

History Year 10 Curriculum Map



YEAR 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Content	<p><u>Weimar and Nazi Germany 1918-1939</u> <u>GCSE Paper 3</u></p> <p><u>Composite = understand the origins of the Weimar Republic</u> Component 1 = abdication of the Kaiser, the armistice and revolution, 1918–19 Component 2 = The setting up and strengths and weaknesses of the new Weimar Constitution. Armistice and revolution, 1918.</p> <p><u>Composite = understand the early challenges and opposition to the Weimar Republic, 1919–23</u> Component = reasons for the early unpopularity of the Republic, including the ‘stab in the back’ theory and the key terms of the Treaty of Versailles.</p> <p>Component 2 = challenges to the Republic from the left and right: Spartacists, Freikorps, Kapp Putsch Component 3 = challenges of 1923: hyperinflation; the reasons for, and effects of, the French occupation of the Ruhr</p> <p><u>Composite = understand the reasons for the recovery of the Republic, 1924–29</u> Component 1 = the role of Stresemann in the Republic’s reasons economic recovery (the Rentenmark, the Dawes and Young Plans) Component 2 = the impact on domestic policies of Stresemann’s achievements abroad: the Locarno Pact, joining the League of Nations and the Kellogg-Briand Pact.</p> <p>Composite = understand how German society changed, 1924 -1929</p>	<p><u>Weimar and Nazi Germany 1918-1939</u> <u>GCSE Paper 3</u></p> <p><u>Composite = understand the reasons for the rise and election of the Nazi Party</u> Component 1 = the Great Depression and growth of unemployment – its causes and impact Component 2 = the failure of successive Weimar governments to deal with unemployment from 1929 to January 1933 Component 3 = growth in support for extremist political parties Component 4 = Reasons for the growth in support for the Nazi Party (the appeal of Hitler and the Nazis, the effects of propaganda and the work of the SA)</p> <p><u>Composite = understand How Hitler became Chancellor, 1932–33</u> Component 1 = Political developments in 1932 and the roles of Hindenburg, Brüning, von Papen and von Schleicher Component 2 = The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933.</p> <p><u>Composite = understand how a dictatorship was created, 1933-34</u> Component 1 = the importance and impact of the Reichstag Fire Component 2 = the importance of the Enabling Act for getting rid of opposition Component 3 = the importance of The Night of the Long Knives in elimination internal Nazi threats to Hitler</p> <p><u>Composite = understand how a police state was created</u> Component 1 = the role of the Gestapo, SS, SD and concentration camps. Component 2 = control of the legal system, judges and law courts Component 3 = Nazi policies towards the Catholic and Protestant Churches, Component 4 = youth opposition</p> <p><u>Composite = understand how effectively people’s attitudes were controlled and influenced</u></p>	<p>Component 4 = Nazi control of the young through education, the curriculum and teachers</p> <p><u>Weimar and Nazi Germany 1918-1939</u> <u>GCSE Paper 3</u></p> <p><u>Composite = understand how effectively people’s attitudes were controlled and influenced</u> Component 1 = Goebbels and the Ministry of Propaganda: censorship, Nazi use of media, rallies and sport, including the Berlin Olympics of 1936. Component 2 = Nazi control of culture and the arts: art, architecture, film Composite = understand Nazi policies towards women and children Component 1 = Nazi views on women and the family Component 2 = Nazi policies towards women: marriage, family, employment and appearance Component 3 = The Hitler Youth and the League of German Maidens Component 4 = Nazi control of the young through education, the curriculum and teachers</p> <p><u>Composite = understand changes to the economy and workforce</u> Component 1 = policies to reduce unemployment via public works, re- armament and hiding unemployment figures Component 2 = treatment of workers through The Labour Front, Strength Through Joy, Beauty of Labour</p> <p><u>Composite = understand the Nazi treatment of minorities</u> Component 1 = Nazi racial beliefs and policies Component 2 = treatment of minorities: Slavs, ‘gypsies’, homosexuals and those with disabilities</p>	<p><u>Elizabethan England</u> <u>GCSE Paper 2</u></p> <p>Component 4: The problem of Mary Queen of Scots including the deteriorating relationship between Mary and Elizabeth.</p> <p><u>Composite 2: To understand the challenges to Elizabeth at home and abroad, 1569-88</u></p> <p>Component 1: Plots and revolts at home including the revolt of the Northern Earls, the Babington, Ridolfi and Throckmorton plots and the execution of Mary, Queen of Scots. Component 2: Relations with Spain including the actions of Drake and changes in Anglo-Spanish relations. Component 3: Outbreak of war with Spain, 1585-88 including England’s involvement in the Netherlands and the singeing of the King’s beard by Drake in 1587. Component 4: The causes, events and reasons for the failure of the Spanish Armada.