

**Exam Board:** *Edexcel*  
**Qualification:** *History 9Hi0 1C/2C/39*  
**Assessment Information:** *3x Exams (2hr 15mins x2, 1hr 30x 1) and Coursework*

[Link to official specification](#)

**Department Information:**  
*The History Department aims to ensure that students develop a passion for, and critical understanding of, the past. The Department has worked hard to ensure that students gain a diverse view of the past as this is crucial to having a well-formed understanding of the present. We are immensely proud of the range of topics and voices that students will get to hear.*

**ACHIEVE in the curriculum:**  
*Students will be ambitious in understanding a broad range of content.*

*Students will learn to be versatile in practicing different historical skills such as source evaluation, interpretation analysis and maintaining judgements.*

*Students will be experts at endurance – a two-year history course is a lot of fun, but a lot of content. They will learn to manage the expectations of the course and become resilient in how to overcome this challenge.*

**Curriculum Aims & Intent:**

*By the end of the course, students will have a broad and deep understanding of the issue of race in the USA. They will understand the reasons for optimism at the end of the Civil War before examining the nature of Jim Crow and the challenges to Civil Rights up to the 1950s. As part of their analysis of the movement, they will evaluate the role of individuals, groups and Presidents in passing legislation to assist black rights and explain the reasons for the movements eventual decline. Finally, they will evaluate the political journey of Obama and the reasons for his success in 2008.*

*In breadth, students will evaluate literary and visual portrayals of race and consider whether or not these have changed or impacted the audience. They will also evaluate the impact of migratory movements and consider the key turning points in black migration.*

**Resources:**

Core textbook - <https://shorturl.at/5AVoE>

Revision Guide - <https://shorturl.at/GBxoN>

**How we keep parents informed:**

*Year 13 - Progress reports are published 4 times per year, in October, November and February, with a face-to-face parents' evening in December.*

**How parents can help their child:**

- *Please encourage your child to:*
  - *Revise as they go along. This will help them to build up their long-term memory.*
  - *Revise actively – revision should be more than just reading. Create mindmaps, Q&A flashcards, timelines etc.*

- Practice exam questions – the more they practice (and bring these to their teacher for feedback!), the more confident they will feel.
- Engage in the supercurricular. Watch historical films, documentaries, listen to podcasts, visit sites.

What we study and when:					
Term	Unit, Topic Or Summary Of Work Covered	Knowledge, Understanding & Skills Developed	ACHIEVE / Personal Development Focus	How The Work Is Assessed	Careers Links
1	<p><b>Unit 1 – Reconstruction</b></p> <p><b>Unit 2 – Jim Crow</b></p> <p><b>Unit 3 – The New Deal</b></p>	<p><b>Unit 1:</b></p> <p>The focus of the topic is on the remarkable transformation in the legal position of most black Americans in these years starting with the Thirteenth Amendment abolishing slavery throughout the USA. Students should understand the new economic position of black Americans and the nature of sharecropping, and the problems facing the defeated confederacy in the aftermath of the Civil War. They should understand the real social and political advance symbolised by the two black Americans who entered the Senate and the 20 in the House of Representatives. Students should understand how these changes came about but also the very great resentment bred by them in the south.</p> <p><b>Unit 2:</b></p> <p>The focus of the topic is on the steady erosion of political and social gains mainly in the 1890s throughout the southern states. Students should appreciate the importance of the group of cases known as the ‘Civil Rights Cases’ which led to the Supreme Court decision in 1883 that placed limitations on federal power to protect black people against discrimination by private individuals. Students need to understand how this opened the way for the Jim Crow Laws and the reasons why state after state introduced both social segregation and political discrimination. Finally students should understand the importance of the Supreme Court which upheld these developments in a series of judgements.</p>		<p>Students will be assessed at the end of each unit with either a Section A or B question.</p> <p>In preparation for this, students will be given exam skills support and engage with knowledge tests in the lessons.</p> <p>Students will also be shown model answers from previous exam entries to ensure that they are familiar with the assessment style at A Level.</p>	<p>Students will be exposed to a number of careers links across the year.</p> <p>This will include explicit references to the work of historians and archivists, journalists, politicians and public historians.</p> <p>They will also have access to a careers link document where they</p>
2	<p><b>Unit 3 – The New Deal</b></p> <p><b>Unit 4 – The Civil Rights Movement</b></p>	<p><b>Unit 3:</b></p> <p>The focus of this topic is on the period of extensive reform in the USA, known as the New Deal. Students should understand why it remains controversial with regard to its impact on black Americans and grasp the ways in which it failed to address major grievances and in some ways harmed their interests. Students should understand Roosevelt's dependence on the votes of white southern Democrats in both houses and</p>			

		<p>his unwillingness to provoke a split in the Democrat Party at this time. On the other hand students should understand the very concrete measures of economic benefit to black Americans and the very significant number appointed to the federal bureaucracy, and the change in black voting patterns.</p> <p><b>Unit 4:</b></p> <p>The focus of this topic is on the most famous and dramatic period of change in race relations in the USA in the twentieth century. Students should understand why there was such an outburst of protest at this time and why these protests bore such legislative fruit. They should appreciate the impact of each of the named personalities and the wider social and economic context. Students should understand why after a period of struggle and apparent success, splits developed in the civil rights movement</p>
<b>3</b>	<p><b>Unit 5 – Obama’s journey to the presidency</b></p> <p><b>Unit 6 – Representations of Race</b></p>	<p><b>Unit 5:</b></p> <p>The focus of this topic is on the remarkable process which led to the arrival of the first black American in the White House in January 2009. Students should understand something of his talents that were revealed in his election to the Senate in 2004 and the causes of his selection as the Democratic candidate, after a hard fought campaign in 2007–08 against Hilary Clinton. Students should understand the favourable circumstances that helped produce victory in November 2008, including the unpopularity of the sitting Republican and the economic circumstances. However they should also understand the special qualities displayed by the victor and the originality of much of the campaign techniques (and its ability to raise a huge war chest) and the hopes and aspirations he inspired, particularly in black voters, which mobilised such a high proportion of his target vote.</p>
<b>4</b>	<p><b>Unit 6 – Representations of Race</b></p> <p><b>Unit 7 – Geography of Race</b></p>	<p><b>Unit 6 and 7:</b></p> <p>The main focus of the ‘Aspects in breadth’ is on the changing awareness of the white majority of the problems and lifestyle of the black minority.</p> <p>Within this, the key elements focus on the shifting physical proximity of the two groups and the wider intellectual context determined by works of literary fiction and popular films.</p> <p>The focus of the themes is on the <i>process</i> of change over a long period of time, rather than concentrating exclusively on one particular person or innovation. Students should, however, be able to explore key turning points and understand the reasons why key</p>

can see the various ways in which history supports different careers.

		<p>changes took place, why they were important and what their main effects were. These turning points include:</p> <ul style="list-style-type: none"> <li>• the publication of <i>Uncle Tom's Cabin</i>, 1852</li> <li>• mass migration into Harlem from 1905</li> <li>• <i>Birth of a Nation</i> 1915</li> <li>• migration north and west 1941–45</li> <li>• <i>Roots</i> 1977</li> </ul>		
5	<p><b>Unit 7 – Geography of Race</b></p> <p><b>Revision</b></p>	See above		
6				