

**CNCS**

**Year 12/ 13 English Literature: Curriculum Overview**

**Rationale:** In Year 12, students will be working towards understanding the content of History A level course (AQA specification). They will be furthering their knowledge and understanding from KS4 levels into more nuanced and critically developed skills associated with taking their History study further.

In Year 13, students will be developing their analytical and evaluative skills further through continued revision of historical eras and the construction of exam style responses. This year is predominantly building on the previous year's learning through understanding how to approach examinations with confidence.

**Assessment Objectives**

**Students should be able to:**

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

**A learner in Year 12/ 13 will know:**

How effectively did the Tudors restore and develop the powers of the monarchy? • In what ways and how effectively was England governed during this period? • How did relations with foreign powers change and how was the succession secured? • How did English society and economy change and with what effects? • How far did intellectual and religious ideas change and develop and with what effects? • How important was the role of key individuals and groups and how were they affected by developments?

This option provides for a study in depth of the challenges faced by the USA at home and abroad as it emerged from the Second World War as a Superpower. For many Americans, post-war prosperity realised the 'American dream' but the prosperity was not shared by all and significant problems at home and abroad challenged the extent to which the 'American dream' was a reality. It explores concepts and ideas such as American identity at home and abroad, anti-communism, social equality, ethnic identities and federal versus states' rights. It also encourages students to reflect on the nature of democracy in a pluralist society, political protest and the power of the media.

**A learner in Year 12/ 13 will be able to:**

- Write fluently about the historical eras
- Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.
- Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.
- Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Term	Outline	Assessment	Home Learning	Key Skills/ End Point
<p><b>1.1 Part one: prosperity, inequality and Superpower status, 1945–1963</b>  <b>Truman and Post-war America, 1945–1952)</b></p> <p><b>Part one: consolidation of the Tudor Dynasty: England, 1485–1547</b>  <b>Henry VIII, 1485–1509</b></p>	<p><u>Part one: prosperity, inequality and Superpower status, 1945–1963</u>  <u>Truman and Post-war America, 1945–1952</u></p> <ul style="list-style-type: none"> <li>• The United States in 1945 and the legacies of the world war: the powers of the presidency; the main political parties; post-war prosperity; regional, ethnic and social divisions</li> <li>• The USA as a Superpower: Truman’s character and policies; post-war peace making; the Cold War and ‘containment’ in Europe and Asia; the response to the rise of Communism in Asia</li> <li>• Truman and post-war reconstruction: the economy; political divisions and domestic problems; the rise of McCarthyism</li> <li>• African-Americans in North and South: the impact of the Second World War; campaigns for Civil Rights; the responses of the federal and state authorities</li> </ul> <p><u>Part one: consolidation of the Tudor Dynasty: England, 1485–1547</u>  <u>Henry VIII, 1485–1509</u></p> <ul style="list-style-type: none"> <li>• Henry Tudor’s consolidation of power: character and aims; establishing the Tudor dynasty</li> <li>• Government: councils, parliament, justice, royal finance, domestic policies</li> <li>• Relationships with Scotland and other foreign powers; securing the succession; marriage alliances</li> <li>• Society: churchmen, nobles and commoners; regional division; social discontent and rebellions</li> <li>• Economic development: trade, exploration, prosperity and depression</li> <li>• Religion; humanism; arts and learning</li> </ul>	<p><b>Pit Stop:</b> Section B essay: argument and context</p> <p><b>End Assessment:</b> Extract and source evaluation</p>	<p>Additional reading list with be given to students for external reading</p> <p>Context and knowledge acquisition</p> <p>Context knowledge consolidation</p>	<p><u>End point:</u></p> <p>Students can understand the main themes and events within the historical eras, students can construct exam responses considering both contextual and critical ideas</p> <p>Skills Interweaved -</p> <ul style="list-style-type: none"> <li>- Knowledge of the historical eras</li> <li>- Analysis of source and historian extracts</li> <li>- Application of critical viewpoints</li> <li>- Application of contextual factors</li> </ul>

