

Year 10 History Curriculum Plan

AO	Requirements
AO1	Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
AO2	Explain and analyse historical events and periods studied using second-order historical concepts.
AO3	Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.
AO4	Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

	Key questions and themes	Overview of the unit	Assessment	Cross Curricular Skills	Suggested resources and websites
International Relations 1918-2001	<p>How did nations deal with conflict and threats from 1918-2001?</p> <p>What is internationalism ?</p> <p>What is Nationalism?</p> <p>Who is to blame for the Cold War?</p> <p>How and why have</p>	<p>The focus of this study is on the unfolding narrative of international relations from 1918–2001. Learners will study the substantial developments and issues associated with this period, in order to understand the forces and events which shaped the 20th and early 21st century world and how these forces and events have come to shape our world.</p> <p>Learners will also study the ways in which some of the developments have been interpreted differently by different historians or others (including popular interpretations) and also how and why these</p>	<p>A01,A02,A04</p> <p>Students will continuously practice exam style questions and practice the assessment objectives above as appropriate with the content.</p> <p>Students will have more formal</p>	<p>Literacy:</p> <p>Students will write in response to a range of exam style questions. Students will plan and redraft their writing. Students will edit and analyse model style answers.</p> <p>Numeracy: Students will engage with dates, statistics and figures. They will create and analyse graphs, they will logically plan essays.</p> <p>SMSC: Students will gain a greater understanding of present day problems,</p>	<p>Hodder textbook: Explaining the Modern world</p> <p>ISBN: 9781471860188</p> <p>CGP GCE textbook</p> <p>https://www.cgpbooks.co.uk/School/books_gcse_history.book_HWRR44</p> <p>https://www.youtube.com/watch?v=NVCDnUZqLzU</p>

	<p>interpretations of Appeasement changed?</p>	<p>interpretations have sometimes changed over time. Learners must have studied a range of interpretations in order to gain the skills necessary to analyse and evaluate unfamiliar interpretations.</p> <p>Conflict and co-operation 1918–1939 Successes and failures of internationalist approaches in the 1920s and the retreat to nationalism in the 1930s</p> <p>The Versailles Peace Settlement; the League of Nations in the 1920s; international agreements in the 1920s (Dawes Plan 1924, Locarno 1925, Kellogg-Briand 1928, Young Plan 1929); attempts at disarmament. The impact of the worldwide economic depression. Tension in Europe in the 1930s, including the failure of the League of Nations, the policy of Appeasement and outbreak of war in 1939.</p>	<p>assessments at the end of every sub unit; formal revision will take place before this.</p> <p>Lessons will be devoted to assessment review and redrafts.</p>	<p>political structures and conflicts by studying substantial developments of the past.</p>	<p>Bitesize</p>
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		<p>The Cold War 1945–c.1989 The changing international order after 1945 and its consequences</p> <p>Emerging super-power rivalry 1945–1949; actions of the USSR in Eastern Europe 1945–1948 and response of USA and its allies. Cold War confrontations: Berlin Wall 1961 and the Cuban Missile Crisis 1962; Cold War conflicts: Vietnam War, the Soviet war in Afghanistan.</p> <p>From the end of the Cold War to 9/11 The ending of the Cold War and the emergence of new challenges to the international order</p> <p>Gorbachev and the end of the Cold War; consequences of the Soviet war in Afghanistan: the rise of the Taliban and the origins of Al-Qaeda; Al-Qaeda activity from the 1990s culminating in 9/11.</p>			
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**Changing interpretations of
Appeasement**

How and why the following have resulted in differing interpretations of appeasement: the Second World War; the Cold War; new sources of evidence c.1990 onwards.

**Changing interpretations of the
responsibility for Cold War
tensions**

How and why the following have resulted in differing interpretations of the Cold War: the internal culture and politics of the USSR and USA; the Vietnam War; new sources of evidence c.1990 onwards.

<p>Unit 2 International Relations</p>	<p>Germany 1925-1955</p> <p>The people and the state.</p> <p>How did the Nazis rise to power?</p> <p>How did the Nazi's consolidate control?</p> <p>What was life like under Nazi rule?</p> <p>What is the legacy of WWII?</p>	<p>This depth study focuses on the relationship between the German people and the Nazi regime that ruled Germany from 1933–1945. The depth study ranges from 1925–1955 in order to provide the context for The Nazi period in Germany.</p> <p>The rise and consolidation of the Nazi regime 1925–1934</p> <p>Strengths and weaknesses of the Weimar Republic 1925–1928, including Nazi policies in the 1920s and the position of the party in 1928; the impact of the Depression on different groups in Germany; the political, social and economic crisis of 1929–1933; rising support for Nazis 1929–1933; the Nazi consolidation of power 1933–1934, including the Reichstag Fire, the suspension of the Weimar constitution and the Enabling Act, the elections of March 1933, the takeover of/or collaboration with key institutions (particularly the army), and the elimination of</p>	<p>A01, A02, A03</p> <p>Students will continuously practice exam style questions and practice the assessment objectives above as appropriate with the content.</p> <p>Students will have more formal assessments at the end of every sub unit; formal revision will take place before this.</p> <p>Lessons will be devoted to assessment review and redrafts.</p>	<p>Literacy:</p> <p>Understanding different commands of questions, engage with plenty of content in a written form.</p> <p>Rereading source/</p> <p>Numeracy:</p> <p>Thinking Skills: Group work, independent learning skills by working independently regularly on literary text with a reading of gist and grammar focus.</p>	<p>OCR GCSE Modern Work textbook</p> <p>https://www.youtube.com/watch?v=ITQ4TILv3RQ</p>
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		<p>opposition (including trade unions, opposition parties and the SA)</p> <p>Nazi Germany and its people 1933–1939</p> <p>Elements of the Nazi terror state, including the SA, SS, Gestapo, SD, courts and police; Nazi use of culture and propaganda; personal popularity of Hitler; attempts to create a National Community; economic policies of Nazi regime and their effects on sections of German society (winners and losers); Nazi social policies, including policies on women and youth; the lack of effective opposition to the regime; persecution of Jews and other groups, including Roma, Jehovah's Witnesses and homosexuals; eugenics policies.</p> <p>War and its legacy 1939–1955</p> <p>Initial reaction to outbreak of war; changing fortunes of Germany in the war (initial gains and colonisation in East); growing impact of war, including bombing;</p>			
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		extent of support for war effort; opposition during war; escalation of racial persecution leading to the Final Solution; defeat and occupation; Allied policy of de-Nazification (methods and impact); the differing experiences of people in East and West Germany 1945–1955.			
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