</p> <p><u>Composite 3: Elizabethan society in the Age of Exploration, 1558-88</u></p> <p>Component 1: Attempts to improve education in the Elizabethan period. Component 2: to examine the different leisure pursuits available to the different classes in Elizabethan society. Component 3: Poverty in Elizabethan including reasons for poverty increasing and why attitudes to the poor changed during the Elizabethan period. Component 4: What led Elizabethans to explore? (New technology, ship design. Component 5: Drake’s circumnavigation of the globe including its significance.</p>	<p><u>The American West</u> <u>GCSE Paper 2</u></p> <p><u>Composite = understand the government’s role in dealing with Indian affairs.</u> Component 1 = introduction and impact of the Permanent Indian Frontier Component 2 = The Indian Appropriations Act as a means of promoting reservations</p> <p><u>Composite = understand early migration to the west</u> Component 1 = factors that led to migration to the West and the setting up and importance of the Oregon Trail, 1836 Component 2 = Manifest Destiny and the belief that white Americans had the right to populate all areas of America Component 3 = discovery of gold in 1848 and the subsequent Gold Rush of 1849 Component 4 = the problems of the journey west and the Donner Party Component 5 = the Mormons</p> <p><u>Composite = understand the settlement of the Plains by homesteaders</u> Component 1 = problems faced by new settlers attempting to farm on the Plains: lack of water, few trees, lack of fencing to protect crops Component 2 = the impact of new technology (barbed-wire, wind-pumps, ploughs, railways) on homesteaders’ lives Component 3 = the impact of government Acts to promote homesteading (Homestead Act, Timber Culture Act) Component 4 = the impact of the Exodusters on the settlement of the Plains Component 5 = reasons for, and impact of, the Oklahoma land-rush</p>	<p><u>The American West</u> <u>GCSE Paper 2</u></p> <p><u>Composite = understand how and why the cattle industry grew and declined</u> Component 1 = reasons for the growth of the cattle industry Component 2 = the roles of Goodnight, McCoy, Iliff in developing the cattle trade and the open range Component 3 = the significance of Abilene in the growth of open range ranching Component 4 = the life and work of the cowboy and the changes as a result of the ‘long drive’ Component 5 = the impact of the winter of 1886–87 on the cattle industry Component 6 = changes in the nature of ranching, with the end of the open range and the use of barbed wire.</p> <p><u>Composite = understand the conflict between settlers and the Plains Indians</u> Component 1 = increased tensions between the Plains Indians, settlers and US Government and the escalation of these tensions into the ‘Indian Wars’ Component 2 = the causes, events and results of: Little Crow’s War (1862), the Sand Creek Massacre (1864) and Red Cloud’s War (1866–68). Component 3 = The importance of the second Fort Laramie Treaty (1868) Component 4 = impact of the discovery of gold in the Black Hills of Montana and the subsequent Gold Rush on relations between settlers and Plains Indians Component 5 = reasons why the Sioux Indians went to war; events and results of the Battle of the Little Big Horn (1876) Component 6 = the Wounded Knee Massacre (1890) and its implications for the Plains Indians</p>

	<p>Component 1 = changes in the standard of living, including wages, housing, unemployment</p> <p>Component 2 = changes in the position of women in work, politics and leisure</p> <p>Component 3 = cultural changes and developments in architecture, art and the cinema.</p> <p><u>Composite = understand the early development of the Nazi Party, 1920–22</u></p> <p>Component 1 = Hitler’s early career: joining the German Workers’ Party and setting up the Nazi Party, 1919–20.</p> <p>Component 2 = the early growth and features of the Party: The Twenty-Five Point Programme and role of the SA.</p> <p>Component 3 = causes, events and consequences of the Munich Putsch of 1923</p> <p>Component 4 = reasons for limited support for the Nazi Party, 1924–28</p>	<p>Component 1 = Goebbels and the Ministry of Propaganda: censorship, Nazi use of media, rallies and sport, including the Berlin Olympics of 1936.</p> <p>Component 2 = Nazi control of culture and the arts: art, architecture, film</p> <p>Composite = understand Nazi policies towards women and children</p> <p>Component 1 = Nazi views on women and the family</p> <p>Component 2 = Nazi policies towards women: marriage, family, employment and appearance</p> <p>component 3 = The Hitler Youth and the League of German Maidens</p>	<p>Component 3 = persecution of the Jews, Nuremberg Laws and Kristallnacht.</p> <p><u>Elizabethan England</u> <u>Link to GCSE syllabus Paper 2</u> <u>Composite: understand the powers of the Queen, government and issues regarding religion, 1558-1569.