



Holland Park School | *A Level History*

Breadth study:
The Tudors

Depth Study:
Democracy and Nazism

NEA:
African American Civil Rights

Key Stage:	KS5
Exam Board:	AQA
Specification:	A-level students must take assessments in all three of the following components in the same series: • Component 1: Breadth Study (1C The Tudors) • Component 2: Depth Study (2O: Democracy and Nazism) • Component 3: Historical Investigation (Personal study) A-level History 7042 Specification Subject Content 1c The Tudors England 1485-1603 AQA A-level History 7042 Specification Subject Content 2o Democracy And Nazism Germany 1918-1945 AQA 1C: The Tudors 2O: Democracy and Nazism: Germany
Assessment:	• Two written exams (each 2 hrs 30 mins.) (40% each) • NEA (20%)
Holland Park Resources:	• Pre-reading questions • AQA Textbook • Essay plan booklet
Teacher contact(s):	Head of Department Ms Rolt (3.7) helen.rolt@hollandparkschool.co.uk Teachers of A Level History Mr Farrell: luke.farrell@hollandparkschool.co.uk Mr Watts: angus.watts@hollandparkschool.co.uk T Mr Sykes: Richard.sykes@hollandparkschool.co.uk



The Tudors: England, 1485–1603, 1C

Overview:

- Breadth study
- Students will complete **part one** in year 12 and **part two** in year 13
- This is worth 40% of the total marks
- Final paper: 2 hours 30 minutes
- Students will complete 1 interpretation question worth 30 marks, and two essay questions out of a choice of three worth 25 marks each.

Curriculum intent

Part One (studied in year 12): Consolidation of the Tudor Dynasty: England, 1485–1558

Students will develop an understanding of how the Tudor dynasty was established, strengthened and transformed during the reigns of Henry VII and Henry VIII. Through the study of consolidation, government, foreign policy, society, economy, religion and intellectual developments, students will explore the extent to which the Tudors successfully restored and expanded the power of the monarchy following the instability of the Wars of the Roses.

Students will examine how Henry VII secured his position through political control, financial management, diplomacy and the establishment of a secure succession, before evaluating how Henry VIII built upon and challenged this legacy. Students will investigate the changing nature of Tudor government, including the increasing role of Parliament, the influence of ministers, and the development of royal authority.

Students will explore how England's relationships with foreign powers evolved, how succession remained central to Tudor priorities, and how marriage alliances shaped domestic and international politics. They will assess changes within Tudor society, including the experiences of elites, commoners and regional communities, as well as the impact of economic developments, trade expansion and social tensions.

Students will explore the challenges faced by England following Henry VIII's death and examine how the Tudor monarchy survived periods of instability before reaching a position of greater security under Elizabeth I. Through the reigns of Edward VI, Mary I and Elizabeth I, students will investigate themes of royal authority, religion, government, foreign policy, society and economic change.

The course will develop students' understanding of religious and intellectual change, including the influence of Renaissance humanism and the early stages of religious reform under Henry VIII. Students will evaluate the extent of continuity and change across the period and consider the importance of individuals, institutions and wider social forces in shaping Tudor England. Students will analyse the causes and consequences of the Mid-Tudor Crisis, considering how weak succession, religious upheaval, economic difficulties and rebellion threatened political stability. They will evaluate the contrasting approaches of Somerset, Northumberland and Mary I, examining how each attempted to maintain authority and respond to domestic and international challenges.

Part Two: England (studied in year 13): Turmoil and Triumph, 1558–1603

Students will assess Elizabeth I's consolidation of power, including the Elizabethan Settlement, management of Parliament, use of ministers and handling of foreign threats. They will investigate how Elizabeth balanced religious compromise with political necessity and how her government responded to challenges from Catholics, Puritans, Mary Queen of Scots and Spain.

The course will examine the extent of social, economic and cultural change during Elizabeth's reign, including developments in trade, exploration, poverty, education and the arts. Students will evaluate the idea of an Elizabethan "Golden Age" by considering both achievements and limitations, exploring who benefited from these developments and who remained disadvantaged.

By the end of the period, students will understand the complexity of Tudor rule, evaluating the relationship between monarchy and society and assessing the extent to which England experienced transformation, continuity and stability between 1547 and 1603.

Part One: Consolidation of the Tudor dynasty – England, 1485 – 1547 Section One: Henry VII, 1485 – 1509

Topic	Indicative Content
Henry VII: Consolidation of Power	Henry VII secured the throne after Bosworth (1485) and worked to establish the Tudor dynasty. He overcame threats from Lovell, the Stafford brothers, Lambert Simnel and Perkin Warbeck through military action, diplomacy, bonds and recognisances, and the use of propaganda. He strengthened royal authority by reducing noble independence, controlling the succession, and presenting himself as the rightful king.
Henry VII: Government and Administration	Henry VII used the Royal Council, Privy Council and Parliament to strengthen government. He relied on trusted advisors such as John Morton and Richard Empson and used Parliament carefully to support legislation, taxation and royal authority. His government became more centralised and efficient.
Henry VII: Maintaining Order	Henry maintained order through increased royal control, the use of Justices of the Peace, Acts of Retaining and bonds/rewards systems. He responded firmly to rebellions such as Lovell's rising, the Yorkshire Rebellion (1489) and Cornish Rebellion (1497).

Henry VII: Finance and Royal Income	Henry VII prioritised rebuilding royal finances after the Wars of the Roses. He increased crown income through taxation, customs duties, feudal dues, bonds and recognisances. His financial policies made the monarchy more independent but created resentment among some groups.
Henry VII: Foreign Policy	Henry VII's aims were to secure recognition, protect England's security and strengthen the Tudor dynasty. He negotiated with France over Brittany, developed alliances with Spain through the Treaty of Medina del Campo and marriage to Catherine of Aragon, managed relations with Burgundy, and maintained stability with Scotland and Ireland.
Henry VII: Succession and Dynasty	Henry secured the succession through his marriage to Elizabeth of York, producing heirs including Arthur and Henry. The Tudor dynasty was strengthened through royal propaganda, marriage alliances and the defeat of claimants.
Henry VII: Society and Economy	Tudor society remained hierarchical, with the monarch, nobility, gentry, churchmen and commoners occupying different roles. Henry limited noble power but encouraged the rise of the gentry. The economy was based on agriculture, but the cloth trade expanded, increasing England's wealth and overseas trade opportunities.
Henry VII: Religion and Church	The Church remained central to society under Henry VII. Religion shaped daily life, community structures and attitudes. Although the Church was criticised for corruption and abuses, Henry did not seek major religious reform and maintained traditional Catholic practices.
Henry VII: Renaissance and Humanism	Renaissance ideas began to influence England through increased interest in education, classical learning and humanism. Wealthy elites supported arts, architecture and learning, although England remained less developed than Italy and other European regions.

Topic	Indicative Content
Henry VIII: Government and Consolidation	Henry VIII initially ruled through traditional methods, relying on advisors such as Wolsey and later Cromwell. His desire for greater royal authority led to the Break with Rome and the creation of the monarch as Supreme Head of the Church of England. Parliament became increasingly important in implementing royal policies.
Henry VIII: Government Ministers and Wolsey	Wolsey dominated government from 1515–1529, reforming the legal system, managing finance and controlling foreign policy. His failure to secure the annulment of Henry's marriage contributed to his downfall. Cromwell later transformed government through administrative reforms and the use of Parliament.
Henry VIII: Break with Rome and Government Change	The failure to obtain a divorce from Catherine of Aragon led Henry to break from the Pope. Cromwell helped pass the Acts of Supremacy and establish royal control over the Church. The Reformation increased royal power but created religious and political challenges.

Henry VIII: Finance and Economy	Henry VIII increased income through taxation, parliamentary grants and the dissolution of the monasteries. Monastic lands were sold or granted to supporters, creating a new class of wealthy landowners. However, extravagant spending, warfare and inflation weakened finances.
Henry VIII: Foreign Policy	Henry aimed to establish England as a major European power. He pursued military campaigns against France and Scotland, used diplomacy to gain influence, and attempted to balance relations with France, Spain and the Holy Roman Empire. Later wars placed financial pressure on England. Securing a male heir was central to Henry's policies. His marriages to Catherine of Aragon, Anne Boleyn and Jane Seymour were driven by succession concerns. The birth of Edward VI secured the Tudor male line temporarily, but later succession issues remained.
Henry VIII: Society and Economy	Society remained structured around hierarchy and status. The gentry became increasingly powerful, while ordinary people faced economic pressures including inflation and poverty. Government dealt with regional issues and unrest, including the Pilgrimage of Grace.
Henry VIII: Religion and the Church	Henry's Reformation was initially political rather than theological. The Church of England was created, monasteries were dissolved, and royal supremacy replaced papal authority. However, many traditional Catholic beliefs and practices remained.
Henry VIII: Renaissance and Humanism	Henry promoted the image of a Renaissance prince through education, diplomacy, military power and cultural patronage. Humanist ideas influenced education and intellectual life, with figures such as Erasmus influencing English thinkers.

