

History Unit Overview Year 12 SA & Coursework

Teacher 2 History - Year 12 Paper 2 - South Africa, 1948–94: from apartheid state to ‘rainbow nation’

Unit 1. The response to apartheid, c1948–59

Autumn 1

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<ul style="list-style-type: none"> • Reasons for the National Party victory 1948. • Codifying and implementing apartheid, 1948–59: • The growth of African nationalism, 1948–59: 	<p>Knowledge: Reasons for the NP victory, apartheid legislation, including the pass laws and Bantu Education Act, the growth of African nationalism (ANC, PAC and ANCYL) and resistance in the form of the defiance campaign and freedom charter.</p> <p>Understanding: Students will understand what factors influenced the SA electorate to vote for the NP and the impact that apartheid legislation had. They will examine and evaluate how and why there was a growth in African nationalism and what impact this had. They will also assess the effectiveness of the defiance campaign and the freedom charter. Finally, they will understand why the PAC were formed.</p> <p>Skills: Define key terms; demonstrate independence; explain logical chains of arguments; evaluate key issues; develop essay writing skills; develop skills in discussion and debate.</p>	<p>To demonstrate knowledge and understanding of key factors and events.</p> <p>To demonstrate breadth of historical knowledge and understanding by making links and drawing comparisons between different aspects of the period.</p> <p>To demonstrate understanding of key historical terms and concepts.</p> <p>To analyse and evaluate the causes and consequences of historical events.</p> <p>To analyse and evaluate the significance of individuals, groups, events, developments, and ideas.</p> <p>To be able to use historical sources critically in their context, deploying appropriate information and reaching substantiated conclusions.</p>	<p>The content has generally never been taught at secondary schools.</p> <p>Basic skills in writing essays and source analysis will have been covered.</p>	<p>EdExcel</p> <p>Pearson textbooks W Beinart, Twentieth Century South Africa Chapter 6.</p> <p>T Davenport and C Saunders, South Africa: A Modern History Chapters 13 and 14.</p> <p>FILM: Long Walk to Freedom (2013).</p>

Unit 2: Radicalisation of resistance and the consolidation of National Party power, 1960–68

Autumn 2 approx.

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
-----------------------	--	------------------------------	--	--

<ul style="list-style-type: none"> ● Resistance to apartheid and government reaction, 1960–61: <ul style="list-style-type: none"> ● Creating a republic, 1960–61: ● African nationalist radicalisation, 1961–68: moves to armed ● Strengthening ‘separate development’, 1961–68: 	<p>Knowledge: The Sharpeville massacre, the banning of the ANC, The creation of MK and POQA and the beginning of the armed struggle, the creation of the Republic, the Rivonia trial, the strengthening of apartheid through a booming economy and police state.</p> <p>Understanding: To understand the impact of the Sharpeville massacre and the banning of resistance groups and how this prompted the beginning of the armed struggle. Students will evaluate the impact of the Rivonia trial on resistance in SA. They will understand why there was a desire for the creation of a republic. Finally, they will examine why the apartheid regime was strengthened in the 1960s.</p> <p>Skills: Define key terms; demonstrate independence; explain logical chains of arguments; evaluate key issues; develop essay writing skills; develop skills in discussion and debate.</p>	<p>To demonstrate knowledge and understanding of key factors and events. To demonstrate breadth of historical knowledge and understanding by making links and drawing comparisons between different aspects of the period.</p> <p>To demonstrate understanding of key historical terms and concepts. To analyse and evaluate the causes and consequences of historical events.</p> <p>To analyse and evaluate the significance of individuals, groups, events, developments, and ideas. To be able to use historical sources critically in their context, deploying appropriate information and reaching substantiated conclusions.</p>	<p>Consistent links made to unit 1. This is in terms of referring to key people and the reactions to decisions made and events that happened in unit one.</p> <p>Essay writing skills taught in unit one will continue to be developed.</p>	<p>EdExcel Pearson textbooks T Davenport & C Saunders, South Africa: A Modern History Chapter 15.</p> <p>Saul Dubow, Apartheid, 1948–1994 Chapter 3.</p> <p>FILM: Long Walk to Freedom</p> <p>Film: Catch a fire</p>
--	--	---	---	--

**Unit 3 Redefining resistance and challenges to National Party power, 1968–83 Spring
1-Spring 2 Approx.**

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
-----------------------	--	------------------------------	--	--

