

Scheme of work

AS/A-level History 7041/7042

The Birth of the USA, 1760–1801, 2G

Introduction

To help teachers in planning a course of study for the new A level qualification, a possible scheme of work is provided below. This is purely illustrative of one way in which this course might be delivered and it is not intended to be in any way prescriptive. Teachers will need to develop schemes which suit the arrangements and time allocations of their own schools and college. Teaching arrangements and approaches are likely to differ between institutions. Provided the content as given in the Specification is covered, any sensible approach is legitimate.

Assumed coverage

The scheme of work which follows is based on two teaching years of 30 weeks per year. It assumes students will receive 2–2.5 hours per week for each of their A-level components and that 6 weeks in each year will be devoted to the NEA.

Scheme of work

HISTORY: The Birth of the USA, 1760–1801

Component 2 Depth Study (Teacher 2)

Teach alongside: Component 1 Breadth Study (Teacher 1) and Component 3 NEA (Teacher 1 and/or 2)

Note that whole course may be delivered by a single teacher

General Introduction (Component 2)

Learning Objectives AO1 and AO2

Time taken	Component-specific skills	Specific Guidance	Learning activities	Differentiation and extension	Resources
30 weeks for Part 1 (The remaining 6 weeks of the school /college year to be spent on NEA Component 3)	1. Students are expected to develop an understanding of the process of change and continuity through the study of the interrelationship of a variety of perspectives.	Students should be aware that each depth study has an introductory commentary setting out the focus of the study and the key concepts that apply to it. There is a close interrelationship between the commentary and the content that follows.	Students will need to appreciate the complexity of the historical process through a detailed focus on the period of this depth study. To demonstrate depth of historical knowledge and understanding, students should be able to make links and comparisons between the aspects of the period studied. It is therefore important that the content should be studied both in its own right and holistically so that links and contrasts are rooted in secure knowledge and understanding.	Students should be encouraged to study the course content in relation to the key concepts and issues, as set out in the introductory commentary, using, as appropriate, a variety of primary source material as well as academic reference books Students' understanding of concepts and perspectives should be regularly assessed.	Students should have the opportunity to consult primary sources and academic books whenever possible. Class textbooks, guided reading and worksheets, access to suitable internet sites, on-line journals, podcasts, stimulating lectures, power point presentations and other sources of information will all be valuable.

	<p>2. Students will need to be able to evaluate, with reference to provenance and content, how primary sources contribute to historical understanding.</p> <p>3. Students will be required to write analytical essays showing judgement about the issues and developments they have studied.</p>	<p>Part 1 of this SOW is suitable for both AS and A-level students. Please refer to the Specification for the different types of AS and A-level questions.</p>	<p>The suggested learning activities below are intended to develop the required skills but are neither exhaustive nor exclusive. They are intended as <i>suggestions only</i> from which teachers might select. It is not expected that teachers would have time to cover <i>all</i> of these activities.</p>		<p>Note that students will need to practise exam-style questions throughout the course.</p> <p>Both AS and A-level practice questions can be found on the AQA website and it is recommended that either a source evaluation or essay question is set every 2 weeks throughout the 30 weeks of each part of the course.</p>
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Learning Objectives AO1 and AO2

The Birth of the USA, 1760–1801

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
PART ONE THE ORIGINS OF THE AMERICAN REVOLUTION, 1760–1776; Section 1: Britain and the American Colonies, 1760–1763					
Week 1	Britain and North America in 1760	British attitudes towards the colonies	<p>PowerPoint introduction and overview of period.</p> <p>Consider the state of North America in mid-18th century. Using a map consider:</p> <ul style="list-style-type: none"> • geography • problems of rule • economic issues • impact of Indian nations. <p>Compile some key statistics; make a pie chart to represent the ethnic structure of North America; create a diagram to illustrate the key locations of rivers, fortresses, major ports.</p> <p>Consider British attitudes in 1760.</p>	<p>Create a chart of the value and drawbacks of British possessions in North America.</p> <p>Examine the concept of mercantilism: debate value of this philosophy.</p>	<p>Map of North America in mid-18th century.</p> <p>Guided worksheets and reference material for reading.</p> <p>PowerPoint.</p>

