

Year 10 Curriculum Overview [2022-2023]
Subject – History

Autumn Term	Knowledge & Understanding			Literacy Skills Opportunities for developing literacy skills	Employability Skills [if any]	Assessment Opportunities
	Composites	Components [includes understanding of KEY concepts & subject specific vocab]	Formal Retrieval [if any]			
HT1	Medicine through time to the Victorian period	<ul style="list-style-type: none"> The role of Galen and Hippocrates The importance of the church Introduction to the sixteen -mark question Islamic medicine The role of barber surgeons and women The invention of the printing press The renaissance 	<ul style="list-style-type: none"> None in first term but- Each lesson to start with a recap and a developed point for example Three examples from Islamic medicine and why did it not spread to western Europe 	<ul style="list-style-type: none"> Extracting key information including inferences from sources Key vocabulary 	<ul style="list-style-type: none"> Ethical decision making Planning Problem solving negotiation 	<ul style="list-style-type: none"> “The church hindered the spread of medicine” How far do you agree (16 marks)
HT2	Victorian Medicine and Public Health	<ul style="list-style-type: none"> Cholera The Great Stink Housing and Booth The Health reform acts of the nineteenth century The Liberal reforms 	<ul style="list-style-type: none"> Changing position of society and public health 	<ul style="list-style-type: none"> Key vocabulary Comprehension of sources 	<ul style="list-style-type: none"> Planning Ethical decision making 	<ul style="list-style-type: none"> Formal assessment on the long- term importance of Public Health in Britain
	Twentieth Century medicine	<ul style="list-style-type: none"> Medicine in the Great War Breakthroughs in World War two Modern discoveries in medicine 	<ul style="list-style-type: none"> New discoveries of medicine from WW- compare Pare with Jolley 	<ul style="list-style-type: none"> Use of propaganda to teach a limited literate population about medicine- Propaganda on health in WW2 	<ul style="list-style-type: none"> Leadership Positive attitude Risk Management 	<ul style="list-style-type: none"> Assessment will be a sixteen-mark question on factors

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HT3	Germany 1890-1945	<ul style="list-style-type: none"> • Kaiser Wilhelm II as a leader • Weltpolitik • Collapse of Germany in Great War • Weimar Republic • The rise of the Nazi Party 	<ul style="list-style-type: none"> • Source analysis • Highlighting judgement in formative assessments 	<ul style="list-style-type: none"> • Developing the skill of bringing together short- and long-term consequences and forming a judgement. • Use of repetition in speeches 	<ul style="list-style-type: none"> • Critical thinking • Organising • Positive attitude despite difficulties 	<ul style="list-style-type: none"> • Overall judgement given both good and bad examples of leadership
HT4	The Nazi state	<ul style="list-style-type: none"> • The Enabling Act • The Nuremberg laws • The rise of anti-Semitism • The Berlin Olympics • Kristallnacht • Resistance to Hitler • The Concordat with the Church • Resistance to Hitler • The German people during world war two 	<ul style="list-style-type: none"> • Hitler's aims in foreign policy from year 9 • The weakness of WR to stop Hitler • Was there a Power vacuum in 1929 	<ul style="list-style-type: none"> • Use of short phrases to persuade in propaganda • Development of a balanced argument looking at the role of the Catholic church 	<ul style="list-style-type: none"> • Communication • Leadership • Economic awareness 	<ul style="list-style-type: none"> • Why did the Nazi State face so little organised resistance

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HT5	<ul style="list-style-type: none"> Conflict and Tension 1919-1939 Treaty of Versailles 	<ul style="list-style-type: none"> The aims and objectives of the Big Three Reaction to TOV Long term impact of TOV 	<ul style="list-style-type: none"> Impact of WW1 on British society -The Home front and position of "English Gentlemen" 	<ul style="list-style-type: none"> Students to be given sentence starters which show explanation and development- E.g.- "This was a more important reason because..." 	<ul style="list-style-type: none"> Negotiating Problem solving Decision making 	<ul style="list-style-type: none"> Sixteen marker on a SF from the TOV
	<ul style="list-style-type: none"> League of Nations 	<ul style="list-style-type: none"> Structure/membership/aims of LON Success of LON in 1920's The failures of the LON particularly Corfu The acceptance of Germany with Lorcano Pact 	<ul style="list-style-type: none"> The Empire after the Great War Germany after the Great War 	<ul style="list-style-type: none"> Explaining change over time. Developed reasoning 	<ul style="list-style-type: none"> Problem solving Planning Literacy 	<ul style="list-style-type: none"> Using David Lloyd George to draw links with modern language and as a source to evaluate and analyse a source
HT6	<ul style="list-style-type: none"> The Collapse of International peace 	<ul style="list-style-type: none"> The Wall St Crash The Failures of the LON Appeasement Saar Rhineland Union with Austria Sudetenland Nazi Soviet Pact 	<ul style="list-style-type: none"> The membership and weakness of the LON Hitler's aims in foreign policy British attitudes to the TOV 	<ul style="list-style-type: none"> Use of Propaganda- implied meaning in a text 	<ul style="list-style-type: none"> Ethical decision making Communication 	<ul style="list-style-type: none"> Source comparison Of two conflicting views about the League of Nations with focus on the crises of the 1930's