<p><b>1.2 (8 Weeks)</b></p> <p><b>Henry VIII, 1509–1547</b></p> <p><b>Eisenhower: tranquillity and crisis, 1952–1960</b></p>	<p><b>Teacher 1</b></p> <p>Henry VIII: character and aims; addressing Henry VII’s legacy</p> <ul style="list-style-type: none"> <li>• Government: Crown and Parliament, ministers, domestic policies including the establishment of Royal Supremacy</li> <li>• Relationships with Scotland and other foreign powers; securing the succession</li> <li>• Society: elites and commoners; regional issues and the social impact of religious upheaval; rebellion</li> <li>• Economic development: trade, exploration, prosperity and depression</li> <li>• Religion: renaissance ideas; reform of the Church; continuity and change by 1547</li> </ul>	<p><b>Teacher 2</b></p> <p>Eisenhower: tranquillity and crisis, 1952–1960 •</p> <p>The presidency: Eisenhower’s personality and the policies of ‘dynamic conservatism’;</p> <p>Nixon as Vice-President; the Republican Party; the end of McCarthyism</p> <ul style="list-style-type: none"> <li>• The growth of the American economy in the 1950s and the impact of the ‘consumer society’</li> <li>• The USA and the Cold War: Superpower rivalry and conflict with the USSR; responses to developments in Western and Eastern Europe; reactions to the rise of Communism in Asia; responses to crises in the Middle East</li> <li>• African-Americans in North and South: the emergence of the Civil Rights Movement; the policies and attitudes of the main political parties; the responses of the state and federal authorities</li> </ul>	<p><b>Pit Stop:</b> Extract/source evaluation</p> <p><b>End Assessment:</b> Essay response</p>	<p>Additional reading list with be given to students for external reading</p> <p>Context and knowledge acquisition</p> <p>Context knowledge consolidation</p>	<p><u>End point:</u></p> <p>Students can understand the main themes and events within the historical eras, students can construct exam responses considering both contextual and critical ideas</p> <p>Skills Interweaved -</p> <ul style="list-style-type: none"> <li>- Knowledge of the historical eras</li> <li>- Analysis of source and historian extracts</li> <li>- Application of critical viewpoints</li> <li>- Application of contextual factors</li> </ul>
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<p><b>2.1 (7 weeks)</b>  <b>1 Henry VIII: character and aims; addressing Henry VII's legacy</b>  <b>John F Kennedy and the 'New Frontier', 1960–1963</b></p>	<p><b>Teacher 1</b> Henry VIII: character and aims; addressing Henry VII's legacy</p> <ul style="list-style-type: none"> <li>• Government: Crown and Parliament, ministers, domestic policies including the establishment of Royal Supremacy</li> <li>• Relationships with Scotland and other foreign powers; securing the succession</li> <li>• Society: elites and commoners; regional issues and the social impact of religious upheaval; rebellion</li> <li>• Economic development: trade, exploration, prosperity and depression</li> <li>• Religion: renaissance ideas; reform of the Church; continuity and change by 1547</li> </ul>	<p><b>Teacher 2</b> John F Kennedy and the 'New Frontier', 1960–1963</p> <ul style="list-style-type: none"> <li>• The presidential election of 1960 and reasons for Kennedy's victory; the policies and personalities of the Kennedy administration; the ideas behind the 'New Frontier'</li> <li>• Challenges to American power: the legacy of crises over Berlin and relations with Khrushchev; the challenge of Castro's Cuba; deepening involvement in Vietnam</li> <li>• African-Americans in North and South: the rise of the Civil Rights Movement; the opponents of Civil Rights, including within the Democratic Party; Kennedy's policies in response to the pressures for change</li> <li>• The United States by 1963: its position as a world power; economic prosperity; the growing pressures for social change from women and youth</li> </ul>	<p><b>Pit Stop:</b> Extract/source evaluation</p> <p><b>End Assessment:</b> Essay response</p>	<p>Additional reading list with be given to students for external reading</p> <p>Context and knowledge acquisition</p> <p>Context knowledge consolidation</p>	<p><u>End point:</u></p> <p>Students can understand the main themes and events within the historical eras, students can construct exam responses considering both contextual and critical ideas</p> <p>Skills Interweaved -</p> <ul style="list-style-type: none"> <li>- Knowledge of the historical eras</li> <li>- Analysis of source and historian extracts</li> <li>- Application of critical viewpoints</li> <li>- Application of contextual factors</li> </ul>
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<p><b>2.2 (6 weeks)</b>  <b>Part two: England: turmoil and triumph, 1547–1603 (A-level only)</b></p> <p><b>Part two: challenges to the American Dream, 1963–1980 (A-level only)</b></p>	<p><b>Teacher 1</b>  Part two: England: turmoil and triumph, 1547–1603 (A-level only)</p> <p>Instability and consolidation: 'the Mid-Tudor Crisis', 1547–1563 (A-level only)</p> <ul style="list-style-type: none"> <li>• Edward VI, Somerset and Northumberland; royal authority; problems of succession; relations with foreign powers</li> <li>• The social impact of religious and economic changes under Edward VI; rebellion; intellectual developments; humanist and religious thought</li> </ul>	<p><b>Teacher 2</b>  Part two: challenges to the American Dream, 1963–1980 (A-level only)</p> <p>The Johnson Presidency, 1963–1968 (A-level only)</p> <ul style="list-style-type: none"> <li>• Johnson as President: personality and policies; his pursuit of the 'Great Society'; the impact of the Kennedy legacy; economic developments</li> <li>• Maintaining American world power: escalation of the war in Vietnam; relations between the USA and its Western allies</li> <li>• African-Americans in North and South: developments in the Civil Rights Movement; Johnson's role in passing Civil Rights legislation; the impact of change including urban riots</li> <li>• Social divisions and protest movements: education and youth; feminism; radicalisation of African-Americans; anti-war movements; the role of the media</li> </ul>	<p><b>Pit Stop:</b>  Extract/source evaluation</p> <p><b>End Assessment:</b>  Essay response</p>	<p>Additional reading list with be given to students for external reading</p> <p>Context and knowledge acquisition</p> <p>Context knowledge consolidation</p>	<p><u>End point:</u>  Students can understand the main themes and events within the historical eras, students can construct exam responses considering both contextual and critical ideas</p> <p>Skills Interweaved -</p> <ul style="list-style-type: none"> <li>- Knowledge of the historical eras</li> <li>- Analysis of source and historian extracts</li> <li>- Application of critical viewpoints</li> <li>- Application of contextual factors</li> </ul>
<p><b>3.1 (6 weeks)</b></p>	<p>Teacher 1  Mary I and her ministers; royal</p>	<p>Teacher 2  Students to begin their study of chosen NEA topic, with</p>	<p><b>Pit Stop:</b>  Extract/source evaluation</p>	<p>Additional reading list with be given to students for external reading</p>	<p><u>End point:</u>  Students can understand the main themes and events within the historical eras, students can construct exam responses considering both contextual and critical ideas</p>

