

# History



## Year 10

# Curriculum Map



## Year 10 – Autumn Term


### Early Elizabethan England

<b>Prior Learning</b>	<p>Pupils have been exposed to a wide range of historical skills, themes and activities throughout their key stage 3 journey that have enabled them to access a variety of different time periods and topic areas. They have been identifying change and continuity, analysing sources and evaluating their usefulness to us as historians, and debating whether historian's interpretations match their own views on events. They have built upon their oracy and literacy skills enabling them to write effectively answering a range of questions.</p>
<b>What will I learn?</b>	<p><b>Early Elizabethan England:</b> During this unit, pupils will engage with a depth study about the early reign of Elizabeth I, focusing on her problems when she came to the throne, her successes as a monarch, and the plots and revolts against her.</p> <p>Here, pupils will focus specifically on key topic 1: 'Queen, Government and Religion' which exposes pupils to the range of problems Elizabeth faces when she became Queen, and how she overcame them. Pupils will look in depth at the religious problems England faced and the ways in which the church was changed to suit the multi-faith society that had developed since Henry VIII.</p> <p>Pupils will continue looking at Elizabeth, moving through into key topic 2: 'Challenges to Elizabeth at Home and Abroad'. Here, pupils will look at the four different plots and revolts against the queen, and how they were dealt with. The challenge of Mary, Queen of Scots will also be studied, specifically analysing the steps that led to her execution. Finally, pupils will look at the Spanish Armada and the causes, events and consequences linked with this key moment in Elizabeth's reign.</p> <p><b>Exam Skills:</b> Pupils will be exposed to all exam questions within this unit, and will have the opportunities to practise imbedding the skills needed to effectively answer these ready for their year 11 GCSE exams.</p>
<b>How will I be assessed?</b>	<p><b>Retrieval Quiz:</b> Small quizzes will be completed regularly to assess the knowledge pupils have.</p> <p><b>Exam Questions:</b> Regular exam practise will be completed in books that are marked to GCSE standard.</p> <p><b>End of Unit Assessments:</b> At the end of every unit, pupils will sit their end of unit test which will be marked to GCSE standard, so pupils can see how they are doing in real exam conditions.</p>
<b>Next Steps</b>	<p>Pupils will be moving on to looking at Elizabethan Society, and how the regular people of the 16<sup>th</sup> century lived under her reign. Pupils will then sit a full mock paper looking over all three units. Finally, pupils will move into their next unit of work focussing on The Cold War, and how tensions rose between the superpowers in the 50 years following the Second World War.</p>
<b>Opportunities for Independent Learning</b>	<p><b>Regular Revision:</b> Pupils should be making flash cards and other useful revision notes to prepare them for their upcoming GCSE exams.</p> <p><b>Elizabeth I:</b> <a href="#">Who was Elizabeth I?   Hunting for History   BBC Teach – YouTube</a></p> <p><b>The Spanish Armada:</b> <a href="#">The Epic Failure of the Spanish Armada   PIRATES – YouTube</a></p> <p><b>Elizabethan Court:</b> <a href="#">What was life like in the court of Elizabeth I?   History - Elizabethan England – YouTube</a></p> <p><b>Poverty in Elizabethan England:</b> <a href="#">What was life like for the poor in the towns of Elizabethan England?   History - Elizabethan England - YouTube</a></p>

<b>Personal Development and CEIAG</b>	<p>PSHCE: Diversity</p> <ul style="list-style-type: none"> <li>• Identity, rights and responsibilities</li> <li>• About living in a diverse society</li> </ul> <p>SMSC</p> <ul style="list-style-type: none"> <li>• Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England</li> </ul> <p>British Values</p> <ul style="list-style-type: none"> <li>• Democracy</li> <li>• The rule of law</li> <li>• Individual Liberty</li> <li>• Mutual respect</li> <li>• Tolerance those of different faiths (including none), cultures and beliefs</li> </ul> <p>Possible Career links with Law, Politics, Data Analyst, Archaeology and History Teacher</p>
<b>Enrichment Opportunities (Cultural Capital)</b>	<p><b>Royal Museum in Greenwich:</b> <a href="http://www.rmg.co.uk">Seeing the three Armada Portraits together at the Queen's House (rmg.co.uk)</a></p> <p><b>National Museum of Scotland:</b> <a href="http://www.nms.ac.uk">Mary, Queen of Scots (nms.ac.uk)</a></p> <p><b>National Museum of the Royal Navy:</b> <a href="http://www.nmrn.org.uk">National Museum of The Royal Navy Saves Incredibly Rare Spanish Armada Maps for the Nation   National Museum of the Royal Navy (nmrn.org.uk)</a></p>

