

Subject:	History	Year 11	Ability All
-----------------	----------------	----------------	--------------------

Term / Date(s)	Paper 2	Paper 2
Topic	Edexcel - The American West, c1835–c1895	Edexcel - Early Elizabethan England, 1558–88
Topic overview	A period study of the American West in the time spanning 1835-1895 including the early settlement of the West, development of the Plains and conflict and conquest.	A depth study of Early Elizabethan England including the interplay of social, economic, political, religious and military aspects of her reign.
Pupils will learn...		
Components	<p>Firstly, students look at the lives of the Plains Indians, early migration and settlement, and lawlessness in the early settlements, as well as the tensions between the settlers and Plains Indians. This helps to establish key context for the changes and development of the West that takes place throughout the period, as well as establishing the key context for the relationships between the Plains Indians and the US government.</p> <p>Students then move on to how settlement on the Plains developed, ranching and the cattle industry, and the impact on the Plains Indians’ lives of events and developments between c1862 and c1876. This is so that students begin to explore the connections between different groups, homesteaders, ranchers, Indians and how the actions of the US government impacted the development of the West and changes in the way of life for many people.</p> <p>Finally, students look at further changes in farming, the cattle industry and settlement, conflict and tension between different groups living on the Plains, and the destruction of the Plains Indians’ way of life.</p> <p>All three Key topics are interconnected, with threads of settlement, conflict and tensions, and the changing lives of the Plains Indians running throughout.</p>	<p>The first key topic is concerned with queen, government and religion in the years 1558–69. This helps to establish certain key features of the period, including the connection between religious and political matters. This section includes:</p> <ul style="list-style-type: none"> - the main features of England in 1558 when Elizabeth came to the throne - the importance of religion and the reasons for the settlement of 1559. - the divisions between Catholics, Protestants and Puritans - Mary Stuart’s claim to the throne, and how Elizabeth dealt with Mary in the years 1568–69. <p>Key topic 2 deals with challenges to Elizabeth at home and abroad in the years 1569–88. This allows students to draw on the context of the previous section to see the interplay between religious, political, economic and military aspects of Elizabeth’s reign. This section includes:</p> <ul style="list-style-type: none"> - nature of the threat to the queen posed by the different plots of 1569–86 - the execution of Mary Stuart in 1587 - Philip II’s power – as King of Spain and also ruling over the Netherlands - the actions of English privateers such as Francis Drake, - the Spanish Armada of 1588. <p>The third key topic 3 deals with Elizabethan society in the Age of Exploration, 1558–88. Students will be aware of the links between this topic and key topics 1 and 2 as the events of the previous topics provide a backdrop for the changes in society and economy that affected different groups of people in Elizabethan England. This section includes:</p> <ul style="list-style-type: none"> - the nature of education in the home, schools and universities and the social groups involved.

		<ul style="list-style-type: none"> - types of cultural activities, sports and pastimes that were popular in these years and their key features - the factors which caused the growth of poverty and unemployment and the different steps taken to tackle the problem - the technical developments which stimulated voyages of exploration and discovery - The attempts to establish colonies on the North American seaboard and the failure of Virginia
What pupils should already know (prior learning components)	<p>Students should have a knowledge of:</p> <ul style="list-style-type: none"> • American Civil War • Legacy of slavery and reconstruction of the South • Industrialisation including the building of railways • Migration and the reasons why people choose to migrate • Second order concepts of cause and consequence 	<p>Students should have a knowledge of:</p> <ul style="list-style-type: none"> • Renaissance period and the 're-birth' of science and the introduction of new technologies • The Reformation in Europe • The English Reformation including changes made to the Church under Henry, Edward, Mary and Elizabeth • The 'Middle Way' • Attitudes towards the poor including the Poor Laws and Vagabonds acts • Age of Exploration including explorers like Columbus • Second order concepts of change, continuity, cause, consequence and significance.
Transferrable knowledge (skills)	<p>AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 Explain and analyse historical events and periods studied using second order historical concepts. (Change & continuity, similarity & difference, cause & consequence, significance)</p>	<p>AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 Explain and analyse historical events and periods studied using second order historical concepts. (Change & continuity, similarity & difference, cause & consequence, significance)</p>
Key vocabulary pupil will know and learn	<p>Claim, corral, dry farming, Exoduster, federal, frontier, Ghost Dance, homesteader, lawlessness, Manifest Destiny, marshal, nomadic, open range, railroad, ranch, range war, reservation, rustling, sheriff, vigilant</p>	<p> Lords, Commons, Privy Council, legitimacy, vestments, clergy, ciphers, the slave trade, privateers/privateering, colonisation, enclosure, inflation, real wages, vagabondage, idle poor, deserving poor, navigation.</p>
Assessment activities	<p>Question 1: focuses on consequence.</p> <p>Question 2: focuses on analytical narrative, in which students write an account that not only describes what happened, but also involves analysis to find connections and make sense of events and their impact to explain why events unfolded in the way that they did. This is likely to involve a mix of second-order concepts (i.e. causation, consequence, change).</p> <p>Question 3: students select two from a choice of three parts. Each focuses on the importance of an event/person/development in terms of what difference they made in relation to specified situations and unfolding developments (i.e. their consequence and significance).</p>	<p>Part (a) carries 4 marks, is compulsory and targets AO1. It focuses on describing features.</p> <p>Part (b) carries 12 marks, is compulsory and targets AO1/AO2. It focuses on causation.</p> <p>Part (c) carries 16 marks and allows students a choice of two questions: (i) or (ii). These target AO1/AO2 and require a judgement. They may focus on any of the following: similarity, difference, change, continuity, causation or consequence.</p>
Resources available	<p>All resources on Shared Area</p> <p>Edexcel website has:</p> <ul style="list-style-type: none"> - Specification - Topic booklet - Exam papers including mark schemes and examiners reports - Sample SOL 	<p>All resources on Shared Area</p> <p>Edexcel website has:</p> <ul style="list-style-type: none"> - Specification - Topic booklet - Exam papers including mark schemes and examiners reports - Sample SOL
Notes Why this topic is important...	<p>The Edexcel specification aims to:</p> <ul style="list-style-type: none"> - develop and extend students knowledge and understanding of specified key events, periods, and societies in local, British, and wider world history, and of the wide diversity of human experience 	<p>The Edexcel specification aims to:</p> <ul style="list-style-type: none"> - develop and extend students knowledge and understanding of specified key events, periods, and societies in local, British, and wider world history, and of the wide diversity of human experience

	<ul style="list-style-type: none"> - engage in historical enquiry to develop as independent learners and as critical and reflective thinkers - develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context - develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them - organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions. <p>The period studies focus on a substantial and coherent medium time span of at least 50 years and require students to understand the unfolding narrative of substantial developments and issues associated with the period.</p> <p>Period studies focus on an analytical narrative of events and therefore students will appreciate the chronology of key events, while understanding that some developments overlap several events.</p> <p>Within that analytical narrative, students will see that events do not occur in isolation but unfold as a consequence of what has gone before.</p> <p>When discussing the significance of an event, students should be able to explain its impact and the way it changed the situation or attitudes.</p>	<ul style="list-style-type: none"> - engage in historical enquiry to develop as independent learners and as critical and reflective thinkers - develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context - develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them - organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions. <p>The depth study focus on a substantial and coherent short time span and require students to understand the complexity of a society or historical situation and the interplay of different aspects within it.</p>
--	---	--