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Week 2		The politics of Empire	<p>Consider aims and objectives of main British figures: George III; Pitt and Newcastle; Bute.</p> <p>Draw up a table outlining their attitudes to North America, identifying points of agreement and division.</p> <p>Identify the British Empire on world map.</p> <p>Consider British attitudes to Empire.</p>	<p>Understanding the importance of various factors in sustaining Empire (navy, army, finance etc).</p> <p>Appreciation of drawbacks of maintaining an Empire.</p>	<p>Compilations of stimulus material relating to British attitudes towards the colonies.</p> <p>Ensure a variety of provenance to introduce skills of evaluation relating to provenance as well as content.</p>
Week 3		Rivalries with France	<p>Students might plot the main French settlements on a map.</p> <p>Consider the impact of the French and Indian Wars by creating map showing major conflicts (eg Quebec) and changes in territorial possessions between 1754 and 1760.</p> <p>Consider potential points of conflict between France and Britain</p> <p>Outline pre-1760 course of North American conflict from French viewpoint.</p>	<p>Debate on the enormity of problems facing France by 1760.</p>	<p>Map of North America in mid-18th century.</p> <p>Guided reading.</p> <p>Contemporary accounts.</p>

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Week 4	The Thirteen Colonies	Social, economic and political characteristics	<p>Examine documents from colonial writers, c1760.</p> <p>Working in pairs, identify different attitudes towards:</p> <ul style="list-style-type: none"> • farming • trapping • trade • taxation • politics • the local assemblies. <p>Identify and comment on the key social, economic of political characteristics of the Colonies.</p>	Consideration of extent/impact of progressive political thinking.	Guided reading and worksheets; source material including statistics, pie charts, graphs.

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Week 5		Divisions and rivalries within the colonies	<p>Examine different colonial regions within North America:</p> <ul style="list-style-type: none"> • New England • New York • central colonies • the South. <p>Look at rivalries between different economic/social groups:</p> <ul style="list-style-type: none"> • merchants vs. farmers • farmers vs. plantation owners • North vs. South. <p>From texts and primary sources, consider the relations between these areas and Canada (apart from warfare) c1760.</p>	Encourage students to debate which colony was dominant at this time; Massachusetts or New York.	<p>Guided reading on colonial attitudes and opinions.</p> <p>Use of primary accounts.</p>
Week 6	The price of victory	The outcome of the French and Indian wars and the Seven Years War.	<p>Research the successful outcome of the wars.</p> <p>Students might consider attitudes within Britain to the peace negotiations (Pitt/Newcastle vs. Bute/George III).</p> <p>Draft a chart of the main provisions of the peace settlement affecting Canada and North America as a whole (including W Indies).</p>	<p>Debate whether Britain actually won the Seven Years War/French and Indian Wars in practical terms.</p> <p>This could be followed by an essay exercise.</p>	<p>Examine conflicting opinions from academic History books</p> <p>Consider essay writing skills.</p> <p>Contemporary sources.</p>

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Week 7		The impact on relations between Britain and the colonists	<p>Examine primary sources to analyse the impact of both war and the subsequent peace on Anglo-colonial relations.</p> <p>In groups, analyse the response of different colonial areas/groupings to aspects of the settlement.</p> <p>Draw a pie-chart to indicate the importance of different issues.</p>	For class debate: who gained from the peace settlement? Who lost?	<p>Sources linking to 1763 peace settlement.</p> <p>Use two conflicting sources and consider which provides the more convincing interpretation of the outcome of the peace settlement.</p>
Week 8	The dream of westward expansion	The expectations of the colonists	<p>Create a map to indicate the main desired thrust of westward expansion by colonists.</p> <p>Analyse the attitudes of other interest groups; eg: Indians, French Canadians.</p> <p>Examine the impact of Indian uprisings under Chief Pontiac in 1763.</p> <p>Consider the effect this might have had on the expectations of the colonists.</p>	Debate: What was the main threat to American colonists c1763; Native Indians, French Canadians or the British?	<p>Map of North America.</p> <p>Reading and sources to illustrate attitudes and policies of different groups.</p> <p>Guided reading for 'stretch' activity.</p>

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Week 9		Exploiting the territories acquired from French Canada	<p>Explore the nature of British rule in Canada:</p> <ul style="list-style-type: none"> • type of government established • effective extent of British authority • continued French influence. <p>Read primary accounts from various viewpoints and, in groups, list the advantages and disadvantages of the official end of French rule.</p> <p>Consider the benefits of newly acquired territory.</p>	Using maps, examine those areas of former French territory now open to colonial development and penetration.	Guided reading and sources for evaluation
Week 10	Overview	Review of Section 1	<p>Use source material to consider the attitudes of various interested parties to the outcome of the war.</p> <p>Contrast these with hopes and fears before negotiations began.</p> <p>Create a three column chart to illustrate the feelings and aspirations of: American colonists; Indians; and British politicians by late 1763.</p>	Consider the view that: ‘the 1763 settlement was a truce rather than a lasting resolution of the North American situation.’	<p>Examine essay-writing and sourcework skills.</p> <p>Guided reading</p> <p>Primary source material.</p>

