

History Curriculum Overview – Year 10

Sequencing of topics	What knowledge will students develop? (Including key terminology)	What skills will students develop? (Including literacy & numeracy)	Assessment opportunities	Homework opportunities	Personal development (Ursuline Values, Catholic Social Teaching, Cultural Capital, Cross-curricular, Careers)	Curriculum links
Autumn Term 1						
USA	<p>Boom – what do we mean by a Boom? Mass production – how did mass production add to the wealth of the USA? Stock market – what is it and how does it work? Roaring 20's – popular culture Women – changes for women in the 1920's Prohibition & Capone – what was the impact of Prohibition? Exclusions to the Boom – who didn't benefit from the Boom and why? Immigration – how was USA impacted by immigration and how were immigrants treated? The Red Scare – What was it and why was it important? KKK – who are they and why was there a surge in growth in the 1920's?</p>	<ul style="list-style-type: none"> Students will learn the second order skills of change and continuity, cause and consequence and significance to understand the changes that happened in the USA in the 1920's They will read sources and develop their understanding of how to evaluate, compare and decide which is more convincing. They will learn to evaluate the significance of events and individuals such as the changes for women or Prohibition. They will develop the skill of writing essays for the GCSE exam. 	<p>Assessment will be: Knowledge quizzes. Practice exam questions and an exam style test at the end of the unit based on the USA in the 1920's.</p>	<p>Homework is a range of different task which might include: extra reading and research, practice exam questions, poster making, quizzes. There are also homework booklets which will be distributed at the beginning of y10 Homework will be set weekly on satchel.</p>	<p>Listening and attentive – through exploring new content</p> <p>Discerning and Joyful – developing a love for learning</p> <p>Courageous and Resilient – in facing the challenges of A Level study</p> <p>Community and Participation Peace and Reconciliation</p> <p>English (extended writing, analysis) RE</p> <p>Teaching Research Archivist Journalism Law</p>	

Autumn Term 2

<p>USA</p>	<p>The Wall St Crash – what was it and what was the impact?</p> <p>The Great Depression – How did the Depression impact on people’s lives?</p> <p>The 1932 Election – Who were the candidates and what was important about the election?</p> <p>The New Deal – What was the New Deal? What were the Alphabet Agencies? How did they impact on people’s lives?</p> <p>Opposition to the New Deal – Who objected to the New Deal and why?</p> <p>Effectiveness of the New Deal – How effective was the New Deal in bringing USA out of the Depression?</p> <p>Isolationism to WWII – Why was the USA so keen on isolation?</p> <p>America at War – How did the USA benefit from WWII.</p> <p>Women and their role in the war.</p>	<ul style="list-style-type: none"> • Students will learn the second order skills of change and continuity, cause and consequence and significance to understand the changes that happened in the USA in the 1930’s • They will read sources and develop their understanding of how to evaluate, compare and decide which is more convincing. • They will learn to evaluate the significance of events and individuals such as the Wall St Crash and the New Deal. • They will develop the skill of writing essays for the GCSE exam. 	<p>Assessment will be:</p> <p>Knowledge quizzes.</p> <p>Practice exam questions and an exam style test at the end of the unit based on the impact of the Depression and the New Deal.</p>	<p>Homework is a range of different task which might include: extra reading and research, practice exam questions, poster making, quizzes. There are also homework booklets which will be distributed at the beginning of y10</p> <p>This will be set weekly on satchel.</p>	<p>Listening and attentive – through exploring new content</p> <p>Discerning and Joyful – developing a love for learning</p> <p>Courageous and Resilient – in facing the challenges of A Level study</p> <p>Community and Participation Peace and Reconciliation</p> <p>English (extended writing, analysis) RE</p> <p>Teaching Research Archivist Journalism Law</p>	<p>KS3 Y9 WWI & WWII</p>
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Spring Term 1

<p>USA</p>	<p>The 1950's – the post war prosperity and the popular culture of the post war period.</p> <p>McCarthyism – who was Joseph McCarthy and what impact did he have on society.</p> <p>Brown Vs Topeka – the NAACP challenge on segregated education. MLK and Civil Rights protests – what role did MLK play in the Civil Rights movement, Key events Montgomery, Birmingham & Salma</p> <p>Black Power – Why did the Black Power movement develop and what impact did it have?</p> <p>JFK and the New Frontier – What was the New Frontier? How effective was it? LBJ and the Great Society – What was the Great Society? How effective was it?</p> <p>Women – The changing role of women in the 1960's & 70's.</p>	<ul style="list-style-type: none"> • Students will learn the second order skills of change and continuity, cause and consequence and significance to understand the changes that happened in the USA in the 1930's • They will read sources and develop their understanding of how to evaluate, compare and decide which is more convincing. • They will learn to evaluate the significance of events and individuals such as the Wall St Crash and the New Deal. • They will develop the skill of writing essays for the GCSE exam. 	<p>Assessment will be:</p> <p>Knowledge quizzes. Practice exam questions and an exam style test at the end of the unit based on the USA in the 50's - 70's including the Civil Rights Movement and the changing role of women.</p>	<p>Homework is a range of different task which might include: extra reading and research, practice exam questions, poster making, quizzes. There are also homework booklets which will be distributed at the beginning of y10</p> <p>This will be set weekly on satchel.</p>	<p>Listening and attentive – through exploring new content</p> <p>Discerning and Joyful – developing a love for learning</p> <p>Courageous and Resilient – in facing the challenges of A Level study</p> <p>Community and Participation Peace and Reconciliation</p> <p>English (extended writing, analysis) RE</p> <p>Teaching Research Archivist Journalism Law</p>	
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Spring Term 2

