



CHS Curriculum Intent

SUCCESSFUL: Learners who gain deep and powerful knowledge in preparation for life; combining academic rigour, curiosity and creative flair.

CREATIVE: Learners who are imaginative, optimistic and inventive; finding their voice to become effective communicators prepared for lifelong adaptability

HAPPY: Learners who are confident, resilient, well-rounded citizens; they understand the world’s communities and are ready to discover their place in it.

CHS Curriculum Area Framework for Learning – Year 10

SUBJECT	History
INTENT	<p>“A people without the knowledge of their past history, origin & culture is like a tree without roots” - Marcus Garvey</p> <p>We passionately believe that young people need a sense of history in order to understand themselves, their identity and the world around them. They need to be able to ask questions and evaluate the answers they receive – never settling for a shallow answer and pushing for a deeper explanation. History should inspire curiosity and a desire to never stop wanting to find out more. As the Ancient Chinese philosopher Confucius described, if we cultivate the root, the leaves and branches will take care of themselves. Therefore, we are proud to plant the seeds of knowledge in our young people to cultivate curiosity and engagement in the world around them.</p> <p>History gives students;</p> <ul style="list-style-type: none"> • The ability to research, filter and prioritise information. • A framework for questioning sources of information and evaluating which are useful, trustworthy and reliable. • A solid knowledge of the culture on which the country is founded – why do we do what we do? • The confidence to voice their opinions coherently and with diligence <p>These prepare students for careers as;</p> <ul style="list-style-type: none"> • Lawyers • Reporters • Teachers



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	<ul style="list-style-type: none"> • Police Officers • Diplomats • Writers • Doctors • Politicians • Social workers
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Year Group	10					
Rationale/ Narrative	<p>Year 10 History is exciting, political and relevant; it is popular with students as they have to think critically about challenging concepts such as how dictatorships form, why an entire country was able to be indoctrinated, and how the fear of the atomic bomb alongside communism and capitalism shaped an entire era. In order to enrich and inspire, we carefully incorporate hidden narratives of success and protest beyond the GCSE specification so that students understand what it means to be resilient and overcome adversity.</p> <p>Through interesting lesson enquiries, discussion and debate students will be able to analyse interpretations from History, never settling for a shallow response but continually pushing for a deeper explanation. By examining language and tone, students will understand why history is always useful and how it can help us to understand the propaganda of the modern world. With an emphasis on academic reading, enrichment and careers, we now look to prepare our students for life beyond their GCSEs. It is by Year 10 that students blossom, drawing from the roots they made in Year 9 and in lower school to maturely construct their opinions using a range of academic vocabulary. They know the world that they live in is complicated and are able to use their knowledge to justify why.</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	Edexcel GCSE History 9-1 Germany 1918-1939 Key Topic 2 - Hitler & the rise of the Nazis 1919-1933. <ul style="list-style-type: none"> • Early stages of Nazi Party • The Munich Putsch • The Great Depression • Rise of Nazi popularity 	Edexcel GCSE History 9-1 Germany 1918-39 Key Topic 3 – Nazi Dictatorship '33-39, <ul style="list-style-type: none"> • Reichstag Power & Enabling Act. • The Police State • The Church • Propaganda • Night of Long Knives 	Edexcel GCSE History 9-1 Germany 1918-39 Key Topic 4 – Nazi Domestic Policies'33-39 <ul style="list-style-type: none"> • The Nazi Economy • Standard of Living • Young People • Women • Jewish & other minorities. 	Edexcel GCSE History 9-1 International Relations c1943-1959 Origins of Cold War. <ul style="list-style-type: none"> • Post-war alliances. • Truman Doctrine & Marshall Plan • Soviet Control in Eastern Europe • The Berlin Blockade. 	Edexcel GCSE History 9-1 International Relations c1959-1968 Three Cold War Crises. <ul style="list-style-type: none"> • Divided Berlin • The Berlin Wall. • The Cuban Missile Crisis. • Soviet Control in Czechoslovakia 	Edexcel GCSE History 9-1 International Relations c1968-1991 End of the Cold War. <ul style="list-style-type: none"> • Détente. • Soviet invasion of Afghanistan. • Gorbachev & Reagan. • End of the Cold War.