Topic	Indicative Content
Edward VI: Government and Consolidation	Edward became king as a child and ruled through regents, first Edward Seymour (Somerset) and later John Dudley (Northumberland). Government was dominated by powerful nobles competing for influence.
Edward VI: Government – Somerset and Northumberland	Somerset attempted reforms but faced opposition and rebellion. Northumberland governed more effectively, strengthening his control over the council and preparing the succession crisis of 1553.
Edward VI: Foreign Policy	Somerset pursued war with Scotland, including the Battle of Pinkie (1547). Northumberland prioritised peace and stability, ending expensive conflicts.

Edward VI: Religion	Edward's reign saw major Protestant reforms. The Act of Uniformity and Book of Common Prayer changed worship, while further reforms moved England towards Protestantism.
Edward VI: Economy and Society	Economic difficulties increased due to inflation, debasement of coinage and poor harvests. Government faced rebellions including the Western and Kett's Rebellion, showing dissatisfaction with economic and religious changes.

Topic	Indicative Content
Mary I: Consolidation and Government	Mary secured the throne after challenging the attempt to place Lady Jane Grey on the throne in 1553. She restored Catholic monarchy and attempted to strengthen royal authority.
Mary I: Foreign Policy	Mary's marriage to Philip II of Spain aimed to strengthen Catholic Europe and secure the succession. The marriage was unpopular and contributed to fears of Spanish influence. War with France resulted in the loss of Calais.
Mary I: Religion	Mary reversed Edward VI's Protestant reforms and restored Catholic practices. Her persecution of Protestants through heresy laws led to around 280 executions and damaged her reputation.
Mary I: Society and Economy	Mary attempted economic reforms and improved administration, but poor harvests, inflation and unpopular policies weakened her reign.
Mary I: Succession	Mary's greatest challenge was producing an heir. Her failure to do so meant the throne passed to Elizabeth, creating a Protestant succession.

Part Two: England: Turmoil and Triumph, 1547–1603

Topic	Indicative Content
Elizabeth I: Consolidation and Government	Elizabeth restored stability after the crises of Edward and Mary's reigns. She used the Privy Council, Parliament and trusted ministers such as William Cecil and Francis Walsingham to maintain control while managing royal authority.
Elizabeth I: Religious Settlement	Elizabeth created a moderate Protestant settlement through the Acts of Supremacy and Uniformity (1559). She aimed for religious stability but faced challenges from Catholics and Puritans.

Elizabeth I: Religion and Catholic Threats	Catholic opposition increased after Elizabeth's excommunication (1570), missionary activity and plots involving Mary, Queen of Scots. The government responded with stricter laws and punishments.
Elizabeth I: Government and Parliament	Elizabeth managed Parliament carefully, particularly over issues such as marriage, succession, taxation and religion. Although tensions existed, Parliament remained supportive of the monarchy.
Elizabeth I: Foreign Policy	Elizabeth balanced avoiding war with protecting England's interests. She supported Protestant rebels abroad, challenged Spain through privateering, and eventually fought Spain during the Armada crisis of 1588.
Elizabeth I: Economy and Finance	Elizabeth inherited financial problems but improved stability through careful spending and taxation. However, inflation, poor harvests and the cost of war created difficulties later in the reign.
Elizabeth I: Society and Economy	Society remained hierarchical, but the gentry grew wealthier and more influential. Poverty increased due to population growth, inflation and unemployment, leading to the Poor Laws of 1598 and 1601.
Elizabeth I: Renaissance, Humanism and Culture	Elizabeth's reign saw developments in education, literature, exploration and theatre. The Elizabethan "Golden Age" included figures such as Shakespeare and advances in exploration and science, although benefits were uneven across society.
Elizabeth I: Exploration and English Sailors	Explorers such as Hawkins, Drake and Raleigh expanded English overseas activity through trade, privateering and exploration. Drake's circumnavigation (1577–1580) increased national prestige and wealth.
Elizabeth I: Conflict with Spain	Conflict developed due to religion, trade rivalry, English support for Dutch rebels and privateering. The Spanish Armada of 1588 was defeated due to English tactics, leadership, naval technology and Spanish mistakes.