<p><b>Part two: England: turmoil and triumph, 1547–1603 (A-level only)</b></p> <p><b>NEA introduction</b></p>	<p>authority; problems of succession; relations with foreign powers</p> <ul style="list-style-type: none"> <li>• The social impact of religious and economic changes under Mary I; rebellion; intellectual developments; humanist and religious thought</li> <li>• Elizabeth I: character and aims; consolidation of power, including the Elizabethan Settlement and relations with foreign powers</li> <li>• The impact of economic, social and religious developments in the early years of Elizabeth's rule</li> </ul>	<p>continued practice examination questions.</p>	<p><b>End Assessment:</b> Essay response</p>	<p>Context and knowledge acquisition</p> <p>Context knowledge consolidation</p>	<p>Skills Interweaved -</p> <ul style="list-style-type: none"> <li>- Knowledge of the historical eras</li> <li>- Analysis of source and historian extracts</li> <li>- Application of critical viewpoints</li> <li>- Application of contextual factors</li> </ul>
<p><b>3.2 (6 weeks)</b></p> <p><b>NEA</b></p> <p><b>Tudor revision</b></p>	<p>Teacher 1</p> <p>Learners will revise key events of taught historical eras and will have independently selected their Non-Examined Assessment question. Learner will</p>	<p>Teacher 2</p> <p>Students continue their study of chosen NEA topic, with continued practice examination questions.</p>	<p><b>Pit Stop:</b> Extract analysis</p> <p><b>End Assessment:</b> Essay response</p>	<p>NEA Preparation</p> <p>Context knowledge consolidation</p>	<p>Learners can independently construct their chosen NEA research and evaluation</p> <p>Learners will be able to understand and respond to thematic questions based on a specific historical topic. Learners will draw on their knowledge of historical context and historian interpretations to evaluate interpretations and sources.</p>

	be introduced to the requirements of the NEA and will begin to plan and prepare.				
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Year 13