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<p>SKILLS</p>	<ul style="list-style-type: none"> • Hitler Becomes Chancellor <p>History skills & concepts:</p> <ul style="list-style-type: none"> ➤ Communicating knowledge, ➤ Change & Continuity, Significance, ➤ Causation, ➤ Enquiry, ➤ Interpretation & Representation <p>Learning skills:</p> <ul style="list-style-type: none"> ➤ Analyse, ➤ evaluate, ➤ make judgments, ➤ Demonstrate, ➤ explain, ➤ evaluate. <p>(AO 1, 2 3 & 4)</p>	<p>History skills & concepts:</p> <ul style="list-style-type: none"> ➤ Communicating knowledge, ➤ Change & Continuity, Significance, ➤ Causation, ➤ Enquiry, ➤ Interpretation & Representation <p>Learning skills:</p> <ul style="list-style-type: none"> ➤ Analyse, ➤ evaluate, ➤ make judgments, ➤ Demonstrate, ➤ explain, ➤ evaluate. <p>(AO 1, 2 3 & 4)</p>	<p>History skills & concepts:</p> <ul style="list-style-type: none"> ➤ Communicating knowledge, ➤ Change & Continuity, Significance, ➤ Causation, ➤ Enquiry, ➤ Interpretation & Representation <p>Learning skills:</p> <ul style="list-style-type: none"> ➤ Analyse, ➤ evaluate, ➤ make judgments, ➤ Demonstrate, ➤ explain, ➤ evaluate. <p>(AO 1, 2 3 & 4)</p>	<p>History skills & concepts:</p> <ul style="list-style-type: none"> ➤ Communicating knowledge, ➤ Change & Continuity, Significance & Causation. <p>Learning skills:</p> <ul style="list-style-type: none"> ➤ Demonstrate, ➤ explain, ➤ evaluate. <p>(AO 1 & 2)</p>	<p>History skills & concepts:</p> <ul style="list-style-type: none"> ➤ Communicating knowledge, ➤ Change & Continuity, Significance & Causation. <p>Learning skills:</p> <ul style="list-style-type: none"> ➤ Demonstrate, ➤ explain, ➤ evaluate. <p>(AO 1 & 2)</p>	<p>History skills & concepts:</p> <ul style="list-style-type: none"> ➤ Communicating knowledge, ➤ Change & Continuity, Significance & Causation. <p>Learning skills:</p> <ul style="list-style-type: none"> ➤ Demonstrate, ➤ explain, ➤ evaluate. <p>(AO 1 & 2)</p>
<p>ASSESSMENTS</p>	<p>Students will have a mixture of exam question and low stakes assessment with teacher, self and peer feedback. There will be two larger assessed pieces by teachers this half term:</p> <ul style="list-style-type: none"> • Examining Interpretations • Explain utility • Explain why 	<p>Students will have a mixture of exam question and low stakes assessment with teacher, self and peer feedback. There will be three larger assessed pieces by teachers this half term:</p> <ul style="list-style-type: none"> • Examining Interpretations • Explain utility • Explain why 	<p>Students will have a mixture of exam question and low stakes assessment with teacher, self and peer feedback. There will be two larger assessed pieces by teachers this half term:</p> <ul style="list-style-type: none"> • Germany PLC Exam • End of Topic Exam 	<p>Students will have a mixture of exam question and low stakes assessment with teacher, self and peer feedback. There will be three larger assessed pieces by teachers this half term:</p> <ul style="list-style-type: none"> • Consequences of key events • Narrative Account • Importance 	<p>Students will have a mixture of exam question and low stakes assessment with teacher, self and peer feedback. There will be two larger assessed pieces by teachers this half term:</p> <ul style="list-style-type: none"> • Consequences of key events • Narrative Account • Importance 	<p>Students will have a mixture of exam question and low stakes assessment with teacher, self and peer feedback. There will be two larger assessed pieces by teachers this half term:</p> <ul style="list-style-type: none"> • Medicine PLC Exam • Consequences of key events • Narrative Account • Importance