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PART ONE: THE ORIGINS OF THE AMERICAN REVOLUTION, 1760–1776; Section 2: Enforcing the Colonial Relationship, 1763–1774					
Week 11	British legislation and policies towards the colonies	The Proclamation of 1763	<p>Create a chart showing British legislation in 1763 to 1764, outlining British objectives and the impact on the colonies.</p> <p>Use PowerPoint/clips and source extracts to examine reasons for and the aftermath of the Proclamation of 1763.</p> <p>Source study on the rationale behind the Sugar Act.</p>	<p>Debate: British policy versus colonial attitudes over the idea of westwards expansion.</p>	<p>Statistics on impact of individual legislation.</p> <p>Source material on individual legislation.</p>
Week 12		The Stamp Act	<p>Survey of the British assessment of the situation by 1765 (pre-Stamp Act) and reasons for the introduction of the Act.</p> <p>Students could compare different accounts of events</p> <p>Create a chart showing changed British attitudes before/after the emergence of anti-Stamp Act violence.</p>	<p>Debate: British reasons for Stamp Act, contrasted with colonial response.</p> <p>Encourage thinking about the logic behind repeal and the passage of the Declaratory Act.</p>	<p>Guided reading to enhance understanding of emotive impact of Stamp Act on both sides of the Atlantic.</p>

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Week 13		The Townshend Acts	<p>Create a chart of the various measures included in the Townshend Acts, identifying the ones likely to stimulate greatest resentment in the colonies.</p> <p>Consider/evaluate speeches advanced in Britain for and against revived customs duties.</p>	<p>Understanding the attitude of British government towards administering colonial possessions.</p> <p>Assess the impact of these measures on different parts of North America.</p>	<p>Copies of contemporary sources on various Duties.</p> <p>Guided reading</p> <p>PowerPoint revision of British legislation in the 1760s.</p>
Week 14	The reaction of the colonists.	The attitude of the colonial elites	<p>Examine the structure of the colonial hierarchy in the various colonies.</p> <p>Consider the reaction of various group and colonies to increased taxation.</p> <p>Create a diagram to illustrate the advantages/disadvantages of both the Loyalist and Rebel positions.</p>	<p>Debate: 'The future of North America would best be served by separation from Britain.'</p>	<p>Sources for evaluation and guided reading for additional research</p>

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Week 15	The reaction of the colonists	Pressure and reform movements from below	<p>Study contemporary writings of leading colonial figures. Create a table to record views of figures in different areas of the North American colonies.</p> <p>Debate the extent to which violence could be seen as an appropriate response to colonial problems.</p> <p>Compare the response from below with that of the colonial elites.</p>	<p>Ask students to present views of the different social groups in the colonies.</p> <p>Student activities in compiling overview chart and discussion of attitudes towards changes.</p>	Collating evidence from guided reading and sources.
Week 16		Pressure and reform movements from below	<p>Examine differing accounts of the Boston Massacre of 1770.</p> <p>Prepare a timeline outlining developments from the passage of the Townshend Duties to the outbreak of violence in Boston.</p> <p>Consider the possible impact of a new British Prime Minister (Lord North) early in 1770.</p>	Debate over responsibility for the 'Massacre': British government/army or American colonists?	Guided research, using primary sources where available, on both Lord North's background and the 'Massacre'.

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Week 17		Pressure and reform movements from below	<p>Examine views of leading colonists on the Boston Massacre (ie, Sam Adams, Thomas Jefferson, Benjamin Franklyn).</p> <p>Examine extracts from speeches, thus practising source analysis.</p> <p>Share ideas of possible responses that colonists in Boston (and elsewhere) might consider.</p> <p>Examine the Gaspee Incident of 1772</p>	<p>Understanding the growing conflict between pro-British and mercantile interests on the one hand, and growing passion for independence on the other.</p> <p>Prepare arguments for both sides.</p>	<p>Use of primary sources, especially colonial sentiments both in Boston and the wider colonies.</p> <p>Guided reading.</p>
Week 18	Escalating tensions	The Boston Tea Party	<p>Create a chart to illustrate the implications for different colonial groups following the proposed entry of cheap tea into Boston.</p> <p>Consider the attitudes of the leading participants; this might involve internet search.</p> <p>Summarise the key events of the Boston Tea Party.</p>	<p>Debate: who won and who lost from the Boston Tea Party?</p> <p>Use sources of varying complexity for evaluation of impact.</p>	<p>Guided reading on counter-revolution and war.</p> <p>Sources demonstrating colonial and British positions.</p>

