



Year 10 History - Curriculum Content Overview 2018-19

History – Year 10				
Knowledge and Skills Students will be taught to....	Reading, Oracy, Literacy and Numeracy	Formative Assessment	Summative Assessment	Link to reformed GCSE Content
<ul style="list-style-type: none"> Develop debating and discussion skills. Develop an understanding of how to analyse sources at a higher level by considering the provenance of sources in greater depth. Forming effective answers to essay questions by selecting and deploying evidence effectively. Evaluate the most important cause or consequence of a historical event. Highlight examples of change and continuity across several historical periods, especially with reference to developments and problems emerging. Develop an understanding of the origins, changes and effects of a particular historical site. 	Reading <ul style="list-style-type: none"> Reading more advanced historical sources and historical interpretations. 	Questioning in lessons Whole class feedback during lessons Low stakes quizzing	3 subsequent summative (end of topic) assessments on Cold War from 1945-1972 and Elizabeth I.	Students will begin tackling practice exam questions in lessons and in summative assessments to prepare them for the final exams in Year 11.
	Numeracy <ul style="list-style-type: none"> Years of key historical events linked to the Cold War from 1945-1972 and Elizabeth I Statistics surrounding death rates, unemployment, economies, weapons and so on across both of these last two units. 	Student debates and discussions surrounding topical issues Practicing individual exam-style questions in lessons.		
	Oracy and Literacy (including key words for practical subjects) <ul style="list-style-type: none"> Key words Student discussion Student presentation 			



Assessment Skills, Knowledge and Concepts Map

History – Year 10		Cross-Curricular Strands
Key Learning Questions (Autumn term)	Unit 3 – Conflict and Tension Between East and West 1945-1972	Reading
<ul style="list-style-type: none"> • What occurred at the Yalta Conference? • Why did tensions increase between the USA and the USSR from 1945-1949? • What were the causes and consequences of the Berlin Blockade and Berlin Airlift? • What were the origins and nature of NATO and the Warsaw Pact? • What impact did events in China have on the Cold War? • What impact did events in Korea in the early 1950s have on the Cold War? • What impact did events in Vietnam have on the Cold War? • What occurred as a result of the arms race between the USA and the USSR? • What were the causes and consequences of the space race? • How did events in Hungary in 1956 affect the Cold War? 	<ul style="list-style-type: none"> • Develop an understanding of how to analyse sources on the Cold War in the 1940s and 1950s at a higher level by considering the time, author, place and purpose of the source. • Forming effective answers to essay questions on the Cold War in the 1940s and 1950s by selecting and deploying evidence effectively. • Evaluate the most important cause or consequence of a historical event linked to the Cold War in the 1940s and 1950s. • Highlighting changes and continuities in political affairs across both of these time periods. 	<ul style="list-style-type: none"> • Knowledge organisers • GCSE Revision guide (GCSE revision guide ‘My Revision Notes’ AQA GCSE History 9-1”)
Key Learning Questions (Spring term)	Unit 3 - Conflict and Tension Between East and West 1945-1972/Unit 4 – Elizabeth I	Oracy and Literacy
<ul style="list-style-type: none"> • What were the causes and consequences of the U2 crisis? 	<ul style="list-style-type: none"> • Develop an understanding of how to analyse sources on the Cold War in the 1960s and Elizabeth I at a higher level by considering the time, author, place and purpose of the source. 	<ul style="list-style-type: none"> • Debates and discussions. • Learning skills in comprehension and extended writing.



<ul style="list-style-type: none"> • What were the causes and consequences of the Cuban Missile Crisis of 1962? • What were the causes and consequences of events in Czechoslovakia in 1968? • What were the key reasons peace between the USA and USSR was difficult to achieve in the late 1960s? • What were the reasons for and outcome of détente and the SALT 1 agreement? • What was Elizabeth I's background? • What were the problems facing England when Elizabeth I became queen? 	<ul style="list-style-type: none"> • Forming effective answers to essay questions on the Cold War in the 1960s and Elizabeth I by selecting and deploying evidence effectively. • Evaluate the most important cause or consequence of a historical event linked to the Cold War in the 1960s and Elizabeth I. • Highlighting changes and continuities across both of these periods. 	<p>Oracy</p> <ul style="list-style-type: none"> • Student discussion and student feedback • Student responses to questions • Student to student discussion and debate
<p>Key Learning Questions (Summer term)</p>	<p>Unit 4 – Elizabeth I – 1568-1603</p>	<p>Numeracy</p>
<ul style="list-style-type: none"> • How did the status of the gentry change during Elizabeth's reign? • What was life like at the theatre during Elizabeth's reign? • Why did poverty increase in Elizabeth's reign and how did the people and government respond? • What were the causes and consequences of exploration during Elizabeth's reign? • What threats did Elizabeth face from Catholics during her reign and how did she respond? • Who was Mary Queen of Scots and how did her arrival in England affect Elizabeth I? 	<ul style="list-style-type: none"> • Develop an understanding of how to analyse sources on Elizabeth I at a higher level by considering their usefulness based on what the content of a source does and does not reveal about a topic. • Forming effective answers to essay questions on Elizabeth I by selecting and deploying evidence effectively. • Evaluate the most important cause or consequence of a historical event linked to the reign of Elizabeth I. 	<ul style="list-style-type: none"> • Dates and statistics used to back up arguments. • Use of timelines and understanding of chronology, particularly in charting key events of the Cold War from the 1940s-1970s and during the reign of Elizabeth I.



- What were the causes, course and consequences of the Armada?
