


Alcester Academy Curriculum Planning: Year 10

Department: History Year Group: 10							
Term	Topic/Subject	Assessment Objectives	Knowledge acquisition	Skill building INTENT	Wider reading opportunities to include numeracy and SMSC	Final Assessment Task and title	SEND & PP Identify where access and learning is supported
Autumn 1	Germany, 1890–1945: Democracy and dictatorship	<p>This period focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship – the development and collapse of democracy and the rise and fall of Nazism.</p> <p>Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in influencing change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them.</p> <p>Look at how interpretations differ, why interpretations differ and evaluate interpretations in the context of historical events (AO4)</p> <p>Look in at two key features or characteristics of the period studied targeting knowledge and understanding. (AO1)</p> <p>Work on second order concept of change (AO2) with supporting knowledge and understanding (AO1).</p>	<p><u>Part two: Germany and the Depression</u></p> <p>The impact of the Depression: growth in support for the Nazis and other extremist parties (1928-1932), including the role of the SA; Hitler’s appeal.</p> <p>The failure of Weimar democracy: election results; the role of Papen and Hindenburg and Hitler’s appointment as Chancellor.</p> <p>The establishment of Hitler’s dictatorship: the Reichstag Fire; the Enabling Act; elimination of political opposition; trade unions; Röhm and the Night of the Long Knives; Hitler becomes Führer.</p>	<p>Analyse texts (differentiated worksheets) infographics to study Reichstag fire and Enabling act.. Timelines for chronology.</p> <p>Tables to look at how social, political and economic experiences changed under the Nazis.</p> <p>Analysing a political cartoon, study why Ernst Röhm and his belief led to the Night of Long Knives.</p> <p>Key words and terminology.</p> <p>Begin to develop written answers.</p> <p>Different styles and forms of writing. Use of exam command words –and sentence starters.</p> <p>Chronology – how Germany grew into a dictatorship under Hitler.</p>	<p>SMSC – Impact of growth of the economic depression which led to the rise of political extremists., particularly the Nazi Party.</p> <p>Encourage wider reading to add to contextual knowledge.</p> <p>Wider reading: William L Shirer’s ‘The Rise and Fall of the Third Reich’, 1960</p> <p>Pupils read a variety of sources (primary and secondary)</p>	<p>One 4 mark description question on the night of the long knives and one 8 mark ‘in what ways’ question on the Reichstag fire and how it helped Hitler increase his power.</p>	<p>Recall quizzing throughout topic, writing frames, use of video and card sorts and differentiated resources</p> <p>PP highlights on class packs</p> <p>Free revision guides</p>

		Students to explain how a group or development was affected by a key event or development.					
Autumn 2	Germany, 1890–1945: Democracy and dictatorship	<p>This period focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship – the development and collapse of democracy and the rise and fall of Nazism.</p> <p>Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in influencing change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them.</p> <p>Look at how interpretations differ; why interpretations differ and evaluate interpretations in the context of historical events (A04)</p> <p>Look in at two key features or characteristics of the period studied targeting knowledge and understanding. (A01)</p> <p>Work on second order concept of change (A02) with supporting knowledge and understanding (A01).</p> <p>Understanding and analysis of historical events utilising second order historical concepts (A01 and A02) and is based around two identified aspects. targeting: causation, consequence, change and/or continuity</p>	<p><u>Part three: The experiences under the Nazis</u> Economic changes: benefits and drawbacks; employment; public works programmes; rearmament; self-sufficiency; the impact of war on the economy and the German people, including bombing, rationing, labour shortages, refugees.</p> <p>Social policy and practice: reasons for policies and their impact on women, young people and youth groups; education; control of churches and religion; Aryan ideas racial policy and persecution; the Final Solution.</p> <p>Control: Goebbels, the use of propaganda and censorship; Nazi culture; repression and the police state and the roles of Himmler, the SS and Gestapo; opposition and resistance, including White Rose group, Swing Youth, Edelweiss Pirates and July 1944 bomb plot.</p>	<p>Analyse texts (differentiated worksheets) infographics to work on how life was for German people during WWII.</p> <p>To look at the role of German women under Nazi ideology Through sources and interpretations.</p> <p>Using a timeline, revisit how the Nazis treated and persecuted minorities in Germany.</p> <p>Key words and terminology. Begin to develop written answers. Different styles and forms of writing. Use of exam command words –and sentence starters. Chronology – the persecution of the Jews and other minorities over time.</p>	<p>SMSC – Impact of growth of the economic depression which led to the rise of political extremists, particularly the Nazi Party. Looking at womens roles under Nazi ideology. Understand how Hitler established the Aryan ideology of racial superiority and inferiority of ‘subhumans’.</p> <p>Encourage wider reading to add to contextual knowledge.</p> <p>Wider reading: The ‘Diaries of Victor Klemperer’ H Metelmann, ‘Through Hell for Hitler’, 1960; Charles A Beard, ‘Education under the Nazis’, in ‘Foreign Affairs’ 1936;</p> <p>Pupils read a variety of sources (primary and secondary)</p>	<p>Essay question based on two bullet points (12 marks) focussing on why resistance and opposition to Hitler was not effective.</p>	<p>Recall quizzing throughout topic, writing frames, use of video and card sorts and differentiated resources</p> <p>PP highlights on class packs Free revision guides</p>
Spring 1	Germany, 1890–1945: Democracy and dictatorship	<p>This period focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship – the development and collapse of democracy and the rise and fall of Nazism.</p>	<p><u>Part three: The experiences under the Nazis – continued.</u> Economic changes: benefits and drawbacks; employment; public works</p>	<p>Analyse texts (differentiated worksheets) infographics to work on how life was for German people during WWII.</p>	<p>SMSC – Impact of growth of the economic depression which led to the rise of political extremists., particularly the Nazi Party. Looking at</p>	<p>Mock paper on all topics studied.</p>	<p>Recall quizzing throughout topic, writing frames, use of video and card sorts and differentiated resources</p> <p>PP highlights on class packs Free revision guides</p>

