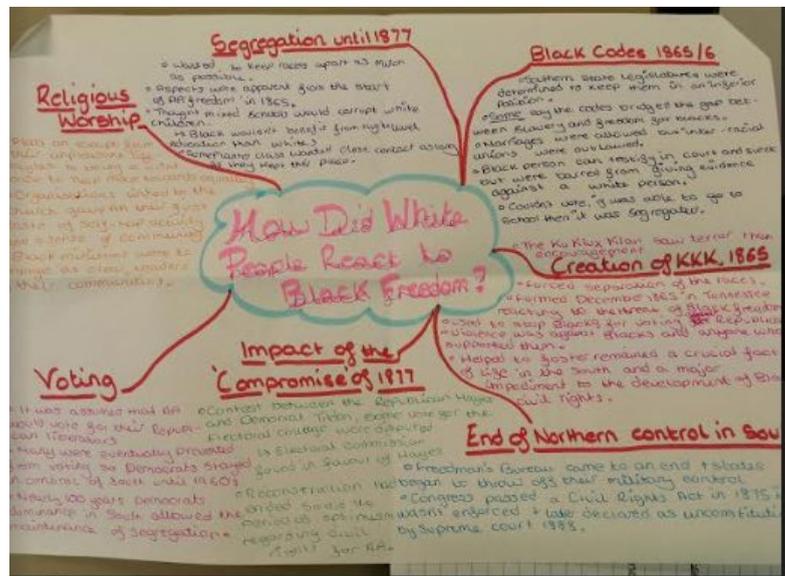




History

Sixth Form Curriculum

During year 12 and 13, many students chose to continue History into A-Level study. During sixth form, we cover: Civil Rights in the USA, 1865-1992. Through this unit we examine how far civil rights was achieved for African Americans, Native Americans, Women and Trade Unions and discuss whether they have achieved civil rights and equality today. We also study the Wars of the Roses from 1445-1509. This gives students an exciting opportunity to investigate what Medieval England was like, the politics of the time and how the fascinating Tudor dynasty laid its foundations. Finally, students also study international relations from 1885 to 1941. This overlaps with their GCSE content and allows them to examine international relations from other countries perspectives such as China, Japan and other countries on the European continent. Students must also complete a 4000-word independent coursework module on a subject of their choice within: Votes for Women in Britain, the Holocaust, The Russian Revolution, Vietnam, Wars of the Roses or International Relations.



To what extent did African Americans make progress in the following areas from 1865-77?	
<p>How far did black Americans gain political rights? Political</p> <p>Over 700,000 AA were now allowed to vote.</p> <p>- By 1865, civil rights were equal between the white and Black people.</p> <p>- Black representatives now had real political power - support from north (Republican).</p> <p>- However, real political power for Black men was limited as they were not elected in proportion to their numbers.</p>	<p>How far did the Freedmen's Bureau support black Americans in gaining equality? Social/Economic</p> <p>- Set up by federal government in March 1865.</p> <p>- Supported freed slaves in short term and security for long term.</p> <p>- Provided education for the AA children.</p> <p>- Supported financially.</p> <p>- Helped finding homes and employment.</p> <p>- Provided food, education and medical care.</p> <p>- Schools and hospitals were built.</p>
<p>How far did northern black Americans gain political rights? Political</p> <p>- Not many AA in the north (less than 5% of population in north).</p> <p>- However, some had their life transformed in the north.</p> <p>- In 1870s, 20 from House of Representatives and 2 from Senate.</p>	<p>How far did black Americans gain a better education and quality of life? Social/Economic</p> <p>- General Oliver Howard trained black lawyers, scientists and teachers.</p> <p>- However, only a small portion of AA could access this.</p> <p>- By 1890, 65% of AA school children were still unable to write compared to 15% white.</p>
<p>How far did black Americans gain land? Social/Economic</p> <p>- AA lacked in land.</p> <p>- There was a vision of 40 acres and a mule, but the idea was never properly implemented.</p>	<p>How far were black Americans free of fear in their daily lives? Social</p> <p>- Although educational opportunities were increasing they were still limited.</p> <p>- For many AA there seemed no escape from poverty and they only had a few civil rights.</p>

What are the HW Expectations?

Students are set a variety of homework during A-Level to build their skills such as creating revision resources, practising timelines, completing timed essays and researching content, interpretations and sources. Homework is set at least twice a week for students.



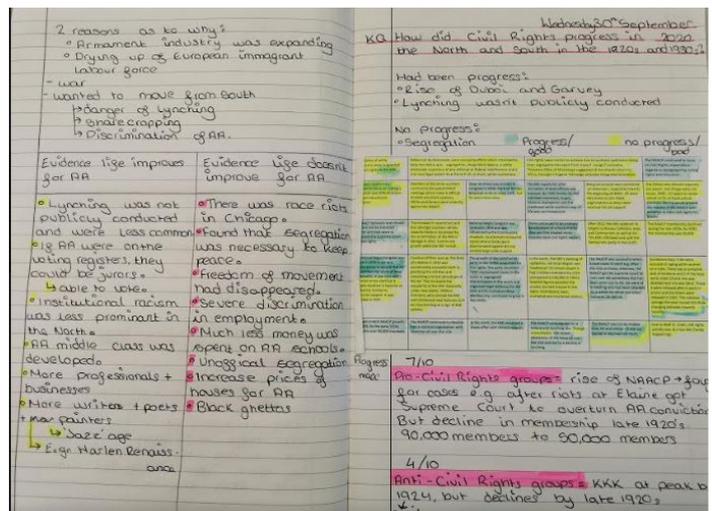
How will I be assessed?

Students sit three examinations to complete their A-Level and the deadline for coursework is February half term. The Civil Rights examination is 2 hours 30 minutes, the Wars of the Roses is 1hr30 and International Relations is 1 hour. In Civil Rights, students have to use their own knowledge to test the validity of the argument of two historians as well as answering two thematic questions where they have to compare progress over the 100 year period. In the Wars of the Roses paper, students have to use knowledge to test four different contemporary sources and answer 1 analytical question. On International relations, students have purely knowledge based examination questions. All of these skills are reused and retested to complete their coursework.

What equipment/books do I need to be successful?

We strongly recommend purchasing the textbooks for each unit:

- Y105- England 1445-1509: Lancastrians, Yorkists and Henry VII, Fellows and Littler
- Y319- My Revision Notes: Civil Rights in the USA: 1865-1992, Fellows and Wells
- Y319- OCR History A: Civil Rights in the USA 1865-1992, Paterson, Willoughby and Willoughby.



What other opportunities exist outside the classroom?

During A-Level History, students will be offered the chance to go to a University Library and receive training on how to find interpretations and sources in books and online archives. Students are also given the opportunity to attend lectures run by the University of Kent specialists in the academy. We aim to run an A-Level trip to the Tower of London this year.