



**Curriculum Map: Year 10 and 11 Subject GCSE History Conflict and Tension the First World War**

| <b>Topic</b>   | <b>Key Knowledge</b><br><i>What will all students KNOW by the end of the topic?</i>   | <b>Key Skills</b><br><i>What key skills will be learnt/developed by the end of the topic? What will all students be able to DO by the end of the topic?</i>   | <b>Assessment Opportunities</b><br><i>What are the key pieces of assessment? How will students be assessed?</i>  |
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| <p>Conflict and Tension: First World War</p> <p>Part three: Ending the war</p> | <p>Students will understand the changes in the Allied Forces: consequences of the Bolshevik Revolution and the withdrawal of Russia on Germany strategy; the reasons for and impact of the entry of the USA into the war. Military developments in 1918 and their contribution to Germany's defeat: the evolution of tactics and technology; Ludendorff the German Spring Offensive; the Allied advance during The Hundred Days. Students will assess why Germany surrendered: impact of the blockade; abdication of the Kaiser; armistice; the contribution of Haig and Foch to Germany's defeat.</p> <ol style="list-style-type: none"> <li>1) Russia leaves the War</li> <li>2) The entrance of the USA</li> <li>3) New tactics and technology</li> <li>4) The impact of the British Blockade – guided reading - literacy</li> <li>5) Ludendorff's Spring Offensive</li> <li>6) The Hundred Days offensive</li> <li>7) Role of Generals – Haig and Foch – guided reading - literacy</li> <li>8) Impact on the Home Fronts</li> <li>9) Why were Germany defeated? Review and Armistice</li> </ol> | <p><b>Disciplinary Knowledge: -</b></p> <p>Cause and Consequence: - What were the causes of the Russian revolution? What caused the US to join? What were the consequences of these? What caused Germany to surrender?</p> <p>Change and Continuity: - How had the German military changed throughout the War? How had life changed on the Home Front?</p> <p>Similarity and Difference: - What similarities and differences were there on the Home Fronts? What was different by the end of the War?</p> <p>Significance: - The significance of key events such as the Russian revolution, the sinking of the Lusitania, Zimmerman telegram</p> <p>Evidence: - Primary and Secondary sources and their use is a standard skill developed through paper one.</p> <p>Interpretation: - focus on understanding of sources, building on ability to make inferences and understand aspects of provenance.</p> | <p>Students complete two mock exams in Year 11, one in October and one in January/February.</p> <p>Students complete weekly assessment in Year 11. They will receive a Grade 9 model answer each week. This will be routinely peer, self and teacher assessed.</p> |

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|  | <p><b>Substantive knowledge:-</b>, ARMISTICE, REVOLUTION, BOLSHEVIK, COMMUNISM, BLOCKADE, COUNTER ATTACK</p>  |  |   |
| <p>Elizabethan England<br/>Historic environment study (2024 – Francis Drake’s circumnavigation of the Globe)</p> | <p>This section of the Elizabethan England course is a site study which looks at a different location for each year. For the 2024 cohort, the site will be Francis Drake’s circumnavigation of the Globe</p> <p>The Elizabethan depth study allows students to look at the Early Modern era. It focuses on the Elizabethan period and how it shaped the nation. Students will build a coherent understanding of the complexity of society and the interplay of different aspects within it. The historic environment is embedded within the depth studies. This approach promotes coherent understanding of the relationship between the historic environment and the historical events and developments contained in the depth study. Students will be able to make connections and evaluate how specified sites have shaped or have been shaped by the historical events and developments of the time. Students will continue to develop the skills outlined above, using examples from the relevant topics.</p> <p>Students will focus on key themes:</p> <ul style="list-style-type: none"> <li>• Function, structure and location of the historic site</li> <li>• How the site reflected the attitudes, beliefs and social structure of Elizabethan society</li> <li>• Notable people, organisations and events linked to the site.</li> </ul> | <p>Students will assess second order concepts through this site study, usually focusing on change or cause and consequence. This will be expressed through extended writing. Students will develop source and interpretation skills whilst analysing the site.</p> | <p>Students will have the opportunity to practise the site study essay question through example questions. All students will complete at least one example question. In year 11 students will complete weekly assessment HW where they will receive grade 9 model answers and peer/self-assess.</p> |

