**Year 10 History**

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Big Ideas | Difficulties under the Kaiser, The Impact of the First World War on Germany and Political unrest after World War I. | The failure of the Weimar Democracy and the establishment of Hitler’s dictatorship | The experiences of Germans under the Nazis. The impact of social policies and control in practice. | The origins of the Cold War and the development of the iron curtain and the escalation of the East/West rivalry. | The Cold War in Asia, Military rivalries in the Cold War, protest movements in the Cold War (Hungary) | A rise in tensions during the sixties (Berlin Wall and Cuban Missile Crisis, Prague Spring) and the easing of tensions leading to ‘Détente’. |
| Topics | The Kaiser’s Germany  Post-WWI Weimar Republic  Growth of Hitler and the Nazis | Hitler and the Nazis take power  Nazi policies in German society | The Nazi German control methods  Propaganda and Terror  Resistance and the end of Nazi Germany | The Cold War Beginnings  Aftermath of WW2  Post-war relations  Conferences  Post-war Europe | Cold War in the 1950s  The ‘thaw’  Khrushchev, arms race and space race  Cold War in Asia | Cold War in the 1960s/70s  Cuban Missile Crisis  Berlin Wall  Prague  Détente |
| Assessment | Kaiser’s Germany  Weimar Germany  Interpretations of Stresemann | Hitler’s actions in his rise to power  Interpretations on Reichstag Fire | Nazi Policies  Control, Terror, Propaganda, resistance, Holocaust | Post war conferences  Truman Doctrine and Marshall Plan  Soviet expansion in E Europe | Berlin Airlift  Cold War in Asia: China, Korea, Vietnam  Space and Arms Races | Cuban Missile Crisis  Prague Uprising  Détente |
| Skills | Describe key features using knowledge and understanding  Explain and analyse historical events studied using knowledge and understanding  Make substantiated judgements about interpretations using analysis and evaluation. | Describe key features using knowledge and understanding  Explain and analyse historical events studied using knowledge and understanding  Make substantiated judgements about interpretations using analysis and evaluation | Describe key features using knowledge and understanding  Explain and analyse historical events studied using knowledge and understanding  Make substantiated judgements about interpretations using analysis and evaluation | Source analysis using key features and knowledge  Extended source utility between two sources  Evaluation of cause and consequence  Explanation and understanding of historical events and periods studied | Source analysis using key features and knowledge  Extended source utility between two sources  Evaluation of cause and consequence  Explanation and understanding of historical events and periods studied | Source analysis using key features and knowledge  Extended source utility between two sources  Evaluation of cause and consequence  Explanation and understanding of historical events and periods studied |

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| Building on Prior Learning | Y9 topic on the ‘Road to WW2’ and Hitler’s rise allows for progression during the Germany topic.  Elements of Y9 topic on WW2, and Germany topic ending in 1945, allow for prior learning of European and world affairs for beginning Cold War topic in 1945.  Topics are thereafter chronological and show progression through historical periods, with recurring themes. |
| Links with other subjects | MFL: Use of German terms and the history of this country.  Geography: Use of maps for international aspect of Cold War topic. Politics: Both Germany and Cold War topics have considerable politics content.  RE: Significance of the Church and religious beliefs, relations with the Nazis, as well as the Holocaust, within Germany topic.  Maths: use of statistical sources and data, as well as dates. |
| SMSC Links | Exploring the impact of the first world war in different contexts and the effect this had on Germans. A brief study of industrialisation. Examining different voting systems (proportional representation in Weimar Germany). Exploring key concepts relating to inflation and economic crisis and the effects of these. Exploration of the climates which allow for dictatorship to be established. Exploring the impact of the social policies introduced by the Nazis. The role of religion in Nazi Germany. The persecution of Jews and the Holocaust.  International relations between global superpowers. Exploration of differing ideologies (communism and capitalism). The effects and dangers of nuclear armament on society. Protest and Reform in Hungary and Czechoslovakia. |
| Extracurricular opportunities | Trips:  ‘Hitler on Trial’ – Josh Brooman (GCSE textbook author) performance/workshop annually in Redditch.  Cold War Museum at RAF Cosford. |
| Literacy | Students are introduced to subject specific terminology and key terms – displayed in class and in books – students develop their speaking and listening skills through questioning and their presentation and recital of written answers – students learn to work effectively in groups and contribute vocally to class discussion.  Students are assessed through written answers to exam board questions requiring them to deploy subject-specific language in well-communicated and organised paragraphs. Spelling, punctuation and grammar are marked in specific exam answers (essay questions). |
| Numeracy | Using chronological dates and sequencing, making estimates, Handling data; interpreting data, constructing tables and graphs. E.g. electoral statistics in Weimar Germany and analysis of voter numbers. Statistics in relation to success of Nazi policies in Hitler’s Germany. Analysis through the use of graphs/statistics when examining Marshall Aid |
| A successful learner in this subject will demonstrate | * Explain multiple causation with a range of examples * Explain the utility of a source with provenance and content * Explain significance of events and make comparisons between periods * Differentiate between interpretations * Evaluate two arguments |
| Impact on personal development | Students are taught to argue correctly, based on empirical evidence.  They learn to ask questions not merely on face value but also access to information and peoples agenda  Students are shown how to assess change and continuity both in terms of cost and impact  They learn to tolerate and appreciate the perspectives of others and value others rights and opinions even if they don’t agree |

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| Ways to support student learning in this subject |
| * Closed questioning testing builds the evidence base and bank of knowledge used to illustrate and prove answers * Asking students to justify or evidence their views and interpretations of events * Differentiate between cause and consequence to help students consider impact * Make sure students always check the origins, authors and possible purpose of articles, news and views that they consume * Use the SENECA learning assignments and Courses to constantly develop their understanding |