

Y10 History

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Curriculum Intent

The Forge Valley History department are committed to giving our young people the cultural context to interpret the world around them. The History department will ensure that enjoyment and understanding of the subject is pursued through examining the cultural, social and economic complexities of the past. We endeavour to develop our pupils understanding of differing cultural contexts to broaden their horizons. Through a mix of thematic units and depth studies students are furnished with a well-developed sense of period as well as an understanding of the key concepts that run throughout our past. Across Key Stages three and four our thematic studies include: comparisons between the medieval Islamic Empire and the British Empire; an analysis of the development of Britain's democratic system over time; and a study of the development of Public Health. Our depth studies range from a reinterpretation of Britain's role in the slave trade; the origins and responses to the Holocaust; and the Chinese Qing Dynasty.

From Year 7 pupils engage with a variety of contemporary sources, and historical interpretations to develop an understanding of how historians construct the past. Through fostering a passion for the subject through dynamic teaching and rigorous assessment, pupils will become well-versed in the importance of interpreting the past in order to understand the present and consider the future. By emphasising the range of roles that students of history take up in society we provide a route to academic success and offer transferable skills that will equip all pupils to thrive in the future.

	Core Knowledge	Procedural Knowledge
Autumn HT1 2 lessons per week	People's Health 1250-2000 - Medieval Public Health - Features of Medieval Life - Housing, Water, Food and Waste - Causes of the Black Death - Local and National - Government responses to the Black Death - Early Modern Public Health - Features of Early Modern Life	Public Health (1250-2000) - Construct extended explanations and essays: - Explain change and continuity over time - Analyse causation and consequence (e.g. why public health improved) - Use precise knowledge recall:

	Housing, Water, Food and Waste Causes of the Great Plague Local and National Government responses to the Great Plague	○ Select relevant examples across periods (medieval → modern) • Apply second-order concepts fluently: ○ Change and continuity ○ Cause and consequence ○ Significance • Build chronological arguments: ○ Link developments across long time spans (700+ years)
Autumn HT1 3 lessons per week	People's Health 1250-2000 • Medieval Public Health Features of Medieval Life Housing, Water, Food and Waste Causes of the Black Death Local and National Government responses to the Black Death • Early Modern Public Health Features of Early Modern Life Housing, Water, Food and Waste Causes of the Great Plague Local and National Government responses to the Great Plague • Industrial Public Health Features of Industrial Life Housing, Water, Food and Waste Causes of the Cholera Local and National Government responses to the Cholera	
Autumn HT2 2 lessons per week	People's Health 1250-2000 • Industrial Public Health Features of Industrial Life Housing, Water, Food and Waste Causes of the Cholera Local and National Government responses to the Cholera	

Autumn HT2 3 lessons per week	People's Health 1250-2000 - Modern Public Health - Features of Modern Life - Housing, Inactivity, Food and Air Pollution - Causes of the Spanish Flu and AIDS - Local and National Government responses to the Spanish Flu/AIDS - Liberal Reforms, development of NHS and Smoking Ban Norman Conquest 1066-1087 - Anglo Saxons - Religion, architecture, culture hierarchy	Norman Conquest (1066-1087) - Write analytical essays and explanations: - Explain how William secured control - Make supported judgements about importance - Compare and evaluate historical interpretations: - Identify different historians' arguments - Explain similarities and differences - Analyse historian motivations and perspectives: - Consider context, purpose and viewpoint - Use evidence to assess convincingness of interpretations
Spring HT1 2 lessons per week	People's Health - Modern Public Health - Features of Modern Life - Housing, Inactivity, Food and Air Pollution - Causes of the Spanish Flu and AIDS - Local and National Government responses to the Spanish Flu/AIDS - Liberal Reforms, development of NHS and Smoking Ban Norman Conquest 1066-1087 - Anglo Saxons - Religion, architecture, culture hierarchy	
Spring HT1 3 lessons per week	Norman Conquest 1066-1087 - Normans Invasion and Conquest - Normandy in 1064, claimants to the throne, Battle of 1066 - Rebellions - Wild Man of Mercia, Exeter, Northern Rebellions, Hereward the Wakes Rebellions - Castles - Features, why were they built, comparison with	

