#### **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, postwar 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
Term	Part one: prosperity, inequality and Superpower	Assessment	Home Leaning	End point:
1.1 Part one: prosperity,	status, 1945–1963		Additional reading list with	Liid point.
inequality and Superpower	Truman and Post-war America, 1945–1952	Pit Stop: Section B	be given to students for	Students can understand the main themes and events
status, 1945–1963	The United States in 1945 and the legacies of	· -	external reading	within the historical eras, students can construct exam
Truman and Post-war	the world war: the powers of the presidency; the	essay: argument and context	external reading	responses considering both contextual and critical ideas
	· · · · · · · · · · · · · · · · · · ·	context	Context and knowledge	Skills Interweaved -
America, 1945–1952)	main political parties; post-war prosperity;	End Assessment:		<ul> <li>Knowledge of the historical eras</li> </ul>
Part one: consolidation of	regional, ethnic and social divisions • The USA as a		acquisition	- Analysis of source and historian extracts
	Superpower: Truman's character and policies;	Extract and source	Contact in accided	- Application of critical viewpoints
the Tudor Dynasty:	post-war peace making; the Cold War and	evaluation	Context knowledge	- Application of contextual factors
England, 1485–1547	'containment' in Europe and Asia; the response to		consolidation	
Henry VIII, 1485-1509	the rise of Communism in Asia • Truman and			
	post-war reconstruction: the economy; political			
	divisions and domestic problems; the rise of			
	McCarthyism • 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			
	Part one: consolidation of the Tudor Dynasty:			
	England, 1485–1547			
	Henry VIII, 1485–1509			
	Henry Tudor's consolidation of power: character			
	and aims; establishing the Tudor dynasty •			
	Government: councils, parliament, justice, royal			
	finance, domestic policies • Relationships with			
	Scotland and other foreign powers; securing the			
	succession; marriage alliances • Society:			
	churchmen, nobles and commoners; regional			
	division; social discontent and rebellions •			
	Economic development: trade, exploration,			
	prosperity and depression • Religion; humanism;			
	arts and learning			

1.2 (8 Weeks)	Teacher 1	Teacher 2			End point:
	Henry VIII: character	Eisenhower: tranquillity	Pit Stop:	Additional reading list with	
Henry VIII, 1509-1547	and aims; addressing	and crisis, 1952–1960 •	Extract/source	be given to students for	Students can understand the main themes and events
	Henry VII's legacy	The presidency:	evaluation	external reading	within the historical eras, students can construct exam
Eisenhower: tranquillity	• Government:	Eisenhower's personality			responses considering both contextual and critical ideas
and crisis, 1952-1960	Crown and	and the policies of	End Assessment:	Context and knowledge	Skills Interweaved -
	Parliament,	'dynamic conservatism';	Essay response	acquisition	- Knowledge of the historical eras
	ministers, domestic	Nixon			- Analysis of source and historian extracts
	policies including the	as Vice-President; the		Context knowledge	- Application of critical viewpoints
	establishment	Republican Party; the end		consolidation	<ul> <li>Application of contextual factors</li> </ul>
	of Royal Supremacy	of McCarthyism			
	<ul> <li>Relationships with</li> </ul>	<ul> <li>The growth of the</li> </ul>			
	Scotland and other	American economy in the			
	foreign powers;	1950s and the impact of			
	securing the	the 'consumer society'			
	succession	The USA and the Cold			
	<ul> <li>Society: elites and</li> </ul>	War: Superpower rivalry			
	commoners; regional	and conflict with the			
	issues and the social	USSR; responses to			
	impact of religious	developments in Western			
	upheaval;	and Eastern Europe;			
	rebellion	reactions to the rise of			
	Economic	Communism in Asia;			
	development: trade,	responses to crises in the			
	exploration,	Middle East			
	prosperity and	African-Americans in			
	depression	North and South: the			
	Religion:	emergence of the Civil			
	renaissance ideas;	Rights Movement; the			
	reform of the	policies and attitudes of			
	Church; continuity	the main political parties;			
	and change by 1547	the responses of the state			
		and federal			
		authorities			

