



FRAMEWORK FOR LEARNING

CREATIVE

An education where imagination, curiosity and resilience enable us to ignite our learning.

HAPPY

A shared belief that optimism, empathy and responsibility are the foundations for a respectful, safe and inclusive community.

SUCCESSFUL

Individuals who are ready to learn, practise being reflective, and are motivated to become champions.

SUBJECT

HISTORY

INTENT

“A people without the knowledge of their past history, origin & culture is like a tree without roots” - **Marcus Garvey**

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.

History gives students:

- The ability to research, filter and prioritise information.
- A framework for questioning sources of information and evaluating which are trustworthy and reliable.
- A solid knowledge of the culture on which the country is founded – why do we do what we do?

These prepare students for careers as:

- Lawyers
- Reporters
- Teachers
- Police Officers
- Diplomats
- Writers
- Doctors
- Politicians
- Social workers



YEAR GROUP

YEAR 10

RATIONAL / NARRATIVE

Year 10 History is exciting, political, and relevant; it is popular with students as they have to think critically about 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. 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. 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.

TERM KNOWLEDGE

AUTUMN 1

AUTUMN 2

SPRING 1

SPRING 2

SUMMER 1

SUMMER 2

Edexcel GCSE History 9-1
Germany 1918-1939

Key Topic 1: Weimar Republic 1918-1939:

- Weimar Republic Origins
- Weaknesses of the Weimar Republic
- Treaty of Versailles
- Political Problems
- Economic Problems

Key Topic 2 - Hitler & the rise of the Nazis 1919-1933.

- Early stages of Nazi Party
- The Munich Putsch
- The Great Depression
- Rise of Nazi popularity
- Hitler Becomes Chancellor

History skills & concepts:

- Communicating knowledge,

Edexcel GCSE History 9-1
Germany 1918-39

Key Topic 3 – Nazi Dictatorship ‘33-39,

- 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

- The Nazi Economy
- Standard of Living
- Young People
- Women
- Jewish & other minorities.

History skills & concepts:

- Communicating knowledge,

Edexcel GCSE History 9-1

Edexcel GCSE 9-1
Key topic 1: Anglo-Saxon England & the Norman Conquest, 1060–66

- Anglo-Saxon Society.
 - Tostig’s rebellion
 - The rival claimants to the throne.
 - The Battle of Hastings.
 - Progress Test
 - Feedback
- Edexcel GCSE 9-1
- The submission of the Earls. (1066)

History skills & concepts:

- Communicating knowledge,

Edexcel GCSE History 9-1

Key topic 2: William I in power: securing the kingdom, 1066–87

- Castles
- The Feudal System
- The Domesday Book
- Anglo-Saxon Resistance.
- The Revolt of the Earls (1075)
- Edexcel GCSE 9-1
- Key topic 3: Norman England, 1066–88
- The Feudal System
- The Church
- The extent of Norman changes
- William II

History skills & concepts:

- Communicating knowledge,

Edexcel GCSE History 9-1
International Relations c1945-53

Origins of Cold War.

- Post-war alliances.
- Truman Doctrine & Marshall Plan
- Soviet Control in Eastern Europe
- The Berlin Blockade.
- Germany revision
- Progress Test

Development of the Cold War

- Arms race
- Space race
- Khrushchev
- Warsaw Pact
- Hungarian Uprising

History skills & concepts:

- Communicating knowledge,

Edexcel GCSE History 9-1
International Relations 1953-1991

End of the Cold War.

- Soviet Control in Czechoslovakia
- Three Cold War Crises.
- Divided Berlin
- The Berlin Wall.
- The Cuban Missile Crisis
- Détente

• Soviet invasion of Afghanistan.

- Gorbachev & Reagan.
- End of the Cold War.

History skills & concepts:

- Communicating knowledge,

SKILLS



ASSESSMENT







| | | | | | |
|---|---|--|--|---|---|
| <ul style="list-style-type: none"> • Change & Continuity, • Significance, • Causation, • Enquiry, • Interpretation & Representation <p>Learning skills:</p> <ul style="list-style-type: none"> • Analyse, • evaluate, • make judgments, • Demonstrate, • explain, • evaluate. <ul style="list-style-type: none"> • (AO 1, 2 3 & 4) | <ul style="list-style-type: none"> • Change & Continuity, • Significance, • Causation, • Enquiry, • Interpretation & Representation <p>Learning skills:</p> <ul style="list-style-type: none"> • Analyse, • evaluate, • make judgments, • Demonstrate, • explain, • evaluate. <ul style="list-style-type: none"> • (AO 1, 2 3 & 4) | <ul style="list-style-type: none"> • Change & Continuity, • Significance, • Causation, • Enquiry, • Interpretation & Representation <p>Learning skills:</p> <ul style="list-style-type: none"> • Analyse, • evaluate, • make judgments, • Demonstrate, • explain, • evaluate. <ul style="list-style-type: none"> • (AO 1, 2 3 & 4) | <ul style="list-style-type: none"> • Change & Continuity, • Significance & Causation. <p>Learning skills:</p> <ul style="list-style-type: none"> • Demonstrate, • explain, • evaluate. • (AO 1 & 2) | <ul style="list-style-type: none"> • Change & Continuity, • Significance & Causation. <p>Learning skills:</p> <ul style="list-style-type: none"> • Demonstrate, • explain, • evaluate. • (AO 1 & 2) | <ul style="list-style-type: none"> • Change & Continuity, • Significance & Causation. <p>Learning skills:</p> <ul style="list-style-type: none"> • Demonstrate, • explain, • evaluate. (AO 1 & 2) • |
| <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>Marking Point: Explain why the Weimar Republic faced problems in the years 1919-1923 (8 marks) [usefulness].</p> <p>Marking Point: How far do you agree (Stresemann's policies) (16 marks +4 SPAG) [interpretation]</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>Marking Point: Explain how Hitler became chancellor/votes increased for the Nazis (12 marks)</p> <p>Marking Point: How far do you agree (Nazi methods of control) [16 marks +4 SPAG]</p> <p>Marking Point (Self Assess):</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> <p>Paper 3: Weimar and Nazi Germany (full paper)</p> <p>Marking Point: Succession Crisis 1066 (12 marks)</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> <p>Marking Point: Norman Control (16 marks)</p> <p>Marking Point (Peer Assess): Saxon Rebellions (4 marks)</p> <p>Marking Point: Change under the Normans (16 marks)</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"> • Consequences of key events • Narrative Account • Importance <p>Marking Point: Explain two consequences of the Potsdam Conference (8 marks)</p> <p>Marking Point: • Write An Account of the Berlin Crisis 1948-49 (8 marks)</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"> • Cold War and Normans Exam <p>Marking Point: Explain the importance of the Hungarian Uprising</p> <p>Paper 2: Cold War and Normans (full paper)</p> <p>Marking Points (Peer Assess): Write An Account of issues of Berlin 1958-61 (8 marks)</p> <ul style="list-style-type: none"> • Explain the importance of the Cuban Missile Crisis (8 marks) |



