

Lesson No	Topic & Objectives	Big Question – What will students learn?	Key Activities & Specialist Terminology (Do Now Task / Starter/Tasks/Plenary)	Planned Assessment	Homework or flipped learning resources DODDLE resources	Lit Num SMSC Codes
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Scheme of Work 2020-2021

Subject: History – America: Opportunity & Inequality, 1920-73

Year Group: Year 10

Specification: AQA – Paper 1 Topic

This SOW is to be delivered to year 11 between September 2020 – Dec 2020.

Exercise book resources – In their exercise books, students should have the following:

- Formative tracker (inside front cover – to be completed by the teacher or student when marking sheets are returned for feed forward)
- End of year target (inside front cover)
- RAG Learning Journey sheet (First page – opposite inside front cover – student will be directed to complete during lessons highlighted on the SOW. Also enables tracking of absence)
- Presidents of the USA (Inside back cover – for reference & revision)
- Specific information checker sheets, printed 2 per A4 (3 pages at the back of the book – for reference & revision)
- For each lesson, students should be directed to place an R,A or G at the top of the page to correlate with where they place their book in the exit boxes. This enables the teacher to review the students learning and understanding when marking the books.

Assessment

Formative and marked assessment is required at least every 2 weeks within the students books. This has been taken into consideration and the assessments that are compulsory are highlighted in blue. There is also an assessment tracking spreadsheet to go alongside this so all department classes can be tracked on their formative assessment raw marks. Other assessments are optional for the teacher to use with their classes if they have time or wish to do so.

As well as individual in class assessments there will an end of unit test which will consist of all 6 questions in a timed and unseen environment.

Home learning:

Students will be given the exam preparation booklet and all home learning will be to follow up on a particular topic and complete the information page and exam practice page. Each half term, the teacher should set a hand in date to review the follow up's that have taken place and highlight misconceptions. This should contribute towards developing better cognitive retention of the content as well as regular practice of the skill for this unit, leaving more time at the end of the year for revision of other topics.

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1	Unit 1: American people and the Boom – The Boom	How united were the United States at the beginning of the 20 th century?	<p>Key words: Constitution, Republican party, Democratic party, Bill of Rights, The Melting Pot</p> <p>Do Now: Identify any of the pictures, people, places or topics that we are going to look at in this unit of work.</p> <p>Do Now Extend: What other American people, events, organisations do you know about in the last 100 years?</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Glue in the completed map of the USA. Colour code each section to the relevant information on the information sheet. 2. Highlight on the information sheet any problems that America appear to have at the beginning of the century. 3. Match the information to the definition (eg political parties, bill of rights, independence, American flag) 4. Glue in the picture of the melting pot and watch the clip https://www.youtube.com/watch?v=5ZQL6XBo64M <p>What do you think the picture represents?</p> <ol style="list-style-type: none"> 5. Using page 10-11 of oxford textbook, annotate your picture with information about the first 	Q4 - Describe two problems facing America at the beginning of the 20 th century (4)		So3 C3 Sp10

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			<p>Americans.</p> <p>Challenge: Which group do you think were the happiest in the 1920's? why?</p> <p>Plenary: Discussion of exam question and criteria – Teacher questioning</p> <p>Reflection: Complete RAG sheet for lesson 1</p>			
2	Unit 1: American people and the Boom – The Boom	How did the First World War impact the USA?	<p>Key words: Consumer, mass production, billboards, cycle of prosperity</p> <p>Do Now: History 6 a day</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Keyword dingbats (timed 30 seconds) 2. Use the information sheets to find out about different countries power, industry and population before the war. 3. Decide which country you would invest your money in, in 1914 4. Use the information sheets to find out how these countries were impacted by the war <p>Challenge Task: A famous Russian, Trotsky, once said “war is the locomotive of history” what does that mean? Do you agree?</p> <p>5. How and why did the USA benefit from WW1 – Teacher led</p> <p>Plenary: Answer exam question</p> <p>Reflection: Complete RAG sheet for lesson 2</p>	Q4 – Describe two ways the First World War impacted America's economy. (4)	Homework Pack – The Boom	So3 C3
3	Unit 1: American people and the Boom – The Boom	How did the car industry impact the US economy?	<p>Key words: Henry Ford, mass production, production line, Hire purchase</p> <p>Do Now: Historical 6 a day</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. complete the information gathering sheet from the information about the impact of Ford and the 	Q5 – In what ways was America affected by the car industry in the 1920's? (8)	Homework Pack – Car Industry	So3 C3