	<h2>Year 10 – Spring Term</h2> <h3>Elizabeth and The Cold War</h3>
<b>Prior Learning</b>	<p>Pupils have been studying Early Elizabethan England, looking at her early problems and how she handled them, and then the plots and revolts against her. Pupils have had the time to practise all exam style questions, and have conducted two mock style exam papers.</p>
<b>What will I learn?</b>	<p>Pupils will focus on key topic three, looking at <b>Elizabethan Society and the Age of Exploration</b>. Here, pupils will get to explore the lifestyles the different classes got to experience, looking at their hobbies, sports and education. Then, they will move on to looking at Walter Raleigh and Francis Drakes’ explorations around the world, and how that began to shape the world that we live in today.</p> <p>During the <b>Cold War</b> unit, pupils will look at the tensions after World War Two, and how the relationship between Russia and America nearly brought forward another war. Here, pupils will begin to look analyse the consequences and importance of different events during the Cold War, and how they either served to increase or reduce tension globally.</p> <p>Pupils will be looking at the early tensions between the East and the West and how the conferences held after WW2 directly impacted upon America and Russia’s relationship. They will also begin to look at the Berlin Blockade and the building of the Berlin Wall, and how this impacted upon Germany and their economic and social development. Following this, pupils will begin to look at the Cuban Missile Crisis, the Prague Springs and the consequences of the Berlin Wall.</p> <p><b>Exam Skills:</b> Pupils will be exposed to all exam questions within this unit, and will have the opportunities to practise imbedding the skills needed to effectively answer these ready for their year 11 GCSE exams. Pupils will specifically focus on the Importance of and Narrative Account questions for the Cold War.</p>
<b>How will I be assessed?</b>	<p><b>Retrieval Quiz:</b> Small quizzes will be completed regularly to assess the knowledge pupils have.</p>

	<p><b>Exam Questions:</b> Regular exam practise will be completed in books that are marked to GCSE standard.</p> <p><b>End of Unit Assessments:</b> At the end of every unit, pupils will sit their end of unit test which will be marked to GCSE standard, so pupils can see how they are doing in real exam conditions.</p>
<b>Next Steps</b>	<p>Pupils will be moving on to looking at the end of the Cold War, and how the tensions after WW2 increased between Russia and America before finally ending in the end of the USSR. Pupils will be exposed to different exam questions including a narrative account, explain the importance of and explain the consequences of particular events.</p>
<b>Opportunities for Independent Learning</b>	<p><b>Regular Revision:</b> Pupils should be making flash cards and other useful revision notes to prepare them for their upcoming GCSE exams.</p> <p><b>BBC Bitesize Revision:</b> <a href="#">The Cold War - Higher History Revision - BBC Bitesize</a></p> <p><b>The Cuban Missile Crisis:</b> <a href="#">The history of the Cuban Missile Crisis - Matthew A. Jordan – YouTube</a></p> <p><b>The Collapse of the Soviet Union:</b> <a href="#">Why did the Soviet Union Collapse? – YouTube</a></p> <p><b>Joseph Stalin’s Soviet Union:</b> <a href="#">History Brief: Joseph Stalin's USSR - YouTube</a></p>
<b>Personal Development and CEIAG</b>	<p>PSHCE: Discrimination</p> <ul style="list-style-type: none"> <li>• How to manage influences on beliefs and decision about group-think and persuasion</li> </ul> <p>SMSC</p> <ul style="list-style-type: none"> <li>• Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures</li> </ul> <p>British Values</p> <ul style="list-style-type: none"> <li>• Democracy</li> <li>• The rule of law</li> <li>• Individual Liberty</li> <li>• Mutual respect</li> <li>• Tolerance those of different faiths (including none), cultures and beliefs.</li> </ul> <p>Possible Career links with Law, Politics, Data Analyst, Archaeology and History Teacher</p>
<b>Enrichment Opportunities (Cultural Capital)</b>	<p><b>Moscow:</b> <a href="#">Moscow: The Kremlin and the Red Square</a> 🇷🇺 <a href="#">Moscow Video Guide – YouTube</a></p> <p><b>Checkpoint Charlie:</b> <a href="#">Checkpoint Charlie Berlin: history &amp; information   visitBerlin.de</a></p> <p><b>The Berlin Wall Art Gallery:</b> <a href="#">The Wall Museum East Side Gallery   visitBerlin.de</a></p> <p><b>The Cuban Missile Crisis:</b> <a href="#">The Cuban Missile Crisis - CCEA - GCSE History Revision - CCEA - BBC Bitesize</a></p>