HOME LEARNING

READING, WRITING, TALK, NUMERACY

TIER 2 VOCABULARY TIER 3 VOCABULARY

| | | | | | |
|---|--|---|--|--|--|
| | <ul style="list-style-type: none"> Antisemitism interpretations (4 marks x 2) | | | | |
| Home Learning Knowledge Recall Quiz on TEAMS/SENECA x2 1 Peer marked exam question | Home Learning Knowledge Recall Quiz on TEAMS/SENECA x2 1 Peer marked exam question | Home Learning Knowledge Recall Quiz on TEAMS/SENECA x2 1 Peer marked exam question | Home Learning Knowledge Recall Quiz on TEAMS/SENECA x2 1 Peer marked exam question | Home Learning Knowledge Recall Quiz on TEAMS/SENECA x2 1 Peer marked exam question | Home Learning Knowledge Recall Quiz on TEAMS/SENECA x2 1 Peer marked exam question |
| <p>Reading: Learning new vocabulary.</p> <p>Writing: Analysing</p>  <p>interpretations and views of Historians to form their own interpretations</p> <p>Talk: Introduction of peer teaching and questioning to improve factual recall</p> | <p>Reading: Interpreting what an Historian is arguing, reading between the lines to examine their argument</p>  <p>Writing: Breaking down how to answer a longer essay in History and using metacognitive thinking skills to review</p> <p>Talk: Feedback trios to peer critique work using talk protocols</p> | <p>Reading: Reading a range of interpretations in order to help form own opinion.</p>  <p>Writing: Reviewing answers to mark for spelling, punctuation, grammar and historical language</p> <p>Talk: Sharing of interpretations</p> | <p>Reading: Breaking down information and chunking tests for narrative accounts: causes, events and consequences</p>  <p>Writing: Using the language to examine international relations</p> <p>Talk: Reviewing the relationship between USA and USSR in talk trios</p> | <p>Reading: Examining key events for international relations and determining why this will be important to the relationship between the USA and USSR in future</p>  <p>Writing: Clarity and organisation of work</p> <p>Talk: Role play of different leaders of the Cold War</p> | <p>Reading: Using visualisation techniques to remember the narrative of the Cold War</p>  <p>Writing: Examining writing for a purpose and how representations can portray events differently</p> <p>Talk: Examining the cultural and historical significance of the Cold War and how its repercussions are experienced in the modern world</p> |
| Describe, Infer, Explain, Evaluate, Interpret | Describe, Infer, Explain, Evaluate, Interpret | Describe, Infer, Explain, Evaluate, Interpret | Describe, Infer, Explain, Evaluate, Interpret | Describe, Infer, Explain, Evaluate, Interpret | Describe, Infer, Explain, Evaluate, Interpret |
| Democracy, Dictatorship, Putsch, Rebellion, Economic Recession, Depression, Reich, Chancellor, Proportional Representation, Coalition Government, Propaganda | Indoctrination, Police State, Control, Trade Union, Opposition, Church, Concordat, Fuhrer, Reichstag, Enabling Act, Gleichschaltung, Sturmabteilung, Schutzstaffel, NSDAP Hoffnung, Kinder, Kuche, Kirche, Autarky, | Submission, Marcher Earldoms, Borderlands, Dominate, Palisade, Motte, Bailey, Strategic, Resistance, Garrison, Harrying, Landownership, Danelaw | Feudal System, Hierarchy, Tenants-in-Chief, Levying, Domesday Book, Suppression, Under-Tenants, Vassels, Fief, Barony, Feudalism, Forfeiture, Normanisation, Regents, Penance | Mutually Assured Destruction, Paranoia, Communism, Capitalism, Conference, Stalin, Truman, Doctrine, Satellite States, Salami Tactics, Containment Cominform, Comecon, Warsaw Pact, NATO, Deteriorating, Oppressive, Hawks, | Détente, Limitations, Narrative, Intercontinental Ballistic Missiles, Evil Empire, Gorbachev, Brezhnev, Reagan, Dubcek, Czechoslovakia, Amicable, Reciprocal, Era |



PSPSMC, BRITISH VALUES AND DIVERSITY

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|--|--|--|---|--|--|--|
| | | Autobahn, Persecution, Interpretation, Utility, Economic, Standard of Living, Unemployment, Minorities, Lebensborn | | | Doves, Exacerbated, Hostility, Turning Point, Flashpoint, Khrushchev, Eisenhower, Kennedy Secret Speech, Destalinisation, Joe-1, Hydrogen Bomb, sputnik, highways, Eisenhower, Nagy, Rakosi, alliance, first strike, command | |
| | <p>Personal: Embed Routines and expectations for the start of the new year.</p> <p>Social and cultural: Impact of social, political and economic unrest on minorities. Dangers of extremism.</p> <p>Moral: Values of different communities</p> <p>British Values: Weimar Constitution compared the British. Rule of Law.</p> | <p>Personal: Learn skills of reflection by reviewing progress and acting on outcomes.</p> <p>Social and cultural: Impact of the Great Depression.</p> <p>Moral: Resolving conflict fairly; Treaty of Versailles.</p> <p>British Values: Weimar Constitution compared the British. Rule of Law.</p> | <p>Personal: Act as a self-manager by planning revision for College Entry Exams.</p> <p>Social and cultural: How have different socio-economic groups impacted the structure of England?</p> <p>Moral: Values of different communities</p> <p>British Values: Why is the role of the monarchy now different? Why are wars fought differently now? How did people protest 1000 years ago? Why is this different to modern day?</p> | <p>Personal: Skills of reflection by reviewing progress and acting on outcomes of College Entry Exams.</p> <p>Social and cultural: How have different socio-economic groups impacted the structure of England?</p> <p>British Values: knowledge of public institutions in England (Monarchy & Church); the basis on which the law is made and applied in England; Forest Law etc.</p> | <p>Personal = Develop as Independent Enquirers by identifying questions to ask and issues to explore with new topic.</p> <p>Moral: Hawks Vs Doves in Cuban Missile Crisis. Which is the best way to 'win'?</p> <p>Social: Economic differences USSR/USA</p> <p>British Values: Democracy & dictatorship.</p> | <p>Personal = Reflect and review progress and learning on Cold War topic.</p> <p>Cultural: Effects of Détente on culture. 'Pandas & Ping-pong'</p> <p>Social: Economic differences USSR/USA</p> <p>British Values: Democracy & dictatorship. Rule of Law and Helsinki Accords.</p> |