	Anglo Saxons fortifications, case studies	
Spring HT2 2 lessons per week	Norman Conquest 1066-1087 - Normans Invasion and Conquest Normandy in 1064, claimants to the throne, Battle of 1066 - Rebellions Wild Man of Mercia, Exeter, Northern Rebellions, Hereward the Wakes Rebellions	Conisbrough Castle (Site Study) - Dissect complex historical questions: - Break down multi-part enquiry questions - Identify what is being assessed (e.g. function, significance) - Apply knowledge to unseen contexts: - Use understanding of Norman castles in a specific case - Develop focused essay responses: - Use precise, relevant detail about the site - Strengthen knowledge retrieval: - Recall detailed features and link them to purpose (defence, control, status and tourism)
Spring HT2 3 lesson per week	Norman Conquest 1066-1087 Impact of the Normans by 1087 Domesday Book, Feudal System, Impact on Language, Law and Religion, the way the Normans have been interpreted over time.	
Summer HT1 2 lessons per week	Norman Conquest 1066-1087 - Castles Features, why were they built, comparison with Anglo Saxons fortifications, case studies - Impact of the Normans by 1087 Domesday Book, Feudal System, Impact on Language, Law and Religion, the way the Normans have been interpreted over time.	
Summer HT 1	Conisbrough Castle	

3 lessons per week	Features and remains of the site, why it was first built, how its uses have changed over time, significance of the site, challenges and benefits of studying the site, how typical is Conisbrough Castle.	Making of America (1789-1900) - Construct extended explanations and essays: - Explain causes and consequences (e.g. expansion, conflict) - Develop arguments about interactions between groups - Demonstrate secure knowledge recall: - Use accurate detail about migration, settlement and conflict - Apply second-order concepts: - Cause and consequence - Significance - Change and continuity Link events into coherent narratives across the period
Summer HT2 2 lessons per week	Conisbrough Castle Features and remains of the site, why it was first built, how its uses have changed over time, significance of the site, challenges and benefits of studying the site.	
Summer HT2 3 lessons per week	Making of America - Expansion 1789-1838 The lives of the Native Americans, how and why America gained more land, the expansion of slavery, early opposition to slavery, the removal of the Native Americans - The West 1839-1860 Why people moved west and their journeys, the persecution and movement of the Mormons, California and Pikes Peak Gold Rush - Civil War and Reconstruction 1860-1877 Causes of the American Civil War, the impact of the Civil War on the lives of African Americans,	

	Presidential reconstruction, radical reconstruction and why reconstruction failed.	
Homework	Students are given a Mastery Booklet per unit. Every week they are asked to complete knowledge retrieval questions based on that weeks learning. They are also given weekly revision on SENECA or Showbie to help consolidate prior knowledge. Pieces of exam practice writing may also be handed out at the teachers discretion. Specific revision homework will be set ahead	
Assessment Pupil's complete knowledge retrieval quizzes in class regularly to check their progress. They complete a full end of unit assessment once they complete each topic. There are two formal assessments: Autumn Term Assessment 1: Assesses Public Health Summer Term Assessment 2: Assesses Public Health and the Norman Conquest.		
Links to Personal Development The Year 10 curriculum supports students' personal development by deepening their understanding of society, power and identity across different periods. The study of The People's Health (1250-2000) enables students to explore how living conditions, inequality and government responsibility have changed over time, encouraging awareness of public health issues and social responsibility. The Norman Conquest and Conisbrough Castle provide insight into how power was established and maintained, helping students understand authority, control and the impact of leadership on society. The Making of America (1789-1900) develops students' understanding of migration, conflict and cultural interaction, promoting reflection on diversity, identity and contested histories. Together, these topics encourage critical thinking, empathy and a deeper awareness of how societies develop, equipping students with the knowledge to better understand the modern world.		

How is my Knowledge further developed at GCSE?

"At A Level, students build on their GCSE knowledge by developing a more sophisticated and independent understanding of historical concepts, interpretations and debate. Through the study of Stuart Britain (1603-1702), Germany (1871-1990) and America (1945-1980), students deepen their understanding of power, society and political change across different contexts and time periods. Prior knowledge of themes such as dictatorship, conflict and social development is extended through more complex analysis of causation, consequence and significance. Students critically evaluate a wider range of sources and interpretations, considering provenance, context and historiography in greater depth. Essay writing becomes more advanced, requiring sustained arguments, balanced judgements and the integration of precise evidence. Overall, students move from supported analysis at GCSE to independent, critical enquiry, engaging with historical debates and constructing well-substantiated interpretations of the past."