<p>Cold War</p>	<p>Origins of the Cold War USA & USSR before 1945 – what were relations like before the war – differences in ideologies. The Yalta & Potsdam Conferences – what was the purpose of the conferences? What was agreed at them and what was not agreed at them?</p> <p>Impact of the atomic bomb – What impact did it have on relations between the USA & the USSR?</p> <p>The Iron Curtain – What was the Iron Curtain? The Long Telegram and the Iron Curtain Speech – how did they impact relations? The Truman Doctrine & The Marshall Plan – what were they?</p> <p>Cominform and Comecon – What were they and how did they increase tensions? Berlin Blockade and Airlift. – how did it increase tension?</p> <p>Communism in China, The Korean War & The Vietnam War – What does it tell us about the policy of containment?</p>	<ul style="list-style-type: none"> • Students will learn the second order skills of change and continuity, cause and consequence and significance to understand the development of the Cold War • They will read sources and develop their understanding of how to evaluate, compare and decide which is more useful to a historian studying a particular event eg. The Berlin Airlift • They will learn to write an account of events and explain how they increased tension between the USA & the USSR eg. The Marshall Plan • They will develop the skill of writing essays which analyse a number of reasons for the increase in tension over the Cold War period . 	<p>Assessment will be: Knowledge quizzes. Practice exam questions and an exam style test at the end of the unit based on the begging of the Cold War and the growth of tension between the USA and the USSR..</p>	<p>Homework is a range of different task which might include: extra reading and research, practice exam questions, poster making, quizzes.</p> <p>This will be set weekly on satchel.</p>	<p>Listening and attentive – through exploring new content</p> <p>Discerning and Joyful – developing a love for learning</p> <p>Courageous and Resilient – in facing the challenges of A Level study</p> <p>Community and Participation Peace and Reconciliation</p> <p>English (extended writing, analysis) RE</p> <p>Teaching Research Archivist Journalism Law</p>	<p>KS3 Y9 WWII</p>
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Summer Term 1

Cold War	<p>Nato and the Warsaw Pact – what they were and why they were formed</p> <p>The space race – the competition for superiority in space. Why it was important.</p> <p>The arms race – the competition to have the most/ strongest nuclear bomb and the impact on cold war relations.</p> <p>The Hungarian Uprising — De-Stalinization, causes of the uprising, what happened and what was the outcome, international reaction to it.</p> <p>Spies. – Reds under the bed? – US reaction to the idea of spies and spying, Alger Hiss & the Rosenbergs</p> <p>Spies – the U2 Crisis what happened and the international impact.</p> <p>The Paris Peace summit – what happened – the fallout.</p> <p>Berlin 1960 – why was the Wall built, Kennedys reaction to it, impact on international relations.</p>	<ul style="list-style-type: none"> • Students will learn the second order skills of change and continuity, cause and consequence and significance to understand the changes in relations during the Cold War • They will read sources and develop their understanding of how to evaluate, compare and decide which is more useful to a historian studying a particular event eg. The space race or the Hungarian Uprising. • They will learn to write an account of events and explain how they increased tension between the USA & the USSR eg. the U2 Crisis or the Berlin Wall • They will develop the skill of writing essays which analyse a number of reasons for the increase in tension over the Cold War period . 	<p>Assessment will be:</p> <p>Knowledge quizzes.</p> <p>Practice exam questions and an exam style test at the end of the unit based on the increasing tension due to the struggle for nuclear superiority.</p>	<p>Homework is a range of different task which might include: extra reading and research, practice exam questions, poster making, quizzes. This will be set weekly on satchel.</p>	<p>Listening and attentive – through exploring new content</p> <p>Discerning and Joyful – developing a love for learning</p> <p>Courageous and Resilient – in facing the challenges of A Level study</p> <p>Community and Participation Peace and Reconciliation</p> <p>English (extended writing, analysis) RE</p> <p>Teaching Research Archivist Journalism Law</p>
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Summer Term 2

<p>Cold War</p>	<p>The Cuban revolution – What was the cause and what was the outcome.</p> <p>The Bay of Pigs incident – what happened and why was it such a failure for the USA</p> <p>The Cuban Missile Crisis – What caused it, what was the outcome and how did it change relations.</p> <p>The Prague Spring 1968 – What was caused it, what happened and what was the outcome, international reaction to it.</p> <p>Brezhnev Doctrine – What was the it, why was it important, how did it affect USA and USSR relations</p> <p>Tension in the 1970's – Vietnam, increasing cost of the arms race, human rights.</p> <p>Détente – what was it, why did it happen and what was SALT 1.</p>	<ul style="list-style-type: none"> • Students will learn the second order skills of change and continuity, cause and consequence and significance to understand the changes in relations during the Cold War and the beginning of Detente • They will read sources and develop their understanding of how to evaluate, compare and decide which is more useful to a historian studying a particular event eg.the Cuban Missile Crisis. • They will learn to write an account of events and explain how they increased tension between the USA & the USSR eg. the Prague Spring. • They will develop the skill of writing essays which analyse a number of reasons for either the change in relations or the thaw in relations at the end of the Cold War period . 	<p>Assessment will be:</p> <p>Knowledge quizzes.</p> <p>Practice exam questions and an exam style test at the end of the unit based on the changes in relations between the USA & the USSR, or on one of the Crisis of the 1960's or the causes of Détente.</p>	<p>Homework is a range of different task which might include: extra reading and research, practice exam questions, poster making, quizzes. This will be set weekly on satchel.</p>	<p>Listening and attentive – through exploring new content</p> <p>Discerning and Joyful – developing a love for learning</p> <p>Courageous and Resilient – in facing the challenges of A Level study</p> <p>Community and Participation Peace and Reconciliation</p> <p>English (extended writing, analysis) RE</p> <p>Teaching Research Archivist Journalism Law</p>	
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