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2.1 (7 weeks)	Teacher 1 Henry VIII:	Teacher 2 John F Kennedy			End point:
1 Henry VIII: character and	character and aims;	and the 'New Frontier',	Pit Stop:	Additional reading list with	
aims; addressing Henry	addressing Henry	1960–1963	Extract/source	be given to students for	Students can understand the main themes and events
VII's legacy	VII's legacy	<ul> <li>The presidential election</li> </ul>	evaluation	external reading	within the historical eras, students can construct exam
John F Kennedy and the	•Government:	of 1960 and reasons for			responses considering both contextual and critical ideas
'New Frontier', 1960–1963	Crown and	Kennedy's victory; the	End Assessment:	Context and knowledge	Skills Interweaved Knowledge of the historical eras
	Parliament,	policies and	Essay response	acquisition	
	ministers, domestic	personalities of the			<ul><li>Analysis of source and historian extracts</li><li>Application of critical viewpoints</li></ul>
	policies including the	Kennedy administration;		Context knowledge	- Application of critical viewpoints - Application of contextual factors
	establishment	the ideas behind the 'New		consolidation	- Application of contextual factors
	of Royal Supremacy	Frontier'			
	<ul> <li>Relationships with</li> </ul>	<ul> <li>Challenges to American</li> </ul>			
	Scotland and other	power: the legacy of crises			
	foreign powers;	over Berlin and relations			
	securing the	with			
	succession	Khrushchev; the challenge			
	<ul> <li>Society: elites and</li> </ul>	of Castro's Cuba;			
	commoners; regional	deepening involvement in			
	issues and the social	Vietnam			
	impact of religious	<ul> <li>African-Americans in</li> </ul>			
	upheaval;	North and South: the rise			
	rebellion	of the Civil Rights			
	• Economic	Movement; the			
	development: trade,	opponents			
	exploration,	of Civil Rights, including			
	prosperity and	within the Democratic			
	depression	Party; Kennedy's policies			
	Religion:	in response to the			
	renaissance ideas;	pressures for change			
	reform of the	<ul> <li>The United States by</li> </ul>			
	Church; continuity	1963: its position as a			
	and change by 1547	world power; economic			
		prosperity; the growing			
		pressures for social			
		change from women and			
		youth			

2.2 (6 weeks)	Teacher 1	Teacher 2			End point:
2.2 (6 weeks) Part two: England: turmoil and triumph, 1547–1603 (A-level only)  Part two: challenges to the American Dream, 1963– 1980 (A-level only)	Teacher 1 Part two: England: turmoil and triumph, 1547–1603 (A-level only) Instability and consolidation: 'the Mid-Tudor Crisis', 1547–1563 (A-level only) • Edward VI, Somerset and Northumberland; royal authority; problems of succession; relations with foreign powers • The social impact of religious and economic changes under Edward VI; rebellion; intellectual developments; humanist and religious thought	Part two: challenges to the American Dream, 1963–1980 (A-level only) The Johnson Presidency, 1963–1968 (A-level only) Johnson as President: personality and policies; his pursuit of the 'Great Society'; the impact of the Kennedy legacy; economic developments Maintaining American world power: escalation of the war in Vietnam; relations between the USA and its Western allies 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 Social divisions and protest movements: education and youth; feminism; radicalisation of	Pit Stop: Extract/source evaluation  End Assessment: Essay response	Additional reading list with be given to students for external reading  Context and knowledge acquisition  Context knowledge consolidation	End point:  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 -  - Knowledge of the historical eras  - Analysis of source and historian extracts  - Application of critical viewpoints  - Application of contextual factors
3.1 (6 weeks)	Teacher 1 Mary I and her ministers; royal	African-Americans; antiwar movements; the role of the media  Teacher 2  Students to begin their study	Pit Stop: Extract/source evaluation	Additional reading list with be given to students for external reading	End point: Students can understand the main themes and events within the historical eras, students can construct exam

Part two: England: turmoil	authority; problems	continued practice			Skills Interweaved -
and triumph, 1547-1603	of succession;	examination questions.	End Assessment:	Context and knowledge	- Knowledge of the historical eras
(A-level only)	relations with		Essay response	acquisition	- Analysis of source and historian extracts
(**************************************	foreign				- Application of critical viewpoints
NEA introduction	powers			Context knowledge	- Application of contextual factors
	The social impact			consolidation	трризаном от том
	of religious and				
	economic changes				
	under Mary I;				
	rebellion; intellectual				
	developments;				
	humanist and				
	religious thought				
	• Elizabeth I:				
	character and aims;				
	consolidation of				
	power, including the				
	Elizabethan				
	Settlement				
	and relations with				
	foreign powers				
	The impact of				
	economic, social and				
	religious				
	developments in the				
	early years of				
	Elizabeth's				
	rule				
3.2 (6 weeks)	Teacher 1	Teacher 2	Pit Stop: Extract	NEA Preparation	Learners can independently construct their chosen NEA
			analysis		research and evaluation
NEA	Learners will revise key	Students continue their	,	Context knowledge	
	events of taught	study of chosen NEA topic,	End Assessment:	consolidation	Learners will be able to understand and respond to
Tudor revision	historical eras and will	with continued practice	Essay response		thematic questions based on a specific historical
	have independently	examination questions.			topic. Learners will draw on their knowledge of
	selected their Non-				historical context and historian interpretations to
	Examined Assessment question. Learner will				evaluate interpretations and sources.
	question, Learner Will				