Term	Outline		Assessment	Home Learning	Key Skills/ End Point
<p><b>1.1 The triumph of Elizabeth, 1563–1603 (A-level only)</b></p> <p><b>Republican reaction: the Nixon Presidency, 1968–1974 (A-level only)</b></p>	<p><b>Teacher 1</b> The triumph of Elizabeth, 1563–1603 (A-level only)</p> <ul style="list-style-type: none"> <li>Elizabethan government: court, ministers and parliament; factional rivalries</li> <li>Foreign affairs: issues of succession; Mary, Queen of Scots; relations with Spain</li> <li>Society: continuity and change; problems in the regions; social discontent and rebellions</li> <li>Economic development: trade, exploration and colonisation;</li> </ul>	<p><b>Teacher 2</b> Republican reaction: the Nixon Presidency, 1968–1974 (A-level only)</p> <ul style="list-style-type: none"> <li>The Presidential election of 1968 and the reasons for Nixon’s victory: divisions within the Democratic Party; the personalities and policies of the Nixon administration</li> <li>The restoration of conservative social policies; the reaction to protest movements and forces of social change; economic change and the end of the post-war boom</li> </ul>	<p><b>Pit Stop:</b> Extract/source evaluation</p> <p><b>End Assessment:</b> Essay response</p>	<p>Additional reading list with be given to students for external reading</p> <p>Context and knowledge acquisition</p> <p>Context knowledge consolidation</p>	<p><b>End point:</b> Students can understand the main themes and events within the historical eras, students can construct exam responses considering both contextual and critical ideas</p> <p>Skills Interweaved -</p> <ul style="list-style-type: none"> <li>Knowledge of the historical eras</li> <li>Analysis of source and historian extracts</li> <li>Application of critical viewpoints</li> <li>Application of contextual factors</li> </ul>

	<p>prosperity and depression</p> <ul style="list-style-type: none"> <li>• Religious developments, change and continuity; the English renaissance and ‘the Golden Age’ of art, literature and music</li> <li>• The last years of Elizabeth: the state of England politically, economically, religiously and socially by 1603</li> </ul>	<ul style="list-style-type: none"> <li>• The limits of American world power: peace negotiations and the continuation of the war in Vietnam and Cambodia; the influence of Kissinger on US policies towards the USSR, Latin America and China</li> <li>• The Watergate Affair and its aftermath: the role of Congress; the resignation of the President; Nixon’s political legacy</li> </ul>			
<p><b>1.2 (8 Weeks)</b></p> <p><b>The triumph of Elizabeth, 1563–1603 (A-level only)</b></p> <p><b>The USA after Nixon, 1974–1980 (A-level only)</b></p>	<p><b>Teacher 1</b></p> <p>The triumph of Elizabeth, 1563–1603 (A-level only)</p> <ul style="list-style-type: none"> <li>• Elizabethan government: court, ministers and parliament; factional rivalries</li> <li>• Foreign affairs: issues of succession; Mary, Queen of Scots; relations with Spain</li> </ul>	<p><b>Teacher 2</b></p> <p>The USA after Nixon, 1974–1980 (A-level only)</p> <ul style="list-style-type: none"> <li>• Ford and Carter as presidents: responses to social divisions; political corruption and the loss of national self-confidence</li> <li>• The position of the USA as a world power: the final withdrawal</li> </ul>	<p><b>Pit Stop:</b> Extract/source evaluation</p> <p><b>End Assessment:</b> Essay response</p>	<p>Additional reading list with be given to students for external reading</p> <p>Context and knowledge acquisition</p> <p>Context knowledge consolidation</p>	<p><b>End point:</b></p> <p>Students can understand the main themes and events within the historical eras, students can construct exam responses considering both contextual and critical ideas</p> <p>Skills Interweaved -</p> <ul style="list-style-type: none"> <li>- Knowledge of the historical eras</li> <li>- Analysis of source and historian extracts</li> <li>- Application of critical viewpoints</li> <li>- Application of contextual factors</li> </ul>



	<ul style="list-style-type: none"> <li>• Society: continuity and change; problems in the regions; social discontent and rebellions</li> <li>• Economic development: trade, exploration and colonisation; prosperity and depression</li> <li>• Religious developments, change and continuity; the English renaissance and 'the Golden Age' of art, literature and music</li> <li>• The last years of Elizabeth: the state of England politically, economically, religiously and socially by 1603</li> </ul>	<p>from Vietnam; relations with the USSR and China; the response to crises in the Middle East; Iran and Afghanistan</p> <ul style="list-style-type: none"> <li>• African-Americans in North and South: the impact of civil rights legislation; change and continuity in the 'New South'</li> <li>• The USA by 1980: its position as a Superpower; the extent of social and economic change; the reasons for Reagan's victory in the presidential election.</li> </ul>			
<p><b>2.1 (7 weeks)</b></p> <p><b>The triumph of Elizabeth, 1563–1603 (A-level only)</b></p> <p><b>The USA after Nixon, 1974–1980 (A-level only)</b></p>	<p><b>Teacher 1</b></p> <p>The triumph of Elizabeth, 1563–1603 (A-level only)</p> <ul style="list-style-type: none"> <li>• Elizabethan government: court, ministers and parliament; factional rivalries</li> </ul>	<p><b>Teacher 2</b></p> <p>The USA after Nixon, 1974–1980 (A-level only)</p> <ul style="list-style-type: none"> <li>• Ford and Carter as presidents: responses to social divisions; political corruption and the loss</li> </ul>	<p><b>Pit Stop:</b> Extract/source evaluation</p> <p><b>End Assessment:</b> Essay response</p>	<p>Additional reading list with be given to students for external reading</p> <p>Context and knowledge acquisition</p> <p>Context knowledge consolidation</p>	<p><u>End point:</u></p> <p>Students can understand the main themes and events within the historical eras, students can construct exam responses considering both contextual and critical ideas</p> <p>Skills Interweaved -</p> <ul style="list-style-type: none"> <li>- Knowledge of the historical eras</li> <li>- Analysis of source and historian extracts</li> <li>- Application of critical viewpoints</li> <li>- Application of contextual factors</li> </ul>