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Week 19		The 'Intolerable' Five Acts	<p>Analyse the implications of the different pieces of legislation.</p> <p>Create a chart showing the positive and negative effects of each measure on different groups, both inside the colonies and beyond.</p> <p>Students might hold a discussion about which Act constituted greatest insult to/had greatest impact on colonists.</p>	<p>Debate: 'The measures were fully justified by the circumstances.'</p> <p>OR: 'The impact of the measures was likely to be far less than agitators suggested.'</p>	<p>Written sources with contrasting views could be analysed and compared.</p> <p>Guided reading.</p>
Week 20		The organisation of colonial opposition in Massachusetts	<p>Read contemporary writings of main agitators. Source exercise: comparing different colonial views of possible action.</p> <p>Prepare charts outlining possible courses of action.</p> <p>Consider the positive and negatives for proposed action.</p>	<p>Debate: 'violence or negotiation: the best way forward?'</p> <p>Assess prospects of further violence: colonial resources and prospects vs British strengths and weaknesses</p> <p>Student-led assessment of state of both sides, c.mid-1774.</p>	<p>Sources including arguments for/against further action.</p> <p>Guided reading of academic historians</p>

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PART ONE: THE ORIGINS OF THE AMERICAN REVOLUTION, 1760–1776; Section 3: Ending the Colonial Relationship, 1774–1776					
Week 21	The hardening of colonial opposition	The First Continental Congress	<p>Examine the writings of various participants.</p> <p>Compare the views of the same individuals before and after the Congress.</p> <p>Prepare a chart of main objectives of the Congress.</p> <p>Debate the response of various British figures:</p> <ul style="list-style-type: none"> • King • PM • individual MPs • merchants to summoning of the Congress and the production of the Olive Branch Petition. 	Debate: 'Events in the colonies meant that warfare was now inevitable.'	Sources relating to motives/aims of the leading Congress participants.
Week 22		The creation of new state constitutions	<p>Examine, from texts and original sources, attitudes in North America towards the prospect of increased self-government.</p> <p>Create a wall poster to show the order and rationale of the new state constitutions.</p>	Compare the extent of anti-British sentiment in different areas of the thirteen Colonies.	Sources for evaluation and guided reading.

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Week 23	The ideology of revolution	Paine's Common Sense	<p>Consider the background of Paine: his origins; early working life; his political views etc.</p> <p>Create a spider diagram to show the main arguments advanced in Common Sense.</p>	<p>Discuss the extent of Paine's impact; prepare arguments for and against from view point of colonists.</p>	<p>Copies of Common Sense.</p> <p>Compare with other 'liberal documents of the same period.</p>
Week 24		The influence of ideas on colonial leaders such as Samuel Adams and Thomas Jefferson	<p>Research, in groups or as a whole, the backgrounds of leading figures, demonstrating how their views had changed over time.</p> <p>Prepare a table contrasting:</p> <ul style="list-style-type: none"> those leaders who wanted independence those who preferred to work within the existing system those whose views were not yet fully precise. <p>Consider how far liberal ideas influence the likes of Adams and Jefferson.</p>	<p>Opportunities for further differentiated research, working in pairs, to find out more about the views of those who were, or were now to emerge as, leading figures in the colonial revolution.</p> <p>Draw posters urging colonists to support different positions.</p>	<p>Guidance for reading/ research</p> <p>Materials for illustrated presentations.</p> <p>Contemporary sources, particularly from Adams and Jefferson.</p>

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Week 25		Divisions between loyalists and rebels	<p>Recap on Loyalist beliefs (see week 14).</p> <p>Consider factors weakening Loyalists.</p> <p>Research individual leaders and members.</p> <p>Examine and contrast sources from Loyalist writers.</p> <p>Consider division between loyalists and rebel: how inevitable was conflict?</p>	<p>Debate: How easy would life as a Loyalist be? What arguments might sway opinion in these critical times?</p>	<p>Loyalist writings (letters, diaries, memoirs, arguments against independence).</p> <p>Guided reading.</p>
Week 26	The escalation of conflict	British actions to maintain control including: the Quebec Act.	<p>Look in detail at the situation in Canada; examine religious, patriotic and mercantile pressures on the British government to satisfy French/Canadian sentiments.</p> <p>Consider the nature and terms of the Quebec Act.</p> <p>Draw a chart to contrast the impact of the Quebec Act on Canadian and American colonists.</p>	<p>Understanding link between concessions and increased tension.</p> <p>Students might answer an essay on the causes and consequences of the Quebec Act.</p>	<p>Guided reading using primary sources and reference books.</p>

