



Week	Month	Learning Intentions and/or Key Questions
Aut1-1	September	<p><u>Autumn1 & 2: America's expansion 1789–1838</u></p> <p>i) How and why the USA expanded, from 1789 to 1838 (3 lessons)</p> <p>Between 1789 and 1838 the US expanded aggressively in the Northwest and the South. They did this to respond to threats from other European countries; threats from Indians making alliances with Europeans; to respond to settlers' demands for more lands; and to promote and develop trade for the new nation. • Expansion at this point was largely driven by big government land purchases and the sale of such land to small farmers and land speculators. In the Northwest, expansion led to conflict with the Indian populations who were forced to withdraw. In the South, land speculators saw the chance to use new land to grow cotton. This created a demand for slaves in the South.</p>
Aut1-2		
Aut1-3		
Aut1-4		
Aut1-5	October	<p>ii) The expansion of Southern cotton plantations and of slavery, 1793–1838 (2 lessons)</p> <p>Plantation owners in the South bought slaves from owners in the North. Most slaves who were sold were very young. Families were often divided as slaves were force-marched South to become plantation hands. • By 1840 the USA was the world's largest producer of cotton. This led to greater demand and a falling price. As the price fell, slaves had to work harder and harder. A pushing system was introduced to enable this and slaves were treated as expendable picking machines. This led to an even greater demand for slaves in the South and the cycle continued.</p>
Aut1-6		
Aut1-7		
		<p>iii) The removal of indigenous people from the East, 1830–1838 (1-2 lessons)</p> <p>By the 1820s there were five Indian tribes who were attempting to live alongside white settlers in the South. These tribes had all adopted aspects of white culture and were generally trying to survive through adaptation. • The growth of cotton led to an increasing demand for the government to move these tribes off Southern land to open it up for white settlement and cotton plantations. In 1830, Andrew Jackson, a slave holder, passed the Indian Removal Act to relocate the five tribes to modern day Oklahoma, separating the Indians from white America. • The Creek and Seminole Indians fought back but were eventually moved. The Cherokee were made to force-march West despite a petition to the government. By 1838, the vast majority of land in the South was open to white settlement.</p>
		<p>iv) The culture of the Plains Indians including a case study of the Lakota Sioux (2 lessons)</p> <p>The Sioux way of life was built around a nomadic lifestyle: hunting the buffalo seasonally. Their leadership, cultural and religious structures all centred around living effective nomadic lives. The Sioux were highly successful in war and from the 1820s-60s dominated the Plains, forcing tribes like the Crow and Arapaho away from their traditional</p>

homelands. • The Sioux were similar to other Plains tribes like the Cheyenne and Apache in terms of warrior and horse culture. However, they were quite different from settled different from more settled Indian cultures like the Navajo or the Nez Perce.

- v) The journeys of the early migrants to California and Oregon; the Mormon settlement of Utah (3 lessons)

By 1839 a number of factors were conspiring which led some white Americans to reimagine the Plains and the lands in the Far West. Small trickles of emigrants began moving on overland trails to Oregon and California on the West coast, spurred on by tales of trade or missions to convert Indians to Christianity. Life on the overland trails was difficult, but this was mostly down to disease, long distances and poorly marked routes. Most encounters with Indians were to buy ferry passage, or to receive aid.

- vi) The nature and impact of the Californian Gold Rush (1848–1849) and the consequences of the Pikes Peak Gold Rush (1858–1859) (2 lessons)

The Pike's Peak Rush occurred in 1858 in Colorado in the centre of the Plains. This brought another flood of miners and eventually settlers. People began to reimagine the Plains as a place where white Americans could settle. Cities like Denver were founded. White settlers were now in direct competition with Plains Indians for resources. This led to increasing tensions on the Plains.

Module: Making of America (continued)

Period 3: Civil War and Reconstruction, 1861-77: How far did the Civil War really change America?

- Divisions over slavery and causes of the Civil War. Why did the Civil War not happen sooner? Expansion of the North vs South (population growth) and the domination of politics.
- Role of Abolitionists and free market capitalism. Southern agricultural viewed as old fashioned.
- 1854 Kansas-Nebraska Act – mini Civil War in Kansas resulting in the set-up of the Republican Party. John Brown raid of 1859 in Missouri.
- 1860 election and the formation of the Confederacy – War starts 12th April 1861. Impact of the Civil War on white America.

(suggested **3 hours**)

The African American experience of the Civil War, 1861-1865

- Confiscation of slaves by the Union army.
- The Sea Islands experiment
- The 13th Amendment – 1863 Emancipation Edict, formation of Black regiments. Pay and conditions not equal.
- Union control of the South, race riots in the North.
- Death of Lincoln after the defeat of the Confederacy.

