

## Year 10 History Curriculum Map

	Topic	Prerequisites	Rationale	Next Steps	End Goals	Assessment
Year 10 Weimar and Nazi Germany	Weimar Germany	Pupils will have already learned about the First World War and its effects in the Year 8 unit '20 <sup>th</sup> Century World'. They will therefore know how the war ended, its consequences and the terms and effects of the Treaty of Versailles.	The long term causes of the rise of the Nazis began in the era of Weimar Germany with growing resentment over the 'November Criminals', the terms of the Treaty of Versailles and the Government's response to the crises of 1923.	In the next topic, pupils will look at how Hitler's Nazis began during this period with Hitler joining the party and growing the movement until the Munich Putsch in 1923.	<b>Knowledge and Understanding</b> German Revolution, Weimar Constitution, Treaty of Versailles, Spartacist Uprising, Kapp Putsch, Invasion of the Ruhr, Hyperinflation, Stresemann, