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| Year 10 | **Topic:** America, 1920–1973: Opportunity and inequality  **Period:** Autumn 1 |
| **Overview of topic:**  This period study focuses on the development of the USA during a turbulent half century of change. It was a period of opportunity and inequality – when some Americans lived the 'American Dream' whilst others grappled with the nightmare of poverty, discrimination and prejudice. Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in bringing about change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them. | |
| **Key** **knowledge:**  Part one: American people and the 'Boom'  Part two: Bust – Americans' experiences of the Depression and New Deal  Part three: Post-war America  **Key vocabulary:**   |  |  | | --- | --- | | **Tier 2** | **Tier 3** | | Economy  Federal  State  Civil Rights | Advertising  Boom  Bust  Civil Rights  Consumer goods  Economic depression  Emancipation  Immigration  Prohibition  Racism  Red Scare  Segregation  Shares  Socialism  Stock market  Stocks  Teenagers | | **Key skills:**  Second order historical concepts include continuity, change, cause, consequence, significance, similarity and difference.  Source skills include inference and utility.  ***Know how to…***  Answer exam questions based on the AQA assessment objectives:   * AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied. * AO2: explain and analyse historical events and periods studied using second-order historical concepts. * AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. * AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. Second order historical concepts include continuity, change, cause, consequence, significance, similarity and difference. The exam boards and Ofqual are working together to determine the marking expect |
| **Co-curricular opportunities: *(ASPIRE Day, Careers, clubs, competitions etc)*** | **Key reading skills taught *(clarify, question, summarise, predict)* and key texts:**  **Skimming**  **Scanning**  **Reading for gist**  **Highlighting**  **Reading aloud**  Please see Historical Association reading list. |
| **How can I use this information at home?**   * Conversation starters with your children to discuss their learning * Support your child in carrying out independent research around the topic * Visit your local library (or BorrowBox), museums, or other locations to explore the topic * Promote books/other texts that explore this topic (see reading section) * Help your child to learn the key vocabulary | |