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			<p>car industry from the clip and pictures (teacher led)</p> <p>Literacy – students to read out the information (be aware of SEND)</p> <p>2. Discuss the cycle of prosperity and annotate the ‘why questions’</p> <p>3. look at the graph showing registered passenger autos – What does this show about the impact of the car industry?</p> <p>4. What do the sources tell us about how prosperity linked with the car industry? Discussion of advertising and hire purchase</p> <p>Plenary: Keyword hangman</p> <p>Challenge - Define the keyword for a reward</p> <p>Reflection: Complete RAG sheet for lesson 3</p>			
4	Unit 1: American people and the Boom – The Boom	Why did America experience an economic boom in the 1920’s?	<p>Key words: share, stock, buying on the margin, investor</p> <p>Do Now: Historical 6 a day</p> <p>Activities:</p> <p>1. true or false specific detail task</p> <p>2. card sort in pairs – The reasons for an economic boom. Sort the cards into a diamond 9 on your table.</p> <p>Challenge: discuss if any of them link together?</p> <p>3. Complete the pyramid of importance to document the 9 factors that caused an economic boom.</p> <p>Challenge: Draw arrows on the outside of the boxes to show the links that you discussed as a pair.</p> <p>4. The rise of consumerism. Use the posters as stimulus for teacher questioning and then students complete the differentiated gap fill / explain task</p> <p>Plenary: Discuss exam question and write a ‘perfect judgement’</p>	Q6 - Which of the following reasons was the more important for the economic boom of the 1920s? (12 marks) <i>- Republican Policies</i> <i>- First World War</i>	Homework Pack – Republican Policies	So3 C3

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			Reflection: Complete RAG sheet for lesson 4			
5	Unit 1: American people and the Boom – The Boom	How was the American boom a flop?	<p>Key words: sharecropper, reservation, Native Americans, poverty, inequality</p> <p>Do Now: Historical 6 a day</p> <p>Activities:</p> <ol style="list-style-type: none"> keyword dingbats (30 seconds timed) recap evidence of an economic boom <p>Challenge: do you think this was experienced by all? If not, who didn't?</p> <ol style="list-style-type: none"> Complete a categorising thinking frame for the F.L.O.P – Watch the 2 clips on the ppt to begin and then use the information sheets to complete information finding Discuss requirements of Q5 in the exam <p>Plenary: Answer exam question</p> <p>Reflection: Complete RAG sheet for lesson 5</p>	Q5 - In what ways did the lives of Americans not change from the economic boom of the 1920's. Explain your answer (8 marks).	Homework Pack -Failures of the boom	So3 C3
6	Unit 1: American people and the Boom – Social and cultural change	How did entertainment and culture change in the 1920's?	<p>Key words: Roaring twenties, Jazz, Charlie Chaplin, Talkies, The Hays Code</p> <p>Do Now: Historical 6 a day</p> <p>Activities:</p> <ol style="list-style-type: none"> How would the economic boom impact entertainment and culture? NOTE TAKING SKILLS - Students to complete the notes table whilst going through the selection of information and clips – Differentiated notes sheet. <p>Challenge: who benefitted the most from these changes?</p> <ol style="list-style-type: none"> The impact of the radio <p>Challenge: which item changed America more – the car or the radio?</p>	Q1 – How does Interpretation A and B differ about their views on Jazz music? (4) Q2 – Why do they differ? (4)	Homework Pack – Entertainment and culture in the 1920's	So3 C3 Sp10

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			<p>4. How roaring were the twenties? Colour code the information to show evidence it was and evidence it wasn't</p> <p>Plenary: Discuss interpretations and exam skill</p> <p>Reflection: Complete RAG sheet for lesson 6</p>			
7	Unit 1: American people and the Boom – Social and cultural change	How far did life change for women in the 1920's?	<p>Key words: flapper, chaperone, divorce</p> <p>Do Now: Historical 6 a day</p> <p>Activities:</p> <ol style="list-style-type: none"> Spot the difference in the pictures of women Challenge: what might explain these differences? Literacy – as a class read the information about women before the war and after the war Explain the changes that occurred in women's lives after the First world War. Watch the clip from Chicago – what can you infer about the changes women's experienced in American society in the 1920's? Describe a 'flapper' <p>Challenge: do you think all women were flappers? Who would be? Who wouldn't be? Why?</p> <ol style="list-style-type: none"> Read through the information about women in the 1920's. Decide how much you think their lives had changed and illustrate this on the pie chart. Then fill each section with evidence to support change and no change. Limit this to ¼ pieces of evidence on each side. <p>Plenary: Write a judgement to 'did women's lives change in the 1920's? Or Blind judgement – all students close their eyes and hold their hand up for either 'change' or 'No change'. Teacher then remembers certain students and questions their judgement requiring deep explanation.</p>		Homework Pack -Women in the 1920's	So3 C3 Sp10

