



Curriculum Map: Year 10 GCSE HISTORY

<p>Topic</p>	<p>Key Knowledge <i>What will all students KNOW by the end of the topic?</i></p>	<p>Key Skills <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></p>	<p>Assessment Opportunities <i>What are the key pieces of assessment? How will students be assessed?</i></p>
<p>Germany 1890-1928: the Kaiserreich and the impact of WWI and the establishment of the Weimar Republic</p> <p>The four GCSE topics are taught using the concept of spacing and interleaving. We teach them on a carousel changing after a topic is completed.</p>	<p>Students will understand how a dictator can control a country through a study of the Kaiserreich, the impact of the Treaty of Versailles and the failure of democracy and subsequent rise of extremism due to economic strains on a country. The growth of democracy in Germany. It focuses on the problems faced by the Kaiser in ruling Germany; and the growth of socialism. Students will study the increase in international tensions, the outbreak of the First World War, and its impact on Germany. This growth of democracy in Germany, its initial struggles with the economy, rebellion and isolation, and, finally, how it overcame these problems. Students will study the 'golden age' of Weimar, and how key figures such as Gustav Stresemann stimulated recovery and international cooperation.</p> <p>Substantive knowledge:- SOCIALISM, LEFT WING, RING WING, AUTOCRACY, INDUSTRIALISM, DEMOCRACY, UPRISING, REVOLUTION, PUTSCH, TREATY, INFLATION, CULTURE, REPUBLIC. CONSTITUTION</p>	<p>Disciplinary Knowledge: -</p> <p>Cause and Consequence: - students will be better able to explain, link and judge the relative importance of causes of developments such as the problems faced by the Kaiser.</p> <p>Change and Continuity: - students will explain the extent of change (for example, the rise of socialism)</p> <p>Similarity and Difference: - Students will be able to see the differences between political ideologies and how this changed in Germany throughout the period</p> <p>Significance: - Students will analyse the significance of key events such as the Treaty of Versailles</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>Short exam style questions as regular homework</p> <p>End of unit assessment completed by all students</p> <p>Every lesson will involve a low stakes retrieval quiz</p>

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		<p>Extended writing: students will be able to write a short essay comparing two different causes/consequences</p>	
<p>Conflict and tension between East and West, 1945–1972</p> <p>Part one: The origins of the Cold War</p> <p>The four GCSE topics are taught using the concept of spacing and interleaving.</p>	<p>This wider world depth study enables students to understand the complex and diverse interests of different states and individuals and the ideologies they represented. It considers revolutionary movements during this time. It focuses on the causes and events of the Cold War and seeks to show how and why conflict occurred and why it proved difficult to resolve the tensions which arose during the Cold War. This study also considers the role of key individuals and groups in shaping change and how they were affected by and influenced international relations.</p> <p>The end of the Second World War: Yalta and Potsdam Conferences; the division of Germany; contrasting attitudes and ideologies of the USA and the USSR, including the aims of Stalin, Churchill, Roosevelt, Attlee and Truman; effect of the dropping of the atom bomb on post-war superpower relations.</p> <p>The Iron Curtain and the evolution of East-West rivalry: Soviet expansion in East Europe; US policies; the Truman Doctrine and Marshall Plan, their purpose and Stalin’s reaction; Cominform; Comecon; Yugoslavia; the Berlin Blockade and Airlift.</p> <p>Substantive knowledge – COMMUNISM, CAPITALISM, SOCIALISM, LEFT WING, RIGHT WING, CONTAINMENT, POLICY, CONFERENCE, USA, USSER, IRON CURTAIN, SATELLITE STATE, DOCTRINE</p>	<p>Disciplinary Knowledge: - Cause and Consequence: Students be able to explain and link the end of WW2 to the growth of tension after the emergence of the USA and USSR as ‘superpowers’.</p> <p>Change and Continuity: - students will explain the extent of change in Germany after WW2 and assess how both the policies of the USA and USSR changed throughout this period.</p> <p>Similarity and Difference: - Students will be able to see the differences between political ideologies of capitalism and communism</p> <p>Significance: - Students will analyse the significance of key events such as the dropping of the atomic bomb, Berlin Blockade and Marshall Plan. They will also assess the significance of key figures such as Stalin, Churchill, Roosevelt, Attlee and Truman.</p> <p>Sources – Students will continue to develop the ability to critically analyse the content and provenance of sources. As part of this unit students have to frequently interrogate contemporary sources for their usefulness to historians.</p>	<p>Centralised homework marked.</p> <p>Frequent retrieval knowledge tests in lesson.</p> <p>Wider assessment in line with school policy and calendaring.</p>