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

# Year 13

Term	Outline		Assessment	Home Learning	Key Skills/ End Point
	Teacher 1	Teacher 2	Pit Stop: Extract/source	Additional reading list with	End point:
1.1 The triumph of	The triumph of	Republican reaction:	evaluation	be given to students for	Students can understand the main themes and events
Elizabeth, 1563–1603	Elizabeth, 1563-1603	the Nixon Presidency,		external reading	within the historical eras, students can construct exam
(A-level only)	(A-level only)	1968–1974 (A-level	End Assessment: Essay		responses considering both contextual and critical ideas
	<ul> <li>Elizabethan</li> </ul>	only)	response	Context and knowledge	Skills Interweaved -
Republican reaction: the	government: court,	The Presidential		acquisition	- Knowledge of the historical eras
Nixon Presidency, 1968–	ministers and	election of 1968 and			- Analysis of source and historian extracts
1974 (A-level only)	parliament; factional	the reasons for		Context knowledge	- Application of critical viewpoints
	rivalries	Nixon's victory:		consolidation	<ul> <li>Application of contextual factors</li> </ul>
	<ul><li>Foreign affairs:</li></ul>	divisions within the			
	issues of succession;	Democratic Party; the			
	Mary, Queen of Scots;	personalities and			
	relations with Spain	policies of the Nixon			
	<ul> <li>Society: continuity</li> </ul>	administration			
	and change; problems	<ul> <li>The restoration of</li> </ul>			
	in the regions; social	conservative social			
	discontent and	policies; the reaction			
	rebellions	to protest movements			
	• Economic	and forces			
	development: trade,	of social change;			
	exploration and	economic change and			
	colonisation;	the end of the post-			
		war boom			

	prosperity and	The limits of			
	depression	American world			
	Religious	power: peace			
	developments,	negotiations and the			
	change and	continuation of the			
	continuity; the English	war in			
	renaissance and 'the	Vietnam and			
	Golden	Cambodia; the			
	Age' of art, literature	influence of Kissinger			
	and music	on US policies			
	<ul> <li>The last years of</li> </ul>	towards the USSR,			
	Elizabeth: the state of	Latin			
	England politically,	America and China			
	economically,	The Watergate			
	religiously and	Affair and its			
	socially by 1603	aftermath: the role of			
		Congress; the			
		resignation of the			
		President;			
		Nixon's political			
		legacy			
1.2 (8 Weeks)	Teacher 1	Teacher 2	Pit Stop: Extract/source	Additional reading list with	End point:
The triumph of Elizabeth,	The triumph of	The USA after Nixon,	evaluation	be given to students for	Students can understand the main themes and events
1563-1603 (A-level only)	Elizabeth, 1563-	1974-1980 (A-level		external reading	within the historical eras, students can construct exam
	1603 (A-level only)	only)	End Assessment: Essay	_	responses considering both contextual and critical ideas
The USA after Nixon,	Elizabethan	<ul> <li>Ford and Carter as</li> </ul>	response	Context and knowledge	Skills Interweaved -
1974–1980 (A-level only)	government: court,	presidents: responses	·	acquisition	- Knowledge of the historical eras
	ministers and	to social divisions;			- Analysis of source and historian extracts
	parliament; factional	political corruption and		Context knowledge	- Application of critical viewpoints
	rivalries	the loss		consolidation	- Application of contextual factors
	Foreign affairs:	of national self-			
	issues of succession;	confidence			
	Mary, Queen of	<ul> <li>The position of the</li> </ul>			
	Scots; relations with	USA as a world power:			
	Spain	the final withdrawal			

