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| **Year 10 CURRICULUM MAP : History** |
|  | **Autumn** | **Spring** | **Summer** |
| **Unit Length** | **Unit One**  | **Unit Two**  | **Unit Three**  |
| **Assessment Objectives** | **AO1** Demonstrate Knowledge and understanding (25%)**AO2**Explain and Analyse events (25%)**AO3**Analyse and evaluate using sources (25%)**AO4**Analyse and Evaluate using interpretations (25%) | **AO1** Demonstrate Knowledge and understanding (25%)**AO2**Explain and Analyse events (25%)**AO3**Analyse and evaluate using sources (25%)**AO4**Analyse and Evaluate using interpretations (25%) | **AO1** Demonstrate Knowledge and understanding (25%)**AO2**Explain and Analyse events (25%)**AO3**Analyse and evaluate using sources (25%)**AO4**Analyse and Evaluate using interpretations (25%) |
| **Description of the Topic and Key Learning Outcomes** |  **Inter war years 1918-1939**Students will begin to study the aftermath of WW1 and the aims of the peacemakers at the conference of Versailles. Students will need to know the terms of the Treaty of June 1919 and the reactions from various countries. | **League of Nations** Students will continue to examine post war Europe and the World under the creation of the peace-making body the League of Nations. Students will examine the successes and failures of the League of Nations in the 1920’s and 1930’s. |  **Road to War** Students will now begin to examine the causes of WW2, beginning with looking at the Aims of Adolf Hitler in 1933. Students will look at his aims for foreign policy and how countries, particularly Britain responded to this power using the policy of Appeasement. Students will be assessed on the causes of WW2. |
| **Milestone Assessments** | **One assessed essay question and Knowledge Audit.**  | **Exam Q and end of Module Knowledge Audit** | **End of Year Assessment** |
| **CEIAG**  | Students will learn key skills for careers such as using evidence and interpretation people’s opinions. Students will form opinions and judgements and learn to analytical describe the impact on different people.  | The emphasis on developing key skills will continue. | The emphasis on developing key skills will continue. |
| **RRSA** | Article 38: War and Armed Conflicts  | Article 38: War and Armed conflicts  | Article 38: War and Armed Conflicts  |
| **Wider Curriculum Links** | Creative curriculum/citizenship – Medicine   | Science: Knowledge of the Anatomy   | Science: Germ theory development.English: Aftermath of WW1  |
| **Literacy Programme**  | * PEEL structure
* WOW Words
* Decode it NOW – Trench
* Historical words for GCSE
* Guided practice/model answers
* Sentence Starters
* Creative Writing.
 | * Structure strips for GCSE style questions
* Essay writing
* WOW words
* Decode it now
* Historical words for GCSE
* Sentence Starters
 | * PEEL structure
* WOW Words
* Decode it NOW – Autarky
* Historical words for GCSE
* Guided practice/model answers
* Sentence Starters
* Creative Writing.
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| **Useful websites/videos**  | BBC teach videos/Bitesize revision on WW1Boy in striped Pyjamas (film)Netflix documentaries on rise of the Nazi’sHitler: The rise of Evil Dunkirk (film)   |
| **Wider Reading** | Wilfred Owen poemsBirdsongSiegfried Sassoon poems Regeneration – Pat Barker  | L Rees, *Auschwitz : The Nazis & The 'Final Solution’*, BBC Books, 2005 A Frank, *The Diary of a Young Girl: Definitive Edition,* Puffin, 2007  |  |
| **Independent Learning Tasks** | Retrieval practice homework Knowledge Organiser practice Questions.  | Retrieval practice homework Knowledge Organiser practice Questions. | Retrieval practice homework Knowledge Organiser practice Questions. |