<ul style="list-style-type: none"> • Black Consciousness and the Soweto uprising, • The ANC restrengthened. • Domestic challenges to National Party power, 1974–83. • External pressures on National Party power, 1974–83. 	<p>Knowledge: Black Consciousness and the Soweto Uprising, Steve Biko and the impact of his death, the reorganisation of the ANC in exile, the AAM, the problems in the Bantustans, National Party division and scandal, economic pressures and the international condemnation and calls for economic sanctions, cultural and sporting boycotts. Understanding: To understand why the Soweto Uprising and the death of Steve Biko are key events, to examine the reorganisation of the ANC and evaluate the impact this had .To understand the pressures facing the NP and evaluate the significance of each factor. Skills: Define key terms; demonstrate independence; explain logical chains of arguments; evaluate key issues; develop essay writing skills; develop skills in discussion and debate.</p>	<p>To demonstrate knowledge and understanding of key factors and events. To demonstrate breadth of historical knowledge and understanding by making links and drawing comparisons between different aspects of the period. To demonstrate understanding of key historical terms and concepts. To analyse and evaluate the causes and consequences of historical events. To analyse and evaluate the significance of individuals, groups, events, developments, and ideas. To be able to use historical sources critically in their context, deploying appropriate information and reaching substantiated conclusions.</p>	<p>Consistent links made to unit 1 and 2. This is in terms of referring to key people and the reactions to decisions made and events that happened in both units.</p> <p>Essay writing skills taught in previous units will continue to be developed.</p>	<p>EdExcel Pearson textbooks T Davenport & C Saunders, South Africa: A Modern History Chapter 16.</p> <p>Leonard Thompson & Lynn Berat, A History of South Africa Chapter 7.</p> <p>FILM: Cry Freedom (1987)</p> <p>FILM: Long Walk to Freedom (2013).</p>
--	---	---	---	--

**Unit 4 The end of apartheid and the creation of the 'rainbow nation', 1984–94 Spring
2 – Summer 1 approx.**

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
------------------------------	---	-------------------------------------	---	---

<ul style="list-style-type: none"> ● Revolt in the townships, 1984–87 ● Reasons for Botha’s decision to negotiate, 1985–89, ● Negotiation and compromise, 1989–91: ● A new political settlement, 1992– 94: 	<p>knowledge: the formation of the UDF and the different protest strategies, violence, and government suppression. Botha’s total strategy, economic problems and international isolation, the state of emergency. de Klerk’s new course; Mandela’s release; the unbanning of political parties; unrest and violence; CODESA and negotiations; constitutional agreement and elections; the Government of National Unity; international recognition.</p> <p>understanding: To understand the impact of the growing violence and the economic problems facing South Africa. Students will examine and evaluate the relative significance of the various factors and people responsible for bringing an end to apartheid.</p> <p>skills: Define key terms; demonstrate independence; explain logical chains of arguments; evaluate key issues; develop essay writing skills; develop skills in discussion and debate.</p>	<p>To demonstrate knowledge and understanding of key factors and events. To demonstrate breadth of historical knowledge and understanding by making links and drawing comparisons between different aspects of the period. To demonstrate understanding of key historical terms and concepts. To analyse and evaluate the causes and consequences of historical events. To analyse and evaluate the significance of individuals, groups, events, developments, and ideas. To be able to use historical sources critically in their context, deploying appropriate information and reaching substantiated conclusions.</p>	<p>Consistent links made to unit 1, 2 and 3 This is in terms of referring to key people and the reactions to decisions made and events that happened in previous units.</p> <p>Essay writing skills taught in previous units will continue to be developed.</p>	<p>EdExcel Pearson textbooks T Davenport & C Saunders, South Africa: A Modern History Chapter 17.</p> <p>Leonard Thompson & Lynn Berat, A History of South Africa Chapter 8.</p> <p>FILM: Long Walk to Freedom (2013).</p>
--	---	---	---	--

Coursework –

Teacher 2 Summer 2 in year 12 and Autumn 1 and 2 in Year 13.

Teacher 1 Autumn 1 and 2 in Year 13.

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<ul style="list-style-type: none"> ● Analysis and evaluation of historical interpretations. ● How to do independent research. ● The nature and purpose of the work of the historian. 	<p>Knowledge: Historical concepts and terminologies (e.g. historiography; context; objectivity; criteria; change over time;) Historiography, concept of history as interpretation and argument, evaluating different historical interpretations, research skills, referencing.</p> <p>Understanding: Students need to understand the nature and purpose of history as a discipline and how historians work. They need to develop their understanding of the range of methods used by historians in their work, the diverse range of focuses and purposes that historians have, the different perspectives of historians.</p> <p>Skills: enquiry skills; effective record keeping and referencing, planning skills, effective use of a library and the internet. Demonstrate independence; explain logical chains of arguments; analyse and evaluate key issues; develop essay writing skills.</p>	<p>To appropriately identify, select and deploy relevant material which will be discussed in a sustained evaluative argument.</p> <p>To reach and sustain an overall judgement about a matter of historical debate in its historical context. To fully integrate contextual knowledge of the issues.</p> <p>To analyse and explain the differences in historians' views.</p> <p>To establish valid criteria to make a fully justified judgement on historians' argument.</p> <p>To demonstrate an understanding of relevant concepts.</p> <p>To communicate in a concise, well organised, logical, and coherent manner with clarity and precision.</p>	<p>Many of the skills referred to have been taught in both the South African module and the American module when dealing with sources (SA) or the Reagan interpretations (The USA)</p> <p>If students choose a question related to either of the taught sections, they will have covered some of the content.</p>	<p>Questia.com (online library)</p>

Working / Achieving
Together