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<p>Britain Health and the People - The development of medicine from C.1000-present</p> <p>The four GCSE topics are taught using the concept of spacing and interleaving.</p>	<p>This thematic study will enable students to gain an understanding of how medicine developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short and long term developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place. Although the focus of this study is the development of medicine in Britain, it will draw on wider world developments that impacted on the core themes. Students will have the opportunity to see how some ideas and events in the wider world affected Britain and will promote the idea that key themes did not develop in isolation, but these ideas and events should be referenced in terms of their effects on the core theme for Britain and British people.</p> <p>Substantive knowledge Medieval Superstition Theory of Miasma Theory of Transference Theory of Four Humours Supernatural Physician Leeching Bleeding Purging Renaissance Early Modern New World Quack Bezoar stone Vaccine Inoculation Spontaneous generation Magic bullet Antibiotic Antibiotic resistance DNA</p>	<p>Disciplinary Knowledge: - Cause and Consequence: - What did people believe caused illness? Consequences of pandemics such as Black Death? Consequences of new discoveries such as Germ Theory</p> <p>Change and Continuity: - What continuities were there between medieval and early modern beliefs? How did attitudes change? What continuities were there across the ages?</p> <p>Similarity and Difference: - What similarities and differences were there between Islamic and Christian understanding/beliefs regarding medicine? What similarities and differences were there between key individuals such as Louis Pasteur and Edward Jenner?</p> <p>Significance: - What was the significance of key individuals in the different period and their impact on medicine? What were the significance events?</p> <p>Sources – This unit requires students to develop an understanding and ability to analyse both the content and provenance of sources and their use to historians. There is frequent opportunity to develop this.</p> <p>Interpretation: - focus on understanding of sources, building on ability to make inferences and understand aspects of provenance.</p>	<p>Students will complete an Autumn assessment, one question on each of the four GCSE topics studied.</p> <p>Two HW marks by the teacher. Routine peer and self-assessment and routine marked exam question homework.</p>
<p>Elizabethan England, c. 1568-</p>	<p>Students will assess Elizabeth I and her court: background and character of Elizabeth I; court life, including patronage; key ministers.</p>	<p>Disciplinary Knowledge: -</p>	<p>Short exam style questions as regular homework set by teacher discretion</p>