		<p>Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in influencing change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them</p> <p>Look at how interpretations differ, why interpretations differ and evaluate interpretations in the context of historical events (A04)</p> <p>Look in at two key features or characteristics of the period studied targeting knowledge and understanding. (A01)</p> <p>Work on second order concept of change (A02) with supporting knowledge and understanding (A01).</p> <p>Understanding and analysis of historical events utilising second order historical concepts (A01 and A02) and is based around two identified aspects. targeting: causation, consequence, change and/or continuity.</p>	<p>programmes; rearmament; self-sufficiency; the impact of war on the economy and the German people, including bombing, rationing, labour shortages, refugees.</p> <p>Social policy and practice: reasons for policies and their impact on women, young people and youth groups; education; control of churches and religion; Aryan ideas racial policy and persecution; the Final Solution.</p> <p>Control: Goebbels, the use of propaganda and censorship; Nazi culture; repression and the police state and the roles of Himmler, the SS and Gestapo; opposition and resistance, including White Rose group, Swing Youth, Edelweiss Pirates and July 1944 bomb plot.</p>	<p>To look at the role of German women under Nazi ideology Through sources and interpretations.</p> <p>Using a timeline, revisit how the Nazis treated and persecuted minorities in Germany.</p> <p>Key words and terminology. Begin to develop written answers. Different styles and forms of writing. Use of exam command words –and sentence starters. Chronology: the persecution of the Jews and other minorities over time.</p>	<p>womens roles under Nazi ideology. Understand how Hitler established the Aryan ideology of racial superiority and inferiority of ‘subhumans’.</p> <p>Encourage wider reading to add to contextual knowledge.</p> <p>The ‘Diaries of Victor Klemperer’</p> <p>H Metelmann, ‘Through Hell for Hitler’, 1960; Charles A Beard, ‘Education under the Nazis’, in ‘Foreign Affairs’ 1936;</p> <p>Pupils read a variety of sources (primary and secondary)</p>		
Spring 2	Elizabethan England, c1568–1603	<p>Develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience</p> <p>Engage in historical enquiry to develop as independent learners and as critical and reflective thinkers</p> <p>Develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context</p> <p>Develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them</p>	<p>Part One: Elizabethan Court and Parliament</p> <p>Elizabeth I and her court: background and character of Elizabeth I; court life, including patronage; key ministers;</p> <p>The difficulties of a female ruler: relations with Parliament; the problem of marriage and the succession; the strength of Elizabeth’s authority at the end of her reign, including Essex’s rebellion in 1601.</p>	<p>Analyse texts and quotations (differentiated worksheets) infographics to study how the Renaissance influenced early Elizabethan England.</p> <p>Timelines for chronology.</p> <p>Tables to look at how social, political and economic experiences for people in Elizabethan England.</p> <p>Analysing portraits of Elizabeth to</p>	<p>SMSC- Opposition to change, impact of a strong female as Queen, opposition, and religious conflict.</p> <p>Key words and terminology. Begin to develop written answers. Different styles and forms of writing. Use of exam command words –and sentence starters. Chronology: a look at the reign of Elizabeth in order.</p> <p>Encourage wider reading to add to contextual knowledge.</p>	<p>Interpretation question. How convincing is A about...? (8 marks) Focussing on the problems Elizabeth faced when she first came to the throne.</p>	<p>Recall quizzing throughout topic, writing frames, use of video and card sorts and differentiated resources</p> <p>PP highlights on class packs Free revision guides</p>