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	Society: continuity	from Vietnam;			
	and change;	relations with			
	problems in the	the USSR and China;			
	regions; social	the response to crises			
	discontent and	in the Middle East; Iran			
	rebellions	and Afghanistan			
	Economic	<ul> <li>African-Americans in</li> </ul>			
	development: trade,	North and South: the			
	exploration and	impact of civil rights			
	colonisation;	legislation; change and			
	prosperity and	continuity in the 'New			
	depression	South'			
	<ul> <li>Religious</li> </ul>	<ul> <li>The USA by 1980: its</li> </ul>			
	developments,	position as a			
	change and	Superpower; the			
	continuity; the	extent of social and			
	English renaissance	economic change;			
	and 'the Golden	the reasons for			
	Age' of art, literature	Reagan's victory in the			
	and music	presidential election.			
	<ul> <li>The last years of</li> </ul>				
	Elizabeth: the state				
	of England politically,				
	economically,				
	religiously and				
	socially by 1603				
2.1 (7 weeks)	Teacher 1	Teacher 2	Pit Stop: Extract/source	Additional reading list with	End point:
	The triumph of		evaluation	be given to students for	Students can understand the main themes and events
The triumph of Elizabeth,	Elizabeth, 1563–	The USA after Nixon,		external reading	within the historical eras, students can construct exam
1563-1603 (A-level only)	1603 (A-level only)	1974–1980 (A-level	End Assessment: Essay		responses considering both contextual and critical ideas
	Elizabethan	only)	response	Context and knowledge	Skills Interweaved -
The USA after Nixon,	government: court,	<ul> <li>Ford and Carter as</li> </ul>		acquisition	- Knowledge of the historical eras
1974–1980 (A-level only)	ministers and	presidents: responses			- Analysis of source and historian extracts
	parliament; factional	to social divisions;		Context knowledge	- Application of critical viewpoints
	rivalries	political corruption and		consolidation	- Application of contextual factors
		the loss			

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	Foreign affairs:	of national self-			
	issues of succession;	confidence			
	Mary, Queen of	The position of the			
	Scots; relations with	USA as a world power:			
	Spain	the final withdrawal			
	<ul> <li>Society: continuity</li> </ul>	from Vietnam; relations			
	and change;	with			
	problems in the	the USSR and China; the			
	regions; social	response to crises in			
	discontent and	the Middle East; Iran			
	rebellions	and Afghanistan			
	• Economic	African-Americans in			
	development: trade,	North and South: the			
	exploration and	impact of civil rights			
	colonisation;	legislation; change and			
	prosperity and	continuity in the 'New			
	depression	South'			
	<ul> <li>Religious</li> </ul>	• The USA by 1980: its			
	developments,	position as a			
	change and	Superpower; the extent			
	continuity; the	of social and economic			
	English renaissance	change;			
	and 'the Golden	the reasons for			
	Age' of art, literature	Reagan's victory in the			
	and music	presidential election.			
	<ul> <li>The last years of</li> </ul>				
	Elizabeth: the state				
	of England politically,				
	economically,				
	religiously and				
	socially by 1603				
2.2 (6 weeks)	Teacher 1 and 2		Pit Stop: Extract/source	Additional reading list with	End point:
	Students will have the	time and support to	evaluation	be given to students for	AO1-3 skills to be developed in preparation for the exams.
Paper 1 – 2 Revision	revisit texts to consolic	date earlier learning and		external reading	Students can understand the main themes and events
	prep them for the exar	minations in June.	End Assessment: Essay		within the historical eras, students can construct exam
NEA Consolidation			response		responses considering both contextual and critical ideas
					Skills Interweaved -

Teachers will also ensure that NEAs are completed to a high standard through 1-1 meetings.		Context and knowledge acquisition  Context knowledge consolidation	<ul> <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>
Teacher 1 and 2 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.	Pit Stop: Extract/source evaluation  End Assessment: Essay response	Additional reading list with be given to students for external reading  Context and knowledge acquisition  Context knowledge consolidation	End point:  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 -  - Knowledge of the historical eras - Analysis of source and historian extracts - Application of critical viewpoints - Application of contextual factors
Teacher 1 and 2 Students will have the time and support to revisit texts to consolidate earlier learning and prep them for the examinations in June.	Pit Stop: Exam style question End Assessment: Exam	Exam style questions	AO1-3 skills to be developed in preparation for the exams.
_	Teacher 1 and 2 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.  Teacher 1 and 2 Students will have the time and support to revisit texts to consolidate earlier learning and	Teacher 1 and 2 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.  Teacher 1 and 2 Students will have the time and support to revisit texts to consolidate earlier learning and prep them for the examinations in June.  Pit Stop: Extract/source evaluation  End Assessment: Essay response  Pit Stop: Exam style question	completed to a high standard through 1-1 meetings.  Teacher 1 and 2 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.  Teacher 1 and 2 Students will have the time and support to revisit texts to consolidate earlier learning and prep them for the examinations in June.  Teacher 1 and 2 Students will have the time and support to revisit texts to consolidate earlier learning and prep them for the examinations in June.  Teacher 1 and 2 Students will have the time and support to revisit texts to consolidate earlier learning and prep them for the examinations in June.  Pit Stop: Exam style questions