(suggested **2 hours**)

Reconstruction and continuing limitations to African American liberty

		<ul style="list-style-type: none"> • 13th, 14th and 15th Amendments • Phases of Reconstruction: 1863-5 Presidential Reconstruction – Andrew Johnson's attempt to heal the rifts of the Civil War and rehabilitate the South. • Radical Reconstruction 1866-70 – The actions of radicals such as Charles Sumner. The role of the Freedman's Bureau and people's reaction to it. • Southern reactions to defeat: the KKK and violence against black voters. • Grant's settlement with the South. <p style="text-align: right;">(suggested 2 hours)</p> <p><u>Period 4: How did white Americans exploit the Plains? Was home on the range really good? What led to conflict on the Plains, 1861-1877?</u></p> <ul style="list-style-type: none"> • Homestead Act and Pacific Railroad Act and land grants to railroad companies. Reasons for construction of the railroad: political support; developing trade; uniting the country. • The transcontinental companies: Union Pacific and Central Pacific: Exploitations of workers; Use of Chinese labour by Central Pacific; impact of government money. • Union Pacific and the Credit Mobilier scandal • The founding of Abilene and the nature of life in a cow town (Texan cowboys): Cowboy myths and realities; Cattle ranches and conflict with Indians: over-grazing and conflict over water. <p style="text-align: right;">(suggested 3 hours)</p> <p><u>Homesteaders: living and farming on the Plains</u></p> <ul style="list-style-type: none"> • Homestead Act 1862: push and pull factors for homesteaders, led to large numbers move out and try to settle on the Plains. • Difficulties of farming the Plains and solutions <p style="text-align: right;">(suggested 1-2 hours)</p>
Half term holiday		
Aut2-1	November	<p><u>The Indian Wars including Little Crow's War (1862), Red Cloud's War (1865-1868) and Great Sioux War (1876-1877)</u></p>
Aut2-2		
Aut2-3		
Aut2-4		
Aut2-5		
		<ul style="list-style-type: none"> • Growth of race theories in 1860s: Scientific theories of race held Indians to be inferior. • Ecological tensions between Indians and settlers over access to grass and water. • Conflict and mass execution of Little Crow's band of Sioux • Causes and course of Red Cloud's War: The 'Bloodless Third' and Sand Creek; Red Cloud's campaign including the Fetterman Incident; The 1868 Fort Laramie Treaty • Divisions amongst the Sioux over the sale of the Black Hills; discovery of gold in 1875 in Dakota; Sitting Bull and resistance to US advancement; The Battle of the Little Bighorn and its aftermath; The defeat of the Sioux and the escape of Sitting Bull; The Nez Perce War. <p style="text-align: right;">(suggested 3 hours)</p> <p><u>Period 5: American Cultures, 1877-1900 – Who were the Americans by 1900?</u></p> <p><u>Changes to the Plains Indians' way of life including the impact of reservations of the destruction of the buffalo</u></p> <ul style="list-style-type: none"> • Sitting Bull and life on Standing Rock Reservation

Aut2-6 Aut2-7	December	<ul style="list-style-type: none"> • Indian schools and the attempts to 'civilise 'the Sioux • Hunting of the buffalo and its near extinction; the buffalo trade and railroads • The Friends of the Indian – 1880s campaigning on behalf of the Indians – success or failure? • The Dawes Act • Sale of Indian lands in Oklahoma • The Ghost Dancers movement 1890 and Wounded Knee (suggested 2 hours) <p><u>The impact of economic, social and political change on the lives of African Americans</u></p> <ul style="list-style-type: none"> • Redeemer governments and Jim Crow Laws • Sharecropping and poverty in the South • The growing issue of lynching; The Ku Klux Klan as an underground organisation • The role of Brooker T Washington, Ida Wells and W.E.D Du Bois • Living conditions in the South and migration to the North (Exoduster movement was born). • Education for black Americans declined after the initial efforts post-war. Segregation schools in the South gave far less money for black students. • 1890 Jim Crow segregation laws were introduced to most Southern states (suggested 2 hours) <p><u>The growth of big business, cities and mass migration</u></p> <ul style="list-style-type: none"> • Growth of corporations in the USA and their dominance of business; Exploitation of workers and then playing them off each other, use of black or Chinese labour to break strikes • Founding of Ellis Island and the limits on immigration to the USA. Tension between working class Americans and emigrants from Eastern and Southern European countries. • Growth of cities and the failure of homesteading. • The winter of 1886-7 and the cattle ranchers. • The growth of the Chicago meat industry • Cities and business dominating land and water resources: Denver, San Francisco, Los Angeles (suggested 2 hours)
		WEEK 5
		MOCK WEEK ON THE MAKING OF AMERICA AND ELIZABETHAN ENGLAND 50% OF GCSE (MOCK PAPER)
		FEEDBACK// MOP UP
		Christmas holiday
Spr1-1 Spr1-2 Spr1-3 Spr1-4	January	<p style="text-align: center;"><u>Module: Life in Nazi Germany 1933-1945</u></p> <p><u>Dictatorship</u></p>

