Year: 10/11
Subject: History
Topic/Unit: The Making of America
When: End of Year 10/beginning of Year 11

Huntington School
Learn and succeed

Overview: This unit gives an understanding of how the USA developed from the War of Independence until 1900.

Why this? Why now? It provides historical context to understand USA as a modern superpower. It helps students understand the roots of systemic racism. Furthermore, it highlights the impact of colonialism, showing how beliefs and ideas led to the cultural erasure of Indigenous peoples.

Building on...building to: Students have studied the expansion of Europeans into the Americas in Year 8. They learnt about colonialism in Northern America and the establishment of slave systems in the Caribbean. In Year 9 students studied the world wars and the Cold War. This will support students studying the Cold War in Asia in Year 12 and the Civil Rights course in Year 13.

Sequence summary:

- **Context to 1789:** The expanding nation, the Constitution, and how the nation worked.
- **Colonisation of Northwest and South:** Expansion of slavery and the removal of Native Americans.
- **Colonisation of the West:** Expanding across the West, trails (such as the Oregon Trail), and the California Gold Rush (1839–1860).
- **Civil War and Reconstruction:** The Civil War, abolition of slavery, and Reconstruction.
- **Conflict on the Plains:** Impact on the Plains Indians, reservations, and the destruction of the buffalo.
- **Consequences of colonisation:** The development of big business, immigration, the growth of cities, and the changing lives of Indigenous peoples and African Americans.

Key Vocabulary: Native American, African American, Colonialism, Expansion, Enslaved, Abolitionist, Territory, Emancipation, Compromise, Civilisation, Resistance, Reconstruction, Urbanisation.

Assessments:

- Practice 9, 10 and 18 mark exam question.
- 30-minute multiple-choice knowledge tests to ensure factual recall of key knowledge.
- End of unit assessment which includes: 9-mark summary questions, 10-mark "explain" paragraphs, and 18-mark argument essays requiring a final judgment.

Able and interested: Students may conduct more research into the diverse and often conflicting views held by different abolitionist groups or the specific tactics of indigenous resistance, such as the Seminole Wars.

Inclusion, Personal Development and Wider Skills: The curriculum promotes inclusion by placing indigenous figures at the front of the narrative. Personal development is supported by discussing the moral implications of slavery and the "racist and entirely incorrect" attitudes used to justify the displacement of Native Americans.

Inclusion, Personal Development and Wider Skills Literacy is supported through "the 5-mark paragraph" structure, using connective phrases like "this meant that" to link evidence to the question.

Homework and Independent Learning: Students will be set 30 minutes of homework weekly which may include: reading, research, completion of lesson tasks or skills practice.