

Year 10 Curriculum Overview [2021-2022]

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
Spring Term 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

Year 10 Curriculum Overview [2021-2022]

Subject – History

Spring 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]			
HT5	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 	Impact of WW1 on British society -The Home front and position of “English Gentlemen”	Students to be given sentence starters which show explanation and development-E.g.- “This was a more important reason because...”	-negotiating -Problem solving Decision making	Sixteen marker on a SF from the TOV
	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 Locarno Pact 	The Empire after the Great War Germany after the Great War	Explaining change over time. Developed reasoning	Problem solving Planning Literacy	Using David Lloyd George to draw links with modern language and as a source to evaluate and analyse a source
HT6	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 	The membership and weakness of the LON Hitler’s aims in foreign policy British attitudes to the TOV	Use of Propaganda- implied meaning in a text	Ethical decision making -communication	Source comparison Of two conflicting views about the League of Nations with focus on the crises of the 1930’s