	<h2>Year 10 – Summer Term</h2> <h3>Medicine Through Time and Medicine on the Western Front</h3>
<b>Prior Learning</b>	<p>Pupils have completed their Elizabethan unit and will be ready to finish their Cold War unit of work. Pupils have developed the skills necessary for answering a wide range of exam questions, such as the ability to write balanced arguments and the identification of consequences and importance of particular events.</p>
<b>What will I learn?</b>	<p>Pupils will finish studying the Cold War by looking at the formation of Détente, the invasion of Afghanistan by the US and how Gorbachev’s new thinking helped to bring an end to the Cold War.</p> <p>Pupils will move on to looking at their new unit, Medicine Through Time. We will begin this topic by looking at the depth study on Medicine on the Western Front. Here, pupils will explore how the conditions in WW1 were a catalyst for medical developments, and</p>

	<p>how the problems of warfare and trenches led to the Thomas Splint, Brain Surgery and blood transfusions.</p> <p><b>Exam Skills:</b> Pupils will be learning how to answer source-based questions, looking at how useful different sources are. They will also look at how their knowledge on different sources can help them create their own enquiry questions so they can find out more about particular sources and their content.</p>
<b>How will I be assessed?</b>	<p><b>Retrieval Quiz:</b> Small quizzes will be completed regularly to assess the knowledge pupils have.</p> <p><b>Exam Questions:</b> Regular exam practise will be completed in books that are marked to GCSE standard.</p> <p><b>End of Unit Assessments:</b> At the end of every unit, pupils will sit their end of unit test which will be marked to GCSE standard, so pupils can see how they are doing in real exam conditions.</p>
<b>Next Steps</b>	<p>Pupils will be moving on to looking at their full Medicine Through Time unit. Here, pupils will need to make links throughout the entire course looking at how causes, treatments and prevention methods have gone through periods of change and continuity. Pupils will also then move on to working in more detail on the 16-mark essays and applying their own opinions to their essay structures.</p>
<b>Opportunities for Independent Learning</b>	<p><b>Regular Revision:</b> Pupils should be making flash cards and other useful revision notes to prepare them for their upcoming GCSE exams.</p> <p><b>Life in the Trenches:</b> <a href="#">Life in the Trenches WW1   Trench Warfare Explained – YouTube</a></p> <p><b>Modern Medicine:</b> <a href="#">Modern Medicine   Secondary History - Medicine Through Time – YouTube</a></p> <p><b>Formation of the NHS:</b> <a href="#">The Foundation of the National Health Service   History – Exploring the Past: Post War Britain – YouTube</a></p> <p><b>18<sup>th</sup> Century Medicine:</b> <a href="#">18th Century Medicine   Secondary History - Medicine Through Time – YouTube</a></p> <p><b>Pasteur &amp; Koch:</b> <a href="#">Pasteur and Koch   Secondary History - Medicine Through Time – YouTube</a></p>
<b>Personal Development and CEIAG</b>	<p>PSHCE: Health and Puberty</p> <ul style="list-style-type: none"> <li>• How to make healthy lifestyle choices including diet, dental, health, physical activity and sleep</li> <li>• How to manage influences relating to caffeine, smoking and alcohol.</li> </ul> <p>SMSC</p> <ul style="list-style-type: none"> <li>• Encourage respect for other people</li> <li>• Enable pupils to develop their self-knowledge, self-esteem and self-confidence</li> </ul> <p>British Values</p> <ul style="list-style-type: none"> <li>• Democracy</li> <li>• The rule of law</li> <li>• Individual Liberty</li> <li>• Mutual respect</li> <li>• Tolerance those of different faiths (including none), cultures and beliefs</li> </ul> <p>Possible Career links with Law, Politics, Data Analyst, Archaeology and History Teacher</p>
<b>Enrichment Opportunities (Cultural Capital)</b>	<p><b>Museum of London:</b> <a href="#">East Smithfield Black death (Medieval)   Museum of London</a></p> <p><b>Museum of London:</b> <a href="#">War, Plague and Fire – free gallery   Museum of London</a></p> <p><b>Royal Museums Greenwich:</b> <a href="#">The Great Plague   Royal Museums Greenwich (rmg.co.uk)</a></p>