Spr1-5		<ul style="list-style-type: none"> • Hitler and the Nazi Party in January 1933 – How did the Nazis take total control of Germany so quickly?
Spr1-6	February	<ul style="list-style-type: none"> • How the Nazis were organized – including details of the leading Nazis • Nazi ideology in 1933 including: Lebensraum, Anti-Semitism, Anti-Marxism, Fuhrerprinzip, Aryan strength, Strong central government, Arbeit und brot • Establishing the dictatorship, January 1933 to July 1933; Reichstag Fire and subsequent decree, Enabling Act, Gleichschaltung. Could include: Book burning, Civil Service Act, Jewish boycott, opening of Dachau. • Removing trade unions, banning other political parties. • Achieving total power, July 1933 to August 1934: Controlling local government; People's Courts; Night of Long Knives; Death of Hindenburg. <p style="text-align: right;">(suggested 5 hours)</p> <p><u>Control and Opposition, 1933-1939 – How did the Nazis tighten their grip on the German people?</u></p> <ul style="list-style-type: none"> • The machinery of terror including the SS, the law courts, concentration camps and the Gestapo. • Himmler's SS machinery including: Gestapo, SD, Concentration camps, informants, Police, Courts. • The range and effectiveness of Nazi propaganda. • Goebbels' propaganda including: Newspapers, Radio, Culture, Rallies, Posters, Film, Berlin Olympics • Opposition to Nazi rule including the Left, church leaders and youth groups • Opposition from the Left including both Social Democrats and Communists • Church opposition including the different approaches from the Catholics, the Protestants and Jehovah Witnesses • Individuals: Martin Niemoller. Paul Schneider, Cardinal Galen • Youth could include: Edelweiss Pirates, Swing Kids, Leipzig gangs or Christians. <p style="text-align: right;">(suggested 5 hours)</p> <p><u>Changing Lives, 1933-1939 – How can we summarise the changing lives of the German people, 1933- 1939?</u></p> <ul style="list-style-type: none"> • Work and home: the impact of Nazi policies on men and women. • Policies affecting workers: Deutsch Arbeitfront, strength through Joy, Winter Relief Rund. • Policies affecting women: The Nazi female ideal, attempts to increase births and marriages, attempts to reduce female employment, attempts to reduce women in education. • The lives of young people in Nazi Germany including education and youth movements: Attempts to control teachers, the Nazification of the school curriculum, elite schools, the Hitler Youth movement • Nazi racial policy: the growing persecution of Jews: Nazi racial policy- the idea of the master race and the ubermensch; Reasons the Nazis hated the Jews; The growth of Anti-Semitic legislation during the 1930s; The Nuremburg Laws; Kristallnacht 1938. <p style="text-align: right;">(suggested 4 hours)</p>
		Half term holiday
Spr2-1		
Spr2-2		<u>Germany in War – How did war change Nazi Germany, 1939 to 1945?</u>
Spr2-3	March	

Spr2-4		<ul style="list-style-type: none"> The move to a war economy and its impact on the German people 1939-1942: Changing expectations of women; Converting the economy for war; How the German people benefited from war up to 1942. Growing opposition from the German people including from elements within the army: White Rose Group; Opposition from the Church (Cardinal Galen and euthanasia; July Bomb Plot; Increasing passive resistance The impact of total war on the German people 1943 -1945; Allied Bombing; Rationing; Evacuation; Total War <p style="text-align: right;">(suggested 5 hours)</p> <p><u>Occupation – What did Nazi occupation mean for different people?</u></p> <ul style="list-style-type: none"> The contrasting nature of Nazi rule in eastern and western Europe Western occupation examples: (one only needed) France Netherlands Belgium Easter occupation examples: (one only needed) Poland Hungary Belorussia Channel Islands (homework option) The Holocaust, including the Einsatzgruppen, ghettos and the death camps: The forced deportation of Jews; The ghettos; Einsatzgruppen in the East; The Wannsee Conference; The final solution and the death camps, including Auschwitz. Responses to Nazi rule: collaboration, accommodation and resistance; Examples needed to illustrate these three points. The following could be used: Collaboration – Vichy France Accommodation – occupation on the Channel Islands Resistance – Jewish resistance, French resistance <p style="text-align: right;">(suggested 5 hours)</p>
Spr2-5		
Spr2-6		
	April	Easter holiday
Sum1-1	May	<p>Revision and recap time: This time will be used to recap key learnings from throughout Yr 10 and 11 and support the students before they go on study leave:</p> <p>Content studied in Yr 10 should be the main focus and exam technique. Greater planning and detail for this time will be made clear in the 'short - term plan'.</p>
Sum1-2		
Sum1-3		
Sum1-4		
Sum1-5		
Sum1-6		
	June	Half term holiday
Sum2-1	July	<p>Revision and recap time: This time will be used to recap key learnings from throughout Yr 10 and 11 and support the students before they go on study leave:</p> <p>Content studied in Yr 10 should be the main focus and exam technique. Greater planning and detail for this time will be made clear in the 'short - term plan'.</p>
Sum2-2		
Sum2-3		
Sum2-4		
Sum2-5		
Sum2-6		
Sum2-7		