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Week 27		British actions to maintain control including, the assertion of military control under General Gage.	Examine Gage's background and his broad attitude towards the concept of colonial conflict. Draw up comparative arguments of soldiers: the views of those advocating conflict contrasted with the views of those with some sympathy for the colonial position.	Debate on the prospects for British victory in the impending conflict.	Maps showing spread of British military strength in North America. Guided reading.
Week 28		Colonial militias and the outbreak of hostilities in 1775.	Research the structure and organisation of militia groups. Draw up a table to illustrate the comparative positions of militia members, contrasting enthusiasts and pessimists. Research the Lexington and Concord campaign.	Debate: who won Bunker Hill? Research the dangers of military deployment in extensive, rugged territory.	Map construction showing locations of Lexington, Concord, Boston, etc.
Week 29	The Declaration of Independence	Its political origins and its impact on the revolutionary cause	Create a chart to show the attitudes of the main colonial leaders prominent in Philadelphia in 1776. Make a chart of the main proposals by Jefferson and amendments made by the Congress. Examine military developments in 1776, to identify those that influenced the Declaration, and those that were influenced by it.	Debate: which was more important in 1776; the pen or the sword (students to compare the impact of the Declaration with the progress made by militias)	Information sheets and guided reading Primary sources, e.g. Declaration of Independence, loyalist criticisms, etc

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Week 30	Overview	Holistic appraisal of Part One	<p>Look back at material in this Part and create:</p> <ul style="list-style-type: none"> • a timeline and glossary for each of the three sections of content • some could create a summative wall poster. <p>Consider the influence of key figures across the period, eg:</p> <ul style="list-style-type: none"> • George III • Grenville • Lord North • Sam Adams • other colonial agitators. (Could hold balloon debate to determine the most influential). <p>Consider differing perspectives: political; economic and social; military.</p> <p>Collect several sources to show how each area developed and changed during the course of the revolution (also note what stayed the same)</p> <p>As a class, reflect, ‘What have we learnt?’</p> <p>Consider events and developments from different perspectives, eg political or social and economic. Look at the introductory paragraph for this option and reflect on the key issues and concepts of this study.</p>	<p>Debate: what were the key turning points in the development of colonial protest?</p> <p>Further opportunities for evaluation of primary source material.</p>	<p>Notes and materials from Part One of this course.</p> <p>Further source material which could be assembled by students.</p> <p>Practice exam-style questions.</p>

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PART TWO: ESTABLISHING THE NATION, 1776–1801; Section 1: The War of Independence, 1776–1783 (A-level only)					
Week 1	The balance of military power in 1776	The strengths and weaknesses of Britain's military position.	<p>PowerPoint introduction and overview of the situation by the start of 1776.</p> <p>Construct a chart to indicate the main strengths and weaknesses of British forces in North America; differentiate between army and navy.</p> <p>Create a large diagram to illustrate the structure of British military command in North America.</p>	<p>Split into groups and research careers, skills and background of different British commanders.</p> <p>Debate: 'The British military position in 1776 was such that victory was impossible.'</p>	<p>Primary and secondary written sources to build a picture of the balance of military power in 1776.</p> <p>Map of North America in c1776 showing the broad balance of resources.</p>
Week 2		The strengths and limitations of the revolutionary forces.	<p>Examine the early career; qualities; political outlook; of George Washington.</p> <p>Look at the structure of the Continental Army and outline its main strengths and weaknesses by the end of 1776.</p> <p>List the main American commanders, outlining their main strengths and weaknesses.</p>	<p>Understanding the nature of the Continental Army, with awareness of main strengths and weaknesses.</p> <p>Draft a chart comparing the strengths and weaknesses of British and American forces.</p>	<p>Compilations of stimulus material relating to the principles and ideas of George Washington.</p>

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Week 3		Geographical factors	<p>Use maps to familiarise students with the main areas of conflict in North America, examining the strategic significance of various towns and fortresses.</p> <p>Students and research in pairs or small groups and give presentations on key geographical considerations:</p> <ul style="list-style-type: none"> • weather • terrain • distances (both internal and between colonies and Britain). 	<p>Students might research, in groups, military campaigns in North America during 1776, comparing with campaigns in Europe during the Seven Years' War.</p> <p>Produce charts to indicate similarities and differences.</p>	<p>Student presentations with:</p> <ul style="list-style-type: none"> • PowerPoint illustrations • handout of key geographical factors • at least one source illustrating problems caused by one or more geographical feature.
Week 4	The international context	The part played by France, diplomacy and sea power.	<p>Comparison of British and French strengths in 1763 and 1777. Students chart major shifts, and the reasons for these.</p> <p>Consider points of similarity and difference between American colonies and France.</p> <p>Discuss the importance of diplomacy and trace the course of Franco-colonial diplomacy in opening stages of Revolutionary War.</p> <p>Consider the role of Franklyn.</p>	<p>Consideration of the extent and impact of French intervention.</p> <p>Examine different means of intervention.</p>	<p>Source material: French accounts of the American situation, preferably reflecting pro and anti-interventionist sentiment.</p>