</u></p> <p>Component 1: The situation on Elizabeth’s accession including the issues facing Elizabeth both at home and abroad.</p> <p>Component 2: The Religious Settlement</p> <p>Component 3: Challenges to the Religious Settlement</p>	<p>Component 5: Raleigh’s attempts to colonise Virginia</p> <p><u>The American West</u> <u>Link to GCSE syllabus paper 2</u></p> <p>Composite = understand the Native Americans’ (NA) beliefs and way of life</p> <p>Component 1 = NA key beliefs: polygamy, exposure, spirits, warfare, respect for nature and the land and</p> <p>Component 2 = nomadic lifestyle and dependence on the buffalo</p>	<p>Component 6 = the causes, events and results of the Johnson County War</p>	<p><u>Composite = understand how Indians’ traditional lifestyles were ended</u></p> <p>Component 1 = the US Government’s policy of hunting and extermination of the buffalo and its effect on the Plains Indians</p> <p>Component 2 = the Plains Indians’ lives on reservations and the impact of these changes</p> <p>Component 3 = the effectiveness of the different methods that the US Government used in dealing with the Plains Indians (territorial, political, economic, and educational)</p>
knowledge and skills (from previous)	At KS3, pupils will have studied Nazi Germany. Skills may include chronological organisation; use of the appropriate historical terms such as dictator; causation and results of events; attach significance to an event or person.	Pupils may have studied Hitler at KS2. Students studied the First World War in Year 8. Skills may include chronological organisation; use of the appropriate historical terms such as dictator; causation and results of events; attach significance to an event or person.	Pupils will have studied elements of Tudor society and the reign of Henry VIII at KS3. Skills include chronological understanding, use of appropriate historical terms; second order concepts.	Pupils will have studied elements of Tudor society and the reign of Henry VIII at KS3. Skills include chronological understanding, use of appropriate historical terms; second order concepts.	Pupils may have studied Native American lifestyle at KS2. Skills include chronological understanding, use of appropriate historical terms; second order concepts.	Pupils may have studied Native American lifestyle at KS2. Skills include chronological understanding, use of appropriate historical terms; second order concepts.
Core Knowledge Organiser	Keywords and definitions Timeline of key events	Keywords and definitions Timeline of key events	Keywords and definitions Timeline of key events	Keywords and definitions Timeline of key events	Keywords and definitions; timeline of key events	Keywords and definitions Timeline of key events
Assessment Objectives	AO1 Demonstrate knowledge and understanding of the key features of the periods studied. AO2 Explain and analyse historical events and periods using second order historical concepts. AO3 Analyse, evaluate and use contemporary sources to make substantiated judgements in the context of historical events studied. AO4 Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied.	AO1 Demonstrate knowledge and understanding of the key features of the periods studied. AO2 Explain and analyse historical events and periods using second order historical concepts. AO3 Analyse, evaluate and use contemporary sources to make substantiated judgements in the context of historical events studied. AO4 Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied.	AO1 Demonstrate knowledge and understanding of the key features of the periods studied. AO2 Explain and analyse historical events and periods using second order historical concepts.	AO1 Demonstrate knowledge and understanding of the key features of the periods studied. AO2 Explain and analyse historical events and periods using second order historical concepts.	AO1 Demonstrate knowledge and understanding of the key features of the periods studied. AO2 Explain and analyse historical events and periods using second order historical concepts.	AO1 Demonstrate knowledge and understanding of the key features of the periods studied. AO2 Explain and analyse historical events and periods using second order historical concepts.
Vocabulary / Key Subject Terminology	Armistice, Communist, Constitution, Democracy, Depression, Dictatorship, Extremist parties, Freikorps, Führer, Hyperinflation, Indoctrination Kaiser,	Anti-Semitism, Aryan Autobahn, Concentration camps, Concordat, Democracy, Depression, Edelweiss, Enabling Law, Eugenics, Genetics			Native American, Plains Indians, band, tipi, buffalo, bison, polygamy, tribe, chief, nomad, hide, nomadic, dung, Sioux, prairie, bison, medicine man, Permanent Indian Frontier,	Barbed, Cattle Baron, Branding, Cattle Drive, Claim Jumping, Exterminator, Indian Agent, Lynched, Manifest Destiny, Open Range, Reservation, Rustling, Stampede,