Democracy and Nazism: Germany, 1918–1945

Overview:

- Depth study
- Students will complete **part one** in year 12 and **part two** in year 13
- This is worth 40% of the total marks
- Final paper: 2 hours 30 minutes
- Students will complete 1 source question worth 30 marks, and two essay questions out of a choice of three worth 25 marks each.

Curriculum Intent

This option provides for the study in depth of a period of German history during which a newly developed democratic form of government gave way to a dictatorial Nazi regime. It explores political concepts such as 'right' and 'left', nationalism and liberalism as well as ideological concepts such as racialism, anti-Semitism and Social Darwinism. It also encourages reflection on how governments work and the problems of democratic states as well as consideration of what creates and sustains a dictatorship.

Part One (studied in year 12): The Weimar Republic, 1918–1933

Students will develop an understanding of the challenges faced by Germany following the First World War and explore how a newly established democratic system attempted to survive political, economic and social instability. Through the study of the establishment of the Weimar Republic, its development and eventual collapse, students will examine the strengths and weaknesses of democracy and the factors that contributed to the rise of extremism.

Students will investigate the circumstances surrounding Germany's defeat in 1918, the abdication of the Kaiser and the creation of the Weimar Constitution. They will evaluate the opportunities and challenges presented by Germany's new democratic system, including the impact of proportional representation, coalition governments and the constitutional powers of the President.

Students will explore the impact of the Treaty of Versailles and assess how the peace settlement affected German politics, society and international relations. They will examine the economic challenges faced by the Republic, including reparations, the Ruhr crisis, hyperinflation and attempts at recovery through policies such as the Dawes and Young Plans.

Students will assess the threats posed to Weimar democracy from both left- and right-wing extremists, including revolutionary movements, the Kapp Putsch, the Munich Putsch and the growing appeal of extremist parties. They will consider how political instability, economic pressures and social divisions contributed to the weakening of democratic government.

Students will explore the relative stability of the 'Golden Age' of Weimar, considering economic recovery, social welfare reforms, cultural developments and Germany's improved international position under Stresemann. They will evaluate the extent to which Germany had achieved stability by examining political divisions, attitudes towards democracy and the continued presence of extremist movements.

Students will analyse the collapse of the Weimar Republic after 1928, focusing on the impact of the Great Depression, changing electoral patterns, the growth of Nazi and Communist support, and the failures of successive governments. Students will evaluate the role of key individuals, including Hindenburg, Papen, Schleicher and Hitler, in the destruction of democracy and Hitler's appointment as Chancellor in 1933.

Part Two (studied in year 13): Nazi Germany, 1933–1945

Students will explore the transformation of Germany from a democratic state into a totalitarian dictatorship under Adolf Hitler and the Nazi Party. Through the study of political control, ideology, society, economy, race and war, students will examine how the Nazi regime established, maintained and expanded its power.

Students will investigate Hitler's consolidation of power between 1933 and 1934, including the destruction of political opposition, the creation of a one-party state, the use of propaganda and terror, and the establishment of institutions such as the SS and Gestapo. Students will evaluate the extent to which Nazi Germany became a totalitarian state and consider the limitations of Nazi control.

Students will examine Nazi economic and social policies, assessing the extent of economic recovery and the impact of policies on different groups within German society. They will explore the roles of workers, women, young people, churches and social groups, evaluating the extent to which the Nazis created the idea of a Volksgemeinschaft ('people's community').

Students will develop an understanding of Nazi racial ideology and the development of the racial state. They will examine the persecution of groups considered undesirable by the regime, including Jewish people, Roma and Sinti, disabled people, homosexuals and political opponents. Students will analyse the increasing radicalisation of Nazi racial policy, from discrimination and exclusion to persecution and genocide.

Students will investigate the impact of the Second World War on Nazi Germany, exploring changes in society, the economy and government control. They will assess the effects of total war, including rationing, propaganda, labour mobilisation and the role of Albert Speer in managing the wartime economy.

Students will examine the development of Nazi policies towards Jewish people during the war, including ghettos, deportations, the Einsatzgruppen and the implementation of the 'Final Solution'. Students will consider how ideology, war and Nazi leadership contributed to the escalation of persecution and genocide.

Students will also evaluate opposition and resistance to Nazi rule, considering the actions of individuals and groups including students, church leaders, military figures and civilian critics. By the end of the period, students will understand how dictatorship was created and maintained, the impact of Nazi ideology on German society, and the consequences of authoritarian rule by 1945.

Part One: The Weimar Republic, 1918–1933

Key Time Period / Theme	Indicative Content
The Establishment and Early Years of Weimar, 1918–1924	This period explores the creation of Germany's first democratic government and the challenges it faced in the aftermath of the First World War. Students examine the political, economic and social difficulties that shaped the development of the Weimar Republic and contributed to early instability.
Political Change and the Creation of Weimar Democracy	The impact of the First World War, the abdication of the Kaiser and the November Revolution. The establishment of the Weimar Constitution, including its democratic features, strengths and weaknesses. Consideration of issues such as proportional representation, coalition government, Article 48 and the role of the President.
The Treaty of Versailles and International Relations	The terms of the Treaty of Versailles and their impact on Germany. Reactions within Germany and abroad, including resentment towards reparations, territorial losses, military restrictions and the development of nationalist opposition. The impact of the peace settlement on the legitimacy of the new democratic government.
Economic Challenges and Social Consequences, 1918–1924	The impact of wartime economic problems, reparations and debt. The invasion of the Ruhr and the government's response of passive resistance. The causes and consequences of hyperinflation, including its impact on savings, businesses, workers and different social groups. Government attempts to restore stability.
Political Instability and Extremist Opposition	Challenges to Weimar democracy from both the left and right. The Spartacist uprising, the Kapp Putsch and the Munich Putsch. The growth of extremist movements and the difficulties faced by coalition governments. Assessment of the survival and weaknesses of the Republic by 1924.
The Golden Age of Weimar, 1924–1928	This period examines the relative stability and recovery of Germany following the crises of the early Republic. Students explore economic recovery, social change, cultural developments and Germany's improving international position.
Economic Recovery and Development	The role of Gustav Stresemann in stabilising Germany. The Dawes Plan, American investment and industrial recovery. Improvements in employment, wages and living standards. The limitations of recovery, including dependence on foreign loans, agricultural problems and the unresolved issue of reparations.
Social Change and Weimar Culture	Developments in welfare provision, housing and living standards. Changes in attitudes towards women, leisure and popular culture. The growth of cinema, theatre, literature, music, art and architecture. Evaluation of whether the period represented a genuine cultural 'Golden Age' for all Germans.

Political Stability and Democracy	The development of democratic politics, including elections, political parties and the role of President Hindenburg. The position of extremist parties such as the Nazis and Communists. The extent to which democracy had become accepted by political elites and wider society.
Germany's International Position	Stresemann's foreign policy aims and achievements. The significance of the Locarno Treaties, Germany joining the League of Nations, the Treaty of Berlin and attempts to achieve reconciliation and disarmament.
The Collapse of Democracy, 1928–1933	This period focuses on how economic crisis, political instability and extremist movements contributed to the destruction of Weimar democracy and Hitler's rise to power.
The Impact of the Great Depression	The consequences of the Wall Street Crash for Germany, including unemployment, poverty and declining confidence in democratic government. The failure of government responses and increasing support for extremist alternatives.
The Rise of Extremism and the Nazi Party	The growth of Nazi and Communist support during the Depression. The importance of Hitler's leadership, Nazi ideology, propaganda, organisation and promises of national recovery. Examination of why different groups supported extremist parties.
The Failure of Democratic Government	The collapse of coalition governments and the increasing use of presidential rule under Brüning, Papen and Schleicher. The role of Hindenburg and conservative politicians in weakening democracy.
Hitler's Appointment as Chancellor and the End of Weimar	The role of political manoeuvring and 'backstairs intrigue' in Hitler becoming Chancellor. The significance of the Reichstag Fire, the Enabling Act and the transformation of Germany from democracy into dictatorship by 1933.

Part Two: Nazi Germany, 1933–1945

Key Time Period / Theme	Indicative Content
The Nazi Dictatorship, 1933–1939	This period examines how Hitler established and maintained a dictatorship, transformed German government and society, and attempted to create a racially defined Volksgemeinschaft.
Hitler's Consolidation of Power, 1933–1934	The destruction of democracy and creation of the Nazi one-party state. The use of legal measures, political repression and violence to remove opposition. The significance of the Reichstag Fire, Enabling Act, banning of political parties, the Night of the Long Knives and Hitler becoming Führer after Hindenburg's death.
Government and Administration Under the Nazis	The structure of Nazi government and the role of Hitler. The relationship between Nazi organisations and traditional institutions. Consideration of whether Hitler ruled through a clear system of control or competing power structures.

The Terror State and Control of Society	The role of the SS, Gestapo, courts and concentration camps in enforcing Nazi authority. The treatment of opponents and minority groups. The effectiveness and limitations of resistance and non-conformity.
Propaganda, Censorship and the Cult of Hitler	The aims and methods of Nazi propaganda. Control of newspapers, radio, education, culture and public events. The development of Hitler's image as Führer and the impact of propaganda on German society.
Economic Policies and Recovery	Nazi attempts to reduce unemployment and rebuild the economy. The role of Schacht, Goering and rearmament. Relations with industrial elites. Assessment of how successful Nazi economic policies were before the Second World War.
Social Policies and the Volksgemeinschaft	Nazi attempts to reshape German society through policies towards young people, women, workers, churches and families. The benefits and restrictions of Nazi rule and the extent to which a Volksgemeinschaft was achieved.
The Racial State, 1933–1941	This period explores the development of Nazi racial ideology and the increasing persecution of groups considered enemies of the Nazi state.
Nazi Racial Ideology and Persecution	The development of ideas about Aryan superiority, racial hierarchy and Social Darwinism. Policies towards groups including disabled people, Roma and Sinti, homosexuals and religious minorities. The use of propaganda to justify persecution.
The Development of Anti-Semitic Policies	The escalation of persecution against Jewish communities. The boycott of Jewish businesses, the Nuremberg Laws, increasing discrimination and exclusion. The significance of Kristallnacht and the move towards forced emigration.
Radicalisation and Wartime Persecution	The impact of Nazi expansion and war on racial policies. The treatment of Jews in occupied territories, including ghettos, deportations and the actions of the Einsatzgruppen.
The Impact of War, 1939–1945	This period examines how war transformed Nazi Germany, intensified racial policies and created new challenges for the regime.
The Impact of Total War on German Society	The effects of wartime conditions on different groups including workers, women, young people and elites. The impact of rationing, propaganda, censorship and changing morale as the war progressed.
The Wartime Economy	The mobilisation of resources for total war. The role of Albert Speer, increased production, bombing campaigns, labour shortages and the use of forced labour and prisoners of war.

The Holocaust and the 'Final Solution'	The development of Nazi policies towards Jews and other persecuted groups during the war. The significance of the Wannsee Conference, deportations, extermination policies and the implementation of genocide.
Opposition and Resistance	The extent and nature of opposition to Nazi rule during wartime. Resistance from students, churches, military figures and civilians, including the July Bomb Plot. Evaluation of the strength of opposition and the condition of Nazi Germany by 1945.



NEA Historical Investigation – Civil Rights in the United States, c.1865–1992

NEA Overview

- **Assessment:** The NEA is a Historical Investigation worth **20% of the overall A-Level History qualification**. Students will produce an independently researched essay responding to a question focused on historical significance, evaluating the extent to which an individual was the most important figure in progressing civil rights.
- **Independent study:** Students are expected to complete the majority of the research, planning and writing independently outside of lesson time. Teachers will provide guidance on the requirements of the task, research skills and assessment criteria, but the final investigation must represent the student's own work and analysis.
- **Timeline and support:** A proportion of the **summer term will be dedicated to introducing, planning and developing the NEA**, with students completing further research and drafting independently. The process will include opportunities for supervision, discussion of approaches and support with meeting AQA requirements, while ensuring that the final submission remains the student's own work.