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Week 5		The part played by sea power; France, diplomacy and the part played by Spain.	<p>Examine the concept of British naval supremacy; students research and chart the nature of any changes in British naval supremacy to 1777.</p> <p>Look at statistics and other primary material to illustrate the extent of French naval power, analysing reasons for improvement before 1777.</p> <p>Research the Spanish situation:</p> <ul style="list-style-type: none"> • nature of their economy • relations with France • relations with Britain • relations with the American colonies • overall value of Spanish intervention. 	<p>Encourage students to debate the comparative strength of British and French navies by 1777.</p> <p>Examine the broader aspects of international intervention, ie the role and impact of the Armed Neutrality.</p>	Guided reading and worksheets; source material including statistics, pie charts and graphs.
Week 6	The conduct of the war	American political leadership; the revolutionary armies.	<p>Examine the attitude of congress, particularly its ambitions and its relationship with George Washington.</p> <p>Consider the revolutionary armies' conduct during the war: how well were they led?</p>	<p>Consider the impact of American leaders on the structure and morale of American forces.</p> <p>Examine primary sources from American leaders.</p>	Guided reading on views of leading American rebels.

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Week 7		George Washington as military leader.	<p>Research Washington</p> <ul style="list-style-type: none"> • early career • his role as a military leader • as a colonial political figure. <p>Examine the positive and negative aspects of Washington's military leadership.</p>	<p>For class debate: was Washington a successful leader of the Continental Army?</p> <p>Analyse Washington's relations with other American commanders.</p>	<p>Sources from the early writings of Washington.</p> <p>Use two conflicting sources and consider which provides the more convincing interpretation of Washington's views on government.</p>
Week 8		The political and military failures of Britain's war effort.	<p>Split into groups to examine the roles, aims and abilities of leading British generals such as: Gage; Howe; Clinton; Burgoyne, etc.</p> <p>Examine the contribution of British establishment figures, such as: George III; Lord North; George Germain, etc.</p> <p>Examine the impact of the two major battles at Saratoga and Yorktown.</p>	<p>Discuss and then write an essay: Considering whether British defeat in the Revolutionary War was due to poor leadership.</p>	<p>Guided reading on individual British commanders.</p> <p>Revision of essay skills.</p>

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Week 9	Recognition of the new nation	The conduct of the peace negotiations	<p>Consider the positions and objectives of major foreign players after Yorktown.</p> <p>Draw a spider-diagram to indicate overlapping objectives.</p> <p>Analyse the aims of colonial leaders before and during negotiations.</p> <p>Using source material, examine preparations for the Paris negotiations.</p>	Create a map showing the main areas of conflict and who controlled different areas the in closing stages of war.	<p>Guided reading and sources for evaluation.</p> <p>Contemporary opinions.</p> <p>Map of North America.</p>
Week 10		The terms of the peace settlement, 1783	<p>Examine the outcome of the war and the terms of the settlement, notably the Treaty of Paris.</p> <p>Consider the response to the preliminary peace articles.</p> <p>Assess impact of the Treaty of Versailles on new states.</p>	Debate who won and who lost in terms of the overall peace settlement.	<p>Source material from 1783, particularly views from different combatant countries about the value of the final settlement.</p> <p>Guided reading.</p>

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PART TWO: ESTABLISHING THE NATION, 1776–1801; Section 2: Founding the Republic, 1776–1789 (A-level only)					
Week 11	The Articles of Confederation	Drafting from 1776	<p>Examine the reasons for the Articles of Confederation.</p> <p>Look at the backgrounds and aims of the main figures behind the Articles; notably John Dickinson.</p> <p>Source study on the Articles of Confederation.</p> <p>Consider what the initial aims were and whether these were fully achieved.</p>	<p>Discuss: was this more important for the future of America than the Declaration of Independence?</p> <p>Did it provide a better method of government?</p>	<p>Source material on writings of leading figures behind the Articles.</p> <p>Guided reading.</p>
Week 12		Ratification by the thirteen states	<p>Outline the main contentious issues and examine the attitudes of the main colonies to these.</p> <p>Use PowerPoint, clips and source extracts to examine reasons for the final structure of the Articles of Confederation.</p>	<p>Encourage thinking about the attitudes of different colonies.</p> <p>Create a table comparing reasons for different colonies accepting quickly or dragging their feet.</p>	<p>Guided reading to enhance understanding of attitudes within the individual states towards ratification.</p>

