Year: - Autumn Term 1A (... Weeks - ... lesson)

**Unit: WJEC GCSE History Unit 2B** 

**Overview**: The USA: A Nation of Contrasts 1910 - 1929



| understanding of the key features and characteristics of the USA 1910 – 1929  America's economic position in 1910 - assets and natural resources economic impact of the First World War  hire purchase electrification mass production  understanding of the key features and characteristics of the USA 1910 – 1929  MORE CHALLENGING: Describe Evaluate Explain Skills; Describe Evaluate Explain Swills; Describe Evaluate Explain Substantiated judgements, in the context of the historical events and the period servers and the period skills; Describe Evaluate Explain Booklet  USA Specimen Paper  USA 2018 Paper  USA 2019 Paper  Logital Competency Analysis of the utility and reliability of sources  The end of prosperity | Outline scheme  | Timeframe | Learning Aims  | Assessment /<br>marking milestone | Skills Development including Literacy, Numeracy DCF  | Independent learning tasks (including investigations, homework etc)                   | Links to resources   |
|---|---|-----------|--|-----------------------------------|--|---|--|
| individualism and protectionism  The end of prosperity: What factors led to   | What were the causes of the economic boom experienced in the 1920s?  • America's economic position in 1910 - assets and natural resources • economic impact of the First World War • hire purchase • electrification • mass production • laissez faire, individualism and protectionism  The end of prosperity: What factors led to the end of prosperity in 1929? • Overproduction • falling consumer demand |           | Demonstrate knowledge and understanding of the key features and characteristics of the USA 1910 – 1929  MORE CHALLENGING: Analyse, evaluate and use sources to make substantiated judgements, in the context of the historical events studied  MOST CHALLENGING: Explain and analyse historical events and the period studied using second-order | Causes of the Wall St             | They are required to give extended answers using the following skills; Describe Evaluate Explain Numeracy N/A Digital Competency Analysis of the utility | Unit 2 - The USA: A Nation of Contrasts 1910 – 1929 Question Booklet Questions can be | Nation of Contrasts 1910 - 1929 Question Booklet  USA Specimen Paper  USA 2018 Paper  USA 2019 Paper  Causes of the economic boom teaching resources  The end of prosperity teaching resources  Popular entertainment teaching resources  Role of women teaching |

|                                       |            |   | AOLE - |  |
|---------------------------------------|------------|---|--------|--|
| the Wall Street                       |            |   |        |  |
| Crash: panic                          |            |   |        |  |
| selling, Black                        |            |   |        |  |
| 5.                                    |            |   |        |  |
| Thursday,                             |            |   |        |  |
| market crash                          |            |   |        |  |
| <u>Popular</u>                        |            |   |        |  |
| entertainment: How                    |            |   |        |  |
| did popular                           |            |   |        |  |
| entertainment                         | Week 4 – 5 | Q4 2018 Paper –                         |        |  |
| develop during this                   |            | reasons for the                         |        |  |
| period?                               |            | popularity of cinema                    |        |  |
| Advent of silent                      |            | , |        |  |
| movies                                |            |   |        |  |
| <ul> <li>popularity of the</li> </ul> |            |   |        |  |
| cinema and                            |            |   |        |  |
|                                       |            |   |        |  |
| movie stars                           |            |   |        |  |
| advent of the                         |            |   |        |  |
| talkies                               |            |   |        |  |
| • changes in                          |            |   |        |  |
| popular music                         |            |   |        |  |
| including jazz                        |            |   |        |  |
| <ul> <li>impact of radio</li> </ul>   |            |   |        |  |
| and gramophone                        |            |   |        |  |
| dancing and                           |            |   |        |  |
| speakeasy                             |            |   |        |  |
| culture                               |            |   |        |  |
|                                       |            |   |        |  |
| Role of women: How                    |            |   |        |  |
| did the lifestyle and                 |            |   |        |  |
| status of women                       |            |   |        |  |
| change during this                    |            |   |        |  |
| period?                               | Wook 6 7   | Year 10 mock exam –                     |        |  |
| Role of women in                      | Week 6 - 7 | 2019 Paper                              |        |  |
| the pre-war                           |            | 2017 i upci                             |        |  |
| years                                 |            |   |        |  |
| impact of First                       |            |   |        |  |
| World War                             |            |   |        |  |
| changing political                    |            |   |        |  |
| attitudes                             |            |   |        |  |
|                                       |            |   |        |  |
|                                       |            |   |        |  |
| Jazz culture                          |            |   |        |  |
| flapper lifestyle                     |            |   |        |  |
| and feminism                          |            |   |        |  |

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| Ī | new fashions                          |  |  |  |
|---|---------------------------------------|--|--|--|
|   | <ul> <li>opposition to the</li> </ul> |  |  |  |
|   | flapper lifestyle                     |  |  |  |
|   |                                       |  |  |  |