	Low stakes factual quizzes to begin			
	lessons.			
	Low stakes factual quizzes to begin			