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Week 13	Obstacles blocking the path to a republic.	Economic problems	<p>Assess the financial impact of the War of Independence on the economies of the colonies.</p> <p>Examine the nature of the financial crisis in Massachusetts in the early 1780s.</p> <p>Create a chart of reasons for, and impact of, Shays' Rebellion of 1787.</p>	Understanding the financial impact of independence across all colonies and new states, notably the proliferation of paper money and inter-state commercial discord.	<p>Copies of contemporary sources on economic issues and Shays' Rebellion.</p> <p>Guided reading.</p>
Week 14		Social tensions and inter-state disputes	<p>Examine the differences between elitists and democrats in the individual colonies and states.</p> <p>Create a table to illustrate the comparative strength of each group in different colonies and states.</p> <p>Consider the nature of social tensions as obstacles to creating a republic.</p>	Study Washington's comments on the Shays' Rebellion and assess the impact of this on thoughts about future government.	Sources for evaluation and guided reading for additional research.
Week 15		The issue of slavery.	<p>Create a pie-chart to show the extent of slavery within colonies and states.</p> <p>Examine the impact of the American Revolution on the concept and practicalities of slavery:</p> <ul style="list-style-type: none"> • in the North • in the South <p>Assess and record the strengths and weaknesses of proposals concerning slavery.</p>	<p>Debate the extent of the impact of the American Revolution on slavery in the new states.</p> <p>Ask students to present views on the extent of change and continuity.</p>	<p>Examine contemporary sources on the extent and nature of slavery in the colonies.</p> <p>Collating evidence from guided reading and sources.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation and stretch and challenge opportunities	Resources
Week 16	Making the Constitution	The Philadelphia Convention	<p>Using contemporary sources, examine the views of delegates as they prepared to attend the Philadelphia Convention.</p> <p>Examine the extent to which these views can be seen to have changed over the course of the Convention.</p> <p>Students might construct a table to record the attitudes of delegates before and during the convention.</p>	Developing an understanding of views of key delegates.	<p>Guided research using primary sources where available.</p> <p>Research into the role of key individuals.</p>
Week 17		The constitutional debates between federalists and anti-federalists	<p>Examine the arguments for strong central government, notably as contained in the ideas of Randolph and Madison and expressed in the Virginia Resolves.</p> <p>Share ideas of reasons why strong federal government was deemed vital to the American future.</p> <p>Create column chart to show attitudes of leading federalists and anti-federalists.</p>	<p>Understanding how revolutions develop and expose divisions amongst rebels.</p> <p>Understanding of federalism and anti-federalism.</p>	Sources and guided reading.

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Week 18		The personalities and policies of the 'Founding Fathers'	<p>Divide into groups and research the background and ideas of leading 'Founding Fathers'.</p> <p>Draw Venn diagrams to indicate links between different figures.</p> <p>Consider unorthodox views that emerged at this time.</p>	<p>Identify future presidents, with students explaining how their ideas and influence developed.</p> <p>Use sources of varying complexity for evaluation</p>	<p>Guided reading on Founding Fathers.</p> <p>Access to the internet.</p>
Week 19	Ratification of the new Republic	The forwarding of the constitution to the states by the Continental Congress.	<p>Analyse the positions of the various states, concentrating on the different groupings:</p> <ul style="list-style-type: none"> • North vs. South • small states vs. large states <p>Look at sources of the Founding Fathers and others about the federalist argument regarding the North American states.</p>	<p>Students could be encouraged to debate on the merits of federalism versus state governments.</p>	<p>Academic reading on the Federalist argument.</p> <p>Use of contemporary sources.</p>

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Week 20		Ratification of the constitution by state conventions.	<p>Trace the process of ratification across the various states.</p> <p>Examine the later additions to the Constitution: the Judiciary Act and the Bill of Rights.</p> <p>Revision of the emergence of a USA by 1789.</p> <p>Create a revision chart of the main developments since the end of the War of Independence.</p>	<p>Debate, assessing the significance of the Founding Fathers (in contrast to foreign influences) in the emergence of the USA.</p> <p>Student-led assessment of the state of North America in 1789.</p> <p>(Could be linked to study of how states are formed)</p>	<p>Sources including accounts of ratification debates.</p> <p>Guided reading of academic historians.</p>