		<p>Organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.</p> <p>Introducing skills, knowledge, understanding and analysis of historical events and specifically assesses the second order concept of significance. (AO1, AO2)</p>		<p>understand how and why she was portrayed.</p> <p>Working on evaluation of visual and written interpretations and drawing upon contextual knowledge of a key event, development, group or individual. (AO4)</p>	<p>Wider reading: Elizabeth, The Queen' Alison Weir Elizabeth I (WOMEN IN HISTORY), Lady Anne Somerset</p> <p>Pupils read a variety of sources (primary and secondary)</p>		
<p>Summer 1</p>	<p>Elizabethan England, c1568–1603</p>	<p>Develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience</p> <p>Engage in historical enquiry to develop as independent learners and as critical and reflective thinkers</p> <p>Develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context</p> <p>Develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them</p> <p>Organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.</p> <p>Introducing skills, knowledge, understanding and analysis of historical events and specifically assesses the second order concept of significance. (AO1, AO2)</p>	<p><u>Part Two: Life in Elizabethan England</u></p> <p>A 'Golden Age': living standards and fashions; growing prosperity and the rise of the gentry; the Elizabethan theatre and its achievements; attitudes to the theatre.</p> <p>The poor: reasons for the increase in poverty; attitudes and responses to poverty; the reasons for government action and the seriousness of the problem.</p> <p>English sailors: Hawkins and Drake; circumnavigation 1577–1580, voyages and trade; the role of Raleigh.</p>	<p>Analyse texts and quotations (differentiated worksheets) infographics to study how the divisions in society were beginning to show in terms of wealth and the problem of poverty.</p> <p>Timelines for chronology.</p> <p>Tables to look at Elizabethan theatre and arts.</p> <p>Introducing skills, knowledge, understanding and analysis of historical events and specifically assesses the second order concept of significance. (AO1, AO2)</p> <p>Key words and terminology. Begin to develop written answers. Different styles and forms of writing. Use of exam command words –and sentence starters. Chronology: looking at voyages of discovery</p>	<p>SMSC – Look at how the lives of the rich and poor differed, and how life and community was starting to change. Influences of exploration and also looking at increasing poverty and unemployment, how were people helped? Encourage wider reading to add to contextual knowledge.</p> <p>Wider reading: Elizabeth, The Queen' Alison Weir Elizabeth I (WOMEN IN HISTORY), Lady Anne Somerset</p> <p>Pupils read a variety of sources (primary and secondary)</p>	<p>Assessment</p> <p>Explain the significance question (8 Marks) Focusing on the importance of theatre in Elizabethan England.</p>	<p>Recall quizzing throughout topic, writing frames, use of video and card sorts and differentiated resources</p> <p>PP highlights on class packs</p> <p>Free revision guides</p>

<p>Summer 2</p>	<p>Elizabethan England, c1568–1603</p>	<p>Develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience</p> <p>Engage in historical enquiry to develop as independent learners and as critical and reflective thinkers</p> <p>Develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context</p> <p>Develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them</p> <p>Organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.</p> <p>Introducing skills, knowledge, understanding and analysis of historical events and specifically assesses the second order concept of significance. (AO1, AO2)</p>	<p><u>Part Three:</u> <u>Troubles at home and abroad</u> Religious matters: English Catholicism and Protestantism; the Northern Rebellion; Elizabeth's excommunication; the missionaries; Catholic plots and the threat to the Elizabethan settlement; Puritans; Responses and policies towards religious matters. Mary Queen of Scots; Elizabeth and Parliament's treatment of Mary; the challenge posed by Mary; plots; execution and its impact. Conflict with Spain: reasons; events; naval warfare, including tactics and technology; the defeat of the Spanish Armada.</p>	<p>Analyse texts and quotations (differentiated worksheets) infographics to study how the divisions in religious beliefs created tension in England and internationally.</p> <p>Timelines for chronology.</p> <p>Tables to look at the different plots against Elizabeth during her reign.</p> <p>Interpretations from different periods to identify changing attitudes to how Elizabeth tackled religious issues.</p> <p>Key words and terminology. Begin to develop written answers.</p> <p>Different styles and forms of writing. Use of exam command words –and sentence starters. Chronology: looking at the events that led to the Spanish Armada.</p>	<p>SMSC – Explore the divisions that religion brought at this time and how it strained international relations. Looking at the conspirators and plots against Elizabeth.</p> <p>Wider reading: Access to History: Elizabeth I Meeting the Challenge: England 1541-1603, John Warren 'Elizabeth, Apprentice' David Starkey. Encourage wider reading to add to contextual knowledge</p> <p>Pupils read a variety of sources (primary and secondary</p>	<p>Narrative question (8 marks) on how Elizabeth dealt with the problems of Religion.</p>	<p>Recall quizzing throughout topic, writing frames, use of video and card sorts and differentiated resources</p> <p>PP highlights on class packs Free revision guides</p>
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