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			Reflection: Complete RAG sheet for lesson 7			
8	Unit 1: American people and the Boom – Divided Society	Why did the USA introduce prohibition?	<p>Key words: prohibition, speakeasy, bootlegger, moonshine, Saloon</p> <p>Do Now: Historical 6 a day</p> <p>Activities:</p> <ol style="list-style-type: none"> Spin the wheel recap challenge – whiteboards – teacher to question How would you react if the government decided to make all fizzy drinks illegal tomorrow? Encourage debate <p>Challenge: do you know how this links to America?</p> <ol style="list-style-type: none"> Explain what prohibition was What does wets V dries mean? Question and then reveal the definitions for students to copy Read through the causes of prohibition and categorise them – there will need to be the definition of Xenophobia explained. <p>Challenge: what was the most important cause of prohibition?</p> <ol style="list-style-type: none"> Paired task – each pair has a source to look at and understand. Teacher to circulate and have discussions about the source. <p>Plenary: Discuss exam question and write a judgement</p> <p>Reflection: Complete RAG sheet for lesson 8</p>	<p>Q4 – Describe two causes of prohibition (4) OR Q6 – Which of the following was the most important reason why prohibition was introduced in America (12)</p> <ul style="list-style-type: none"> - Campaign groups <p>Xenophobia</p>	Homework Pack -Reasons for prohibition	So3 C3
9	Unit 1: American people and the Boom –	What does the St Valentines day massacre reveal about prohibition?	<p>Key words: organised crime, Al Capone, gangster, racketeering</p> <p>Do Now: The year is 1929 and there has been a murder, how might this link to prohibition?</p>	<p>Q6 – Which of the following was the most important reason why prohibition failed? (12)</p> <ul style="list-style-type: none"> - Organised crime <p>Failures to enforce</p>	Homework Pack – Failures of prohibition	So3 C3 Sp10

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	Divided Society		<p>Activities:</p> <ol style="list-style-type: none"> Who was Al Capone? Watch the horrible histories clip and explain who Al Capone was, what he controlled and why he did not get caught. Back to our murder - Watch the clip of the Massacre – why might this explain why prohibition was ‘repealed in 1933? – explanation of the word repeal Use the information pack to complete the thinking frame about the massacre <p>Challenge: what does this show about the success or failure of prohibition?</p> <ol style="list-style-type: none"> Why did prohibition fail? Summarise the reasons why it failed. <p>Challenge: What was the main reason why it failed?</p> <p>Plenary: Colour code the sheet into success/failure</p> <p>Reflection: Complete RAG sheet for lesson 9</p>			
10	Unit 1: American people and the Boom – Divided Society	was America a ‘land of opportunity’ for everyone?	<p>Key words: pull factor, push factor, immigration, persecution, ‘open door’</p> <p>Do Now: True/false recap</p> <p>Activities:</p> <ol style="list-style-type: none"> Teacher to explain the ‘open door policy’ and to define push and pull factors Students colour code push and pull factors for immigration to America define the ‘new immigrant’ What was the immigrant experience? Class task. Each student is given one section to complete. They must then move around and find someone to help them with the other 3 sections. Cartoon – the open door begins to close Glue in the government action sheet and discuss <p>Challenge: What does this show about attitudes towards immigration the 1920’s?</p>	<p>Q1 & 2 Discussion – How and why do Interpretation A and B differ about immigrant experiences in the 1920’s? (4)</p> <p>AND</p> <p>Q4 – Describe two problems faced by immigrants in the 1920s (4)</p>	Homework Pack - Immigration in the 1920’s	So3 C3

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			<p>Plenary: Exam question</p> <p>Reflection: Complete RAG sheet for lesson 10</p>			
11	<p>Unit 1: American people and the Boom – Divided Society</p>	<p>Were the 1920's Boom or Bust for African American's?</p>	<p>Key words: lynch, segregation, Jim Crow, Ku Klux Klan, supremacy</p> <p>Do Now: Historical 6 a day</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Teacher led discussion - Was the experience the same for all Black Americans?. Highlighting differences between the south and North (NY).What does Josephine Baker's quote tell us about the experiences of African American's and the state of America? 2. listen to Billie Holiday – Strange Fruit – What is happening? What is being described? What does this suggest about 1920's America? Discussion of Lynching as KKK tactic 3. Watch the clip and answer the questions about the Jim Crow Laws 4. Find evidence that 'Separate was not equal' in Jim Crow America <p>Challenge: How did these laws prevent progress for African Americans?</p> <p>5. Change or continuity for African Americans in the 1920's? Colour code the specific information sheet.</p> <p>Plenary: Discussion of he interpretations and why they differ (location/context)</p> <p>Reflection: Complete RAG sheet for lesson 11</p>	<p>Q5 – In what ways did African Americans experience a boom in 1920's America? (8)</p> <p>Or</p> <p>Discussion of Q1/2 How and why do the interpretations differ about the lives of African American's? (4)</p>	<p>Homework Pack – African American's in the 1920's</p>	<p>So3</p> <p>C3</p>