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<p>1603: Elizabeth's court and power</p> <p>The four GCSE topics are taught using the concept of spacing and interleaving.</p>	<p>The difficulties of a female ruler: relations with Parliament; the problem of marriage and the succession; the strength of Elizabeth's authority at the end of her reign, including Essex's rebellion in 1601.</p> <p>Substantive knowledge:- MONARCHY, PROPAGANDA, ANOINTED, DIVINE RIGHT OF KINGS, REBELLION, PRIVY COUNCIL, PARLIAMENT, BETHROTHED, ILLEGITIMATE</p>	<p>Cause and Consequence: - What caused problems for Elizabeth? What were the consequences of her reign? The consequences of family history?</p> <p>Change and Continuity: - Appreciate the changes throughout Elizabeth's reign and her position at the end of it.</p> <p>Similarity and Difference: - Students will develop their understanding of the differences in society in the 16th century.</p> <p>Significance: - What was significant about Elizabeth's gender? Her background? Power at the time?</p> <p>Evidence: Elizabethan portraiture and propaganda</p> <p>Interpretation: - focus on understanding of interpretations, building on ability to make inferences and understand aspects of provenance.</p> <p>Students will build on the skills developed in the Germany course by evaluating historical interpretations. Students will build on the skills developed in the WW1 paper by developing their ability to write a historical account. Students will build on the skills from the Health and the People paper by assessing significance.</p> <p>The assessment will give students the opportunity to demonstrate their ability to apply second order concepts such as causation, change and consequence to their knowledge and understanding. Students will</p>	<p>End of unit assessment completed by all students.</p> <p>Students will complete an end of topic assessment.</p> <p>Two homework marks by the teacher. Routine peer and self-assessment and routine marked exam question homework.</p>
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		<p>also analyse and evaluate interpretations to make their own historical claims.</p>	
<p>Germany 1928-34: The collapse of democracy</p>	<p>Students will assess the consequences of reparations: the occupation of the Ruhr and hyperinflation</p> <ul style="list-style-type: none"> • German government & the German constitution in the 1920s- strengths and weaknesses • Political opposition to Weimar (Spartacists, Kapp Putsch and Munich Putsch) • Recovery between 1923-29 (including the Dawes Plan and the Young Plan) • Weimar culture- nature and opposition • Impact of the Depression on Germany • Growth in support for Nazis and Communists • Strengths of the Nazi Party (including tactics, propaganda, the SA & Hitler’s personal appeal) <p>Substantive knowledge:- ECONOMIC DEPRESSION, OATH, FUHRER, DICTATOR, FASCISM, DEMOCRACY, CONSTITUTION</p>	<p>Disciplinary Knowledge: -</p> <p>Cause and Consequence: - students will be better able to explain, link and judge the relative importance of causes of developments such as rise of the Nazi party and the collapse of the Weimar Republic</p> <p>Change and Continuity: - students will explain the extent of growth and success of Nazi party and how Hitler established control.</p> <p>Similarity and Difference: - Students will be able to see the differences between political ideologies and how this changed in Germany throughout the period</p> <p>Significance: - Students will analyse the significance of key events such as the Reichstag fire and Night of the Long Knives.</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 and consequences.</p>	<p>End of unit assessment completed by all students</p> <p>Routine peer and self assessment.</p>

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<p>Conflict and tension between East and West, 1945–1972</p> <p>Part two: The development of the Cold War</p>	<p>Students will investigate - The significance of events in Asia for superpower relations: USSR's support for Mao Tse-tung and Communist revolution in China, and the military campaigns waged by North Korea against the UN and by the Vietcong against France and the USA. Military rivalries: the arms race; membership and purposes of NATO and the Warsaw Pact; the space race, including Sputnik, ICBMs, Polaris, Gagarin, Apollo. The 'Thaw': Hungary, the protest movement and the reforms of Nagy; Soviet fears, how they reacted and the effects on the Cold War; the U2 Crisis and its effects on the Paris Peace Summit and the peace process.</p> <p>Substantive knowledge – SOVIET, NATO, WARSAW PACT, U2, SUMMIT, CONFERENCE, POLARIS, VIETCONG, GUERILLA, PROXY WAR, REVOLUTION</p>	<p>Disciplinary Knowledge: -</p> <p>Cause and Consequence: Students be able to explain the causes of the rise of communism in Asia and the consequences of US response. What were the consequences of the arms and space race for world relations?</p> <p>Change and Continuity: - How did international relations change throughout the period?</p> <p>Similarity and Difference: - Students will be able to see the differences between political ideologies of capitalism and communism. The similarity and difference in events in Asia and the wider world.</p> <p>Significance: - Students will analyse the significance of events in Asia such as the Communist Revolution in China, military campaigns in Korea and the Vietcong in Vietnam and the impact this had on world powers.</p> <p>Sources – Students will continue to develop the ability to critically analyse the content and provenance of sources. As part of this unit students have to frequently interrogate contemporary sources for their usefulness to historians.</p>	<p>Centralised homework marked.</p> <p>Frequent retrieval knowledge tests in lesson.</p> <p>Wider assessment in line with school policy and calendaring.</p> <p>Peer assessment – Write an account – Chinese Revolution and Vietnam War</p>
<p>Britain: Health and the People – The development of surgery and anatomy</p>	<p>Similar to the previous section of the Health and the People unit students will investigate the breadth of time between the Middle Ages and the modern day. The focus during this part of the unit will be on the development of surgery and the understanding of</p>	<p>Students will study the importance of the following factors:</p> <ul style="list-style-type: none"> • war • superstition and religion 	<p>End of unit assessment completed by all students</p> <p>Two HW marks by the teacher.</p>