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| <p>Germany 1933-1945: Nazi Germany</p> | <p>Students will assess the experiences of Germans under the Nazis. Students will investigate the benefits and drawbacks of the economic changes, from the problems of self-sufficiency, employment, and the Four Year Plan. Students will study the huge social shifts in the role of women, the persecution of the Jews and other undesirables, and the indoctrination of Germany's children. Students will learn about the bravery and futility of those who resisted the Nazis. Finally, Students will investigate the origins of Nazi ideology and culture, and how this led to a path of persecution, culminating in the Second World War and the Holocaust. An overview of lessons is as follows:</p> <ol style="list-style-type: none"> <li>1. Nazi economic policy and impact</li> <li>2. Nazi economy and the impact of WW2</li> <li>3. Nazi impact on Women</li> <li>4. Nazi impact on the Youth</li> <li>5. Nazi impact on religion</li> <li>6. Control – Goebbels – propaganda, art and culture, censorship</li> <li>7. Control – Police State</li> <li>8. Opposition to the Nazis</li> <li>9. Nazi persecution of others</li> <li>10. Nazi persecution of Jews and the Final solution</li> </ol> <p><b>Substantive knowledge:-</b> PERSECUTION, TRADE UNION, CULTURE, PROPAGANDA, POLICE STATE, DICTATORSHIP, CONTROL, OPPOSITION, RESISTANCE, PERSECUTION, HOLOCAUST, GENOCIDE</p> | <p>Students will continue to work on the skills outlined in the previous units for this topic, using examples from the time period 1933- 45</p> <p><b>Disciplinary Knowledge: -</b><br/>         Cause and Consequence: - students will be better able to explain, link and judge the relative importance of the consequences of Nazi rule in Germany</p> <p>Change and Continuity: - students will explain the extent of change in Germany since the Weimar period (e.g. in culture/art)</p> <p>Similarity and Difference: - Students will be able to see the differences and similarities between previous leadership within Germany</p> <p>Significance: - Students will analyse the significance of key policies and figures e.g. Aktion T4</p> <p>Interpretation: - Historical interpretations: students will identify differences in interpretations and explain reasons for differences by looking at their provenance; they will also judge which of two interpretations they find the most convincing by comparing the content of an interpretation with their knowledge. This skill features throughout the Germany topic.</p> <p>Extended writing: students will be able to write a short essay comparing two different causes/consequences</p> | <p>Short exam style questions as regular homework set by teacher discretion.</p> <p>Students complete two mock exams in Year 11</p> <p>Students complete weekly assessment in Year 11 as part of their homework. They will receive a Grade 9 model answer each week. This will be routinely peer, self and teacher assessed.</p> |
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| <p>Britain: Health and the People - Modern medicine</p> | <p>Students will assess modern treatment of disease: the development of the pharmaceutical industry; penicillin, its discovery by Fleming, its development; new diseases and treatments, antibiotic resistance; alternative treatments.</p> <p>Students will also investigate the impact of war and technology on surgery: plastic surgery; blood transfusions; X-rays; transplant surgery; modern surgical methods, including lasers, radiation therapy and keyhole surgery.</p> <p>Finally students will analyse modern public health: the importance of Booth, Rowntree, and the Boer War; the Liberal social reforms; the impact of two world wars on public health, poverty and housing; the Beveridge Report and the Welfare State; creation and development of the National Health Service; costs, choices and the issues of healthcare in the 21st century.</p> <ol style="list-style-type: none"> <li>1) Liberal reforms</li> <li>2) Development of Penicillin – The First Antibiotic</li> <li>3) Impact of War – WW1 and WW2</li> <li>4) Modern surgery case studies</li> <li>5) Development of the Welfare State – guided reading - literacy</li> <li>6) Medicine post 1945 and modern problems</li> </ol> <p><b>Substantive knowledge:-</b>, MODERN PERIOD, PUBLIC HEALTH, SURGERY, ANATOMY, ANTIOTBIOTIC, MASS</p> | <p><b>Disciplinary Knowledge: -</b></p> <p>Cause and Consequence: - What were the consequences of WW1 and 2 on medicine? What were the consequences of new developments e.g. antibiotics? Long term consequences e.g. antibiotic resistance</p> <p>Change and Continuity: - What changes and continuities were there since the medieval times to the modern day?</p> <p>Similarity and Difference: - What similarities and differences were there between medieval, early modern, 19<sup>th</sup> century and modern medicine/public health/surgery/hospitals</p> <p>Significance: - What was the significance of the seven factors for change? Significance of the antibiotics? The NHS? Modern issues?</p> <p>Evidence: - Primary and Secondary sources and their use.</p> <p>Interpretation: - focus on understanding of sources, building on ability to make inferences and understand aspects of provenance.</p> | <p>Students complete weekly assessment as HW in Year 11. They will receive a Grade 9 model answer each week. This will be routinely peer, self and teacher assessed.</p> |
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|   | <p>PRODUCTION, PENICILLIN, WELFARE STATE, PHARMACEUTICAL, RESISTANCE</p>   |  |  |
| <p>Elizabethan England, c. 1568-1603: Troubles at home and abroad</p> | <p>Students will assess the question of religion, English Catholicism and Protestantism; the Northern Rebellion; Elizabeth's excommunication; the missionaries; Catholic plots and the threat to the Elizabethan settlement; the nature and ideas of the Puritans and Puritanism; Elizabeth and her government's responses and policies towards religious matters.</p> <p>The background of Mary Queen of Scots; Elizabeth and Parliament's treatment of Mary; the challenge posed by Mary; plots; execution and its impact.</p> <p>Conflict with Spain: reasons; events; naval warfare, including tactics and technology; the defeat of the Spanish Armada. Lessons will follow the outline below:</p> <ol style="list-style-type: none"> <li>1) Elizabeth's religious settlement</li> <li>2) Plots against Elizabeth – Northern rebellion, Ridolfi and Throckmorton plots.</li> <li>3) Catholic response</li> <li>4) Puritans</li> <li>5) Causes of Conflict with Spain</li> <li>6) The Spanish Armada</li> </ol> <p><b>Substantive knowledge:-</b> PROTESTANTISM, CATHOLICISM, MARTYR, REBELLION, PLOT, REBELLION, GOVERNMENT</p> | <p><b>Disciplinary Knowledge: -</b></p> <p>Cause and Consequence: - What caused plots against Elizabeth? Consequences of religious threats? Consequences of government action?</p> <p>Change and Continuity: - How did Elizabeth's religious policy change? How did religion change or have continuity from the medieval period?</p> <p>Similarity and Difference: - Students will develop their understanding of the similarities and differences between Protestantism and Catholicism</p> <p>Significance: - What was the significance of Elizabeth's religious policy?</p> <p>Evidence: - Primary and Secondary sources and their use.</p> <p>Interpretation: - focus on understanding of sources, building on ability to make inferences and understand basic aspects of provenance. Interpretations on the threat of MQOS.</p> | <p>Weekly assessments will continue, with regular peer and self assessment. These will be marked twice by the teacher.</p> |