

# EASTBURY SUBJECT CURRICULUM

<b>Subject</b>	<b>HISTORY</b>
<b>Year Group</b>	<b>11</b>
<b>Overview</b>	<p>Students complete their Controlled Assessment, which in 2015, concerns how US Presidents responded to the issue of civil rights for African Americans 1945-1975. This comes under the role of the individual in history, where students have to evaluate the relative impact of a succession of US Presidents on civil rights.</p> <p>Students complete their second unit on British society 1939-75 in which they learn about the patterns of immigration to the UK and assess its economic, social and political impact. Students learn how successive British governments responded to the immigration debate, as well as learning about the importance of the contribution immigrants had made to British life by the mid-'70s. Students also explore the controversial nature of immigration, with an analysis of Enoch Powell's now infamous 'Rivers of blood' speech.</p> <p>Students learn about the creation of the Post-War Settlement in which the National Health Service was created in the late 1940s.</p> <p>Students study the post-war economic boom of the 1950s and the impact this had on teenagers who became an important part of the British economy because of their relatively high disposable incomes. Students then explore teenage culture, with particular reference to the social phenomenon of the Mods and Rockers, as well as the associated controversy of delinquent behaviour as exemplified in Brighton and Margate in 1964. The issue of young people at university who were involved in the student protest movement is also given attention, especially in relation to the anti-Vietnam war protest at Grosvenor Square in 1968.</p> <p>Students also study the changing role of women both in terms of attitudes and outcomes in the work place and in wider society. Students have the opportunity to see excerpts of famous contemporary film and documentaries, such as <i>A Taste of Honey</i> (1961), <i>Up The Junction</i> (1965), <i>Alfie</i> (1966) and <i>Cathy Come Home</i> (1966). The issues of the availability of contraception, abortion, divorce reform, and equal pay are all considered in relation to women in this period. Students learn about women's underrepresentation in certain key professions and poor representation in Parliament, whilst also recognising the successes that women achieved. Students learn why government became increasingly involved in passing legislation in order to try and improve both working conditions and women in society more generally.</p>
<b>Term by term</b>	

<p><b>Autumn</b></p>	<p><b>Controlled Assessment (up to October half-term):</b> During the period 1945–1975, which American president did most to further the cause of civil rights for black Americans? Explain your answer.</p> <p>Students carry out their own research which includes finding a range of sources, many of which are contemporary sources. Students consider the states of affairs surrounding each president and evaluate their impact on helping to bring about furthering the cause of African Americans.</p> <p><b>Post-half-term: Students begin Unit 2, Britain 1939-75:</b> Students begin this unit by studying the <b>impact of WW2 on Britain and the making of the Post-War Settlement</b>, especially children, who grew up to be the post-war generation. They also look at the start of the NHS and the setting up of the Post-War Settlement under the Attlee government of 1945-51. Students then move onto the first distinct sub-unit, immigration, which they do by studying immigration from the Caribbean in the late 1940s.</p> <p>Students continue with Unit 2, Britain 1939-75: Students study the <b>changing lives of young people</b>, in particular the rise of the teenager, with their increasing economic power and aspirations. Students study the social phenomenon of the Mods and Rockers in the early to mid-1960s as well as the Hippies and student protest movement of the New Radical Left of the late 1960s.</p>
<p><b>Spring</b></p>	<p>Students then learn about the changing nature of British society through <b>immigration</b> from the Second World War to the mid-1970s. Students explore the social tensions arising from changing communities, including Enoch Powell’s infamous 1968 Rivers of Blood speech, as well as the reaction to it from the mainstream political parties at the time, including laws passed by successive Conservative and Labour governments from the 1960s onwards to curb immigration to Britain. Pupils also learn about the immigrant experience and the obstacles they faced such as racism and violence such as in Notting Hill in 1958. Crucially, pupils learn about the invaluable contribution that immigrant communities have made to British values and life.</p> <p>Students learn about the <b>changing role of women</b> in post-war British society, with a focus on attitudes and exploration of different aspects of life such as the struggle for equal pay. Students will gain a good knowledge of how government played a role in passing legislation to improve the lives of women in various ways such as the Abortion Act (1967) Divorce Reform Act (1969) and Sex Discrimination Act (1975). The course ends by an evaluation of how far women’s’ lives had changed by the mid-1970s.</p>
<p><b>Summer</b></p>	<p>Students are revising for their public examinations in which they will revise for both units 1 and 2.</p>
<p><b>Homework</b></p>	<p>Students are set exam style questions throughout the year as well as focused research tasks.</p>
<p><b>Additional information</b></p>	
<p><b>Useful resources</b></p>	<p><b>Film/documentary:</b>  <i>A Taste of Honey</i> (1961), <i>Up The Junction</i> (1965), <i>Alfie</i> (1966), <i>Cathy Come Home</i> (1966), <i>Carry On Doctor</i> (1968)</p> <p><b>Andrew Marr’s <i>A History of Britain</i> (2007) – an excellent overview of the post-45 era in Britain.</b></p> <p><b>Websites:</b>  <a href="http://news.bbc.co.uk/onthisday/hi/dates/stories/may/18/newsid_2511000/2511245.stm">http://news.bbc.co.uk/onthisday/hi/dates/stories/may/18/newsid_2511000/2511245.stm</a></p>