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12	Unit 1: American people and the Boom – Divided Society	What was the Red Scare?	<p>Key words: communism, trade union, anarchist, Palmer raids</p> <p>Do Now: Historical 6 a day</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Chewing Gum Scenario discussion 2. Watch what is communism clip? 3. Colour code features of capitalism and communism <p>Challenge: Why would working class Americans and Middle class Americans (like Ford) dislike communism?</p> <ol style="list-style-type: none"> 4. Watch the clip and answer the questions about what the Red Scare was, what caused it and its impact. 5. Read through the facts and plot the fear it would have caused on the graph. <p>Challenge: Describe what your graph shows. Why did fear escalate?</p> <ol style="list-style-type: none"> 6. Explain what the palmer raids were. <p>Plenary: How do the images link to what we have learnt so far?</p> <p>Reflection: Complete RAG sheet for lesson 12</p>			So3 C3
13	Unit 1: American people and the Boom – Divided Society	What was the significance of the Sacco and Vanzetti case?	<p>Key words: Sacco, Vanzetti, Jury, Justice, Death sentence</p> <p>Do Now: Blockbuster challenge recall</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Watch the clip and answer the questions about the case <p>Challenge: what does this show about 1920's America?</p> <ol style="list-style-type: none"> 2. Literacy – class reading of the chronology sheet and discussion about what happened. 	Q5 – In what ways did the Red Scare affect America in the 1920's? (8)	Homework Pack – 1920's Red Scare	So3 C3

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			<p>3. Complete the sketch chronology to remember the key facts of the case. Challenge: was the result of the trial fair? 4. What do the sources show about the case? Do they prove their innocence? 5. What does this show about America?</p> <p>Plenary: Discussion of the question and write one paragraph as a class.</p> <p>Reflection: Complete RAG sheet for lesson 13</p>			
14		Assessment	55 Minute Assessment Q1-6 based on unit 1	End of unit assessment	Hand in Homework pack for marking.	So3 C3
15		Feedback	<p>Teacher to mark Q4-6 AND students complete standard feed forward tasks</p> <p>Peer and Self Assessment of Q1-3, discussed as a class with example answers and understanding of the mark scheme.</p> <p>Students to then complete the review sheet of Q1-6 to calculate overall grade for assessment.</p>			
16	Unit 2: Bust, American’s experiences of the Depression and New Deal – American Society during the Depression	What happened to the stock market in the 1920’s?	<p>Key words: overproduction, Black Thursday, bankrupt, Wall Street</p> <p>Do Now: Historical 6 a day</p> <p>Activities:</p> <ol style="list-style-type: none"> Teacher led discussion – what is the stock market and how did it work? How did this help the economic boom? (points in notes sections – must discuss buying on margin) MA classes only – What does the cartoon suggest about the American Boom? 	Q4- Describe two causes of the Wall Street crash in 1929 (4)	Homework Pack – Causes of the Depression	So3 C3

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			<p>3. Watch the clip and answer the questions about the crash 4. what does the image suggest about the impact of the crash? 5. Colour code the causes and effects Challenge : What was the most important cause? Why? Challenge: What was the biggest impact? Why? 6. Optional – answer exam question</p> <p>Plenary: Recall pyramid</p> <p>Reflection: Complete RAG sheet for lesson 16</p>			
17	Unit 2: Bust, American’s experiences of the Depression and New Deal – American Society during the Depression	How did the Great depression impact America?	<p>Key words: Great Depression, under consumption,</p> <p>Do Now: Historical 6 a day</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Work out the keyword from the clues 2. Discuss the cycle of depression and glue in the diagram 3. Watch the clip and answer the questions about the impact of the depression 4. Paired task – one person looks at the countryside and one person looks at the cities and completes their section of the history graffiti sheet. Students then need to verbally teach their partner about their section. <p>Challenge: Which area suffered the most? Why?</p> <p>Plenary: Discuss interpretations how and why they are different.</p> <p>Reflection: Complete RAG sheet for lesson 17</p>	<p>Q1/2/– Discuss Impact of the Wall Street Crash on American people.</p> <p>Q5 – In what ways did the Great Depression affect the lives of American people? (8)</p>	Homework Pack – Effects of the Depression	So3 C3