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PART TWO: ESTABLISHING THE NATION, 1776–1801; Section 3: Washington and Adams, 1789–1801 (A-level only)					
Week 21	The powers of the presidency	Washington as president	<p>Look at Washington’s earlier career and his reputation as a ‘neutral’ President; separate from party allegiance and the federalist/anti-federalist debate.</p> <p>Examine Washington’s role as President:</p> <ul style="list-style-type: none"> • creation of Washington DC • use of Militia Act to deal with ‘Whisky Rebellion’ • improvement of Anglo-American relations via the Jay Treaty. <p>Debate the value of Washington as a model for the presidential role.</p>	Source evaluation: examine contemporary writings to evaluate Washington’s role.	<p>Sources relating to Washington’s policies and legislation; his approach to the issues of the time.</p> <p>Guided reading.</p> <p>Biography of Washington.</p>
Week 22		Adams as president	<p>Create a chart of Adams’ main achievements in the role of President.</p> <p>Examine, in detail, the foreign and domestic issues faced by Adams and how he sought to resolve these.</p> <p>Debate reasons Adams’ defeat in the 1800 presidential election.</p>	Debate: Adams added little of originality, and was little more than an extension of Washington.	<p>Sources on Adams’ views and policies for evaluation and guided reading.</p> <p>Biography of Adams.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation and stretch and challenge opportunities	Resources
Week 23		The implementation of the constitution	<p>Consider the legislation of both men in the context of national harmony.</p> <p>Use contemporary sources to assess the views and impact of both men, notably Washington's farewell speech and Adams' addresses to the nation.</p> <p>Look at the extent to which the constitution was embedded.</p>	<p>Opportunity to reflect on the progress made towards a viable democratic state, satisfying federalist and anti-federalist sentiment, by 1801.</p>	<p>Sources to illustrate the popularity of and opposition to, constitutional initiatives at this time.</p> <p>Guided reading.</p>
Week 24	Financing the new nation	Alexander Hamilton as Secretary of Finance	<p>Examine Hamilton's background and links to the Federalist Party.</p> <p>Create a list of financial measures proposed by Hamilton, indicating reasons for opposition from Jefferson and Madison.</p> <p>Find contemporary sources providing examples of his defence of his policies and others' opinions of him.</p>	<p>Understand financial arguments of the period, and the way in which this area was used as a battleground for attacking the President indirectly.</p> <p>Were financial measures and changes constructive?</p>	<p>Contemporary sources on financial issues and debates for evaluation and discussion.</p>

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Week 25		The balance between federal and state authority	Examine the way in which the financial arena became the centre of the federalist vs. anti-federalist battlefield. Consider the tensions surrounding finding a balance between federal and state power.	Debate: was finance more important than political considerations in determining the structure of the USA?	Use of contemporary sources. Guided reading.
Week 26	The rise and influence of political parties	The Jefferson Republican (Democratic Republican Party) under Jefferson and James Madison.	Look in detail at the background and early influence of both men. Students might create profiles for Jefferson and Madison. Research the extent to which Madison's views had changed since the 1780s.	Understanding the link (and differences) between the Republican Party then and now.	Guided reading using primary sources and reference books.
Week 27		The Federalist Party under Alexander Hamilton and John Adams.	Examine the background and influence of both men. Students could create profiles for Hamilton and Adams. Research the extent to which Federalist ideas were prominent in 1790s USA.	Debate on the importance of the federalist and anti-federalist controversy in America at this time.	Use of sources from the letters and diaries of Hamilton and Adams, to illustrate the comparative strength of each group.

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Week 28	The USA in 1801	The extent of national unity.	<p>Consider the degree of opposition to national unity at this time.</p> <p>Examine and create diagrams to show the benefits and limitations of both federalism and anti-federalism.</p> <p>Consider how extensive Federalist thinking was by 1801.</p> <p>Consider the extent national unity by 1801.</p>	<p>Consider dangers of dominance by central government.</p> <p>Analyse the contribution of Washington and Adams to the emergence of a United States.</p> <p>Who was the stronger influence on events: Hamilton or Jefferson?</p> <p>Opportunity for further reading and research; had federalism been consolidated in the USA by 1801?</p>	<p>Look at historians' interpretations of the state of the USA at the turn of the century.</p> <p>Evaluate and debate contemporary accounts.</p> <p>Guided reading.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation and stretch and challenge opportunities	Resources
Week 29		Relations with the world outside.	<p>Examine the development of relations with Britain and France.</p> <p>Consider reasons for both Washington and Adams supporting Britain rather than France. Look at speeches and other contemporary material.</p> <p>Make a chart contrasting the positions of Adams and Hamilton over the 'Quasi-War' with France.</p>	<p>Debate whether the USA should have repaid France for her support in the War of Independence.</p> <p>Revision activities can be organised into differentiated groups</p>	<p>Information sheets and guided reading.</p> <p>Map to illustrate areas of the world where Americans perceived their interests to be under threat.</p>
Week 30	Overview	Holistic appraisal of Parts One and Two.	<p>Look back at material in Part Two and create:</p> <ul style="list-style-type: none"> a timeline and glossary for each of the three sections of content. some could create a summative wall poster. <p>Consider how far the desire for 'Independence' had influenced developments.</p> <p>Review Part One and consider the course from different perspectives.</p> <p>As a class, reflect, 'What have we learnt?'</p>	<p>Debate: what were the key turning points in the development of the American Revolution?</p> <p>Further opportunities for evaluation of primary source material.</p>	<p>Further source material which could be assembled by students.</p> <p>Practice exam-style questions.</p>

			Consider events and developments from different perspectives, eg political or social and economic. Look at the introductory paragraph for this option and reflect on the key issues and concepts of this study.		
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