	<ul style="list-style-type: none"> <li>• Foreign affairs: issues of succession; Mary, Queen of Scots; relations with Spain</li> <li>• Society: continuity and change; problems in the regions; social discontent and rebellions</li> <li>• Economic development: trade, exploration and colonisation; prosperity and depression</li> <li>• Religious developments, change and continuity; the English renaissance and 'the Golden Age' of art, literature and music</li> <li>• The last years of Elizabeth: the state of England politically, economically, religiously and socially by 1603</li> </ul>	<p>of national self-confidence</p> <ul style="list-style-type: none"> <li>• The position of the USA as a world power: the final withdrawal from Vietnam; relations with the USSR and China; the response to crises in the Middle East; Iran and Afghanistan</li> <li>• African-Americans in North and South: the impact of civil rights legislation; change and continuity in the 'New South'</li> <li>• The USA by 1980: its position as a Superpower; the extent of social and economic change; the reasons for Reagan's victory in the presidential election.</li> </ul>			
<p><b>2.2 (6 weeks)</b></p> <p><b>Paper 1 – 2 Revision</b></p> <p><b>NEA Consolidation</b></p>	<p><b>Teacher 1 and 2</b></p> <p>Students will have the time and support to revisit texts to consolidate earlier learning and prep them for the examinations in June.</p>	<p><b>Pit Stop:</b> Extract/source evaluation</p> <p><b>End Assessment:</b> Essay response</p>	<p>Additional reading list with be given to students for external reading</p>	<p><u>End point:</u></p> <p>AO1-3 skills to be developed in preparation for the exams. Students can understand the main themes and events within the historical eras, students can construct exam responses considering both contextual and critical ideas</p> <p>Skills Interweaved -</p>	

	Teachers will also ensure that NEAs are completed to a high standard through 1-1 meetings.		Context and knowledge acquisition  Context knowledge consolidation	<ul style="list-style-type: none"> <li>- Knowledge of the historical eras</li> <li>- Analysis of source and historian extracts</li> <li>- Application of critical viewpoints</li> <li>- Application of contextual factors</li> </ul>
<b>3.1 (6 weeks)</b>  <b>Paper 1 – 2 Revision</b>  <b>NEA Consolidation</b>	<b>Teacher 1 and 2</b> Students will have the time and support to revisit texts to consolidate earlier learning and prep them for the examinations in June. Teachers will also ensure that NEAs are completed to a high standard through 1-1 meetings.	<b>Pit Stop:</b> Extract/source evaluation  <b>End Assessment:</b> Essay response	Additional reading list with be given to students for external reading  Context and knowledge acquisition  Context knowledge consolidation	<u>End point:</u> AO1-3 skills to be developed in preparation for the exams. Students can understand the main themes and events within the historical eras, students can construct exam responses considering both contextual and critical ideas Skills Interweaved - <ul style="list-style-type: none"> <li>- Knowledge of the historical eras</li> <li>- Analysis of source and historian extracts</li> <li>- Application of critical viewpoints</li> <li>- Application of contextual factors</li> </ul>
<b>3.2 (6 weeks)</b>  <b>Paper 1 – 2 Revision</b>	<b>Teacher 1 and 2</b> Students will have the time and support to revisit texts to consolidate earlier learning and prep them for the examinations in June.	<b>Pit Stop:</b> Exam style question  <b>End Assessment:</b> Exam Style Question	Exam style questions	AO1-3 skills to be developed in preparation for the exams.