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	<p>anatomy. We have opted to teach this unit thematically in order to draw greater comparison between the key concepts and themes across the time periods.</p> <p>Substantive knowledge SURGERY ANATOMY BARBER SURGEON ENEMA LEECHING BLEEDING PURGING TREPANNING GUILD CAUTERISATION LIGATURE ROYAL SOCIETY DISSECTION ANTISEPTIC ASEPTIC ANAESTHETIC X-RAY BLOOD TRANSFUSION</p>	<ul style="list-style-type: none"> • chance • government • communication • science and technology • the role of the individual in encouraging or inhibiting change. <p>Students will show an understanding of how factors worked together to bring about particular developments at a particular time, how they were related and their impact upon society.</p> <p>Disciplinary Knowledge: - Cause and Consequence: - What caused developed in surgery and anatomy across the ages? Consequences of new discoveries such as antiseptics?</p> <p>Change and Continuity: - What continuities were there between early modern and medieval practices? How did surgery change?</p> <p>Similarity and Difference: - What similarities and differences were there between medieval and early modern and 19th century surgery?</p> <p>Significance: - What was the significance of the seven factors for change? S</p> <p>Evidence: - Primary sources and their use. his unit requires students to develop an understanding and ability to analyse both the content and provenance of sources and their use to historians. There is frequent opportunity to develop this.</p>	<p>Routine peer and self-assessment and routine marked exam question homework.</p>
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		<p>Interpretation: - focus on understanding of sources, building on ability to make inferences and understand aspects of provenance.</p>	
<p>Elizabethan England, c. 1568-1603: Elizabethan society</p>	<p>Students will assess the extent to which Elizabeth's reign could be viewed as a 'Golden Age' by assessing living standards and fashions; growing prosperity and the rise of the gentry; the Elizabethan theatre and its achievements; attitudes to the theatre. Students will also assess reasons for the increase in poverty; attitudes and responses to poverty; the reasons for government action and the seriousness of the problem. Within this topic students will also focus on sailors such as Hawkins and Drake; circumnavigation 1577–1580, voyages and trade; the role of Raleigh. An outline of lessons can be found below:</p> <p>Substantive knowledge:- POVERTY, WEALTH, GREAT CHAIN OF BEING, HEIRARCHY, CLASS, FEUDALISM, EXPLORATION, DISCOVERY, GOVERNMENTS, VOYAGE</p>	<p>Disciplinary Knowledge: - Cause and Consequence: - What causes poverty? Consequences of government action? Causes of the rise of the Gentry? Change and Continuity: - How social, economic and political developments shaped Elizabethan society. Changes brought about by the discovery of the New World. Similarity and Difference: - Students will develop their understanding of the difference between classes and their position in society. Significance: - What was the significance of Elizabeth's reign? Golden Age? Evidence: - Analysis of poor laws Interpretation: - focus on understanding of interpretations, building on ability to make inferences and understand aspects of provenance.</p>	<p>End of unit assessment completed by all students</p> <p>Two homework marks by the teacher.</p> <p>Routine peer and self-assessment and routine marked exam question homework.</p> <p>Short exam style questions as regular homework set by teacher discretion End of unit assessment completed by all students.</p> <p>Students complete mock exam in the Summer.</p> <p>Two HW marks by teacher.</p>
<p>Historic environment</p>	<p>This section of the Elizabethan England course is a site study which looks at a different location for each year. For the 2025 cohort, the site will be Hardwick Hall</p>	<p>Students will assess second order concepts through this site study, usually focusing on change or cause and consequence. This will be expressed through</p>	<p>Students complete mock exam in the Summer.</p>

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<p>study (2025 – Hardwick Hall)</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.</p> <p>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">• Function, structure and location of the historic site• How the site reflected the attitudes, beliefs and social structure of Elizabethan society <p>Notable people, organisations and events linked to the site.</p>	<p>extended writing. Students will develop source and interpretation skills whilst analysing the site.</p>	<p>Two HW marks by teacher.</p> <p>Frequent low stakes retrieval quizzes</p>
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