The NEA provides students with the opportunity to undertake an independent historical investigation into the development of civil rights in the United States. Through the study of change, continuity, cause, consequence and significance, students will explore the long-term struggle for equality and the factors that influenced the progression of civil rights for African Americans.

Students will develop their ability to investigate historical significance by evaluating the contribution of key individuals, organisations and wider social, political and economic forces. The enquiry encourages students to consider how and why change occurred, the extent to which individuals were responsible for progress, and the limitations of individual leadership within wider historical contexts.

The investigation will develop students' ability to analyse and evaluate primary and secondary sources, engage with differing historical interpretations and construct a sustained argument supported by a range of evidence. Students will develop the skills required for independent historical research, including selecting relevant evidence, assessing provenance and utility, and reaching substantiated judgements.

The NEA will focus on the following overarching enquiry question:

"To what extent was [individual] the most significant individual for progressing civil rights?"

Students will investigate the significance of individual leaders by comparing their contribution against other influential figures, organisations and contextual factors. This will encourage consideration of whether progress was driven primarily by individuals, grassroots activism, government intervention, legal developments or wider social change.

Key Period / Theme	Indicative Content
The Foundations of Civil Rights: Slavery, Emancipation and Reconstruction, c.1865–1877	Students explore the origins of racial inequality following the abolition of slavery. The impact of the Emancipation Proclamation and the 13th, 14th and 15th Amendments. The achievements and limitations of Reconstruction, including the role of individuals such as Abraham Lincoln and Frederick Douglass. Students consider whether emancipation represented meaningful progress or incomplete change.
The Creation of Segregation: Jim Crow and 'Separate but Equal', c.1877–1914	Students examine the establishment of segregation and the limitations placed upon African Americans after Reconstruction. The development of Jim Crow laws, disenfranchisement, racial violence and the Supreme Court decision Plessy v. Ferguson. Students evaluate the significance of individuals such as Booker T. Washington and W. E. B. Du Bois in challenging inequality.
The Impact of World War One and the Interwar Period, c.1914–1941	Students investigate how wartime service, migration and changing social conditions influenced African American demands for equality. The Great Migration, the development of the Harlem Renaissance and the growth of organisations such as the NAACP. Consideration of the role of individuals and movements in challenging racial discrimination.
World War Two and the Foundations of the Civil Rights Movement, c.1941–1954	Students explore how military participation, economic change and government action contributed to increasing demands for civil rights. The impact of President Harry S. Truman and desegregation of the armed forces. The significance of legal challenges culminating in Brown v. Board of Education. Students consider whether legal change or individual activism was more significant.

The Early Civil Rights Movement, c.1954–1960	Students examine the emergence of mass protest and the role of key individuals including Martin Luther King Jr., Rosa Parks and organisations such as the NAACP. The Montgomery Bus Boycott, non-violent protest and the importance of grassroots activism. Students assess the extent to which individuals or collective action drove progress.
The Martin Luther King Era and Legislative Change, c.1960–1968	Students investigate the achievements and limitations of the mainstream Civil Rights Movement. Key developments include the Freedom Rides, Birmingham Campaign, March on Washington, the Civil Rights Act (1964) and Voting Rights Act (1965). Students evaluate King's contribution compared with other individuals, organisations and government action.
Black Power and Changing Civil Rights Priorities, c.1965–1975	Students explore the emergence of Black Power and changing attitudes towards equality, identity and self-determination. The role of figures such as Malcolm X and organisations including the Black Panther Party. Students assess whether Black Power represented a continuation of the Civil Rights Movement or a significant change in direction.
Civil Rights Beyond the 1960s: Legacy and Continuing Inequality, c.1975–1992	Students examine the longer-term impact of civil rights legislation and the continued challenges faced by African Americans. Issues including economic inequality, political representation and debates over the success of the movement. Students consider the extent to which earlier individuals achieved lasting change.
Historical Investigation and Evaluation of Significance	Students undertake an independent investigation into the significance of a chosen individual. They will assess competing interpretations, analyse primary and secondary evidence, compare the impact of individuals with wider historical factors and reach a balanced judgement. Each enquiry will use the structure: "To what extent was [individual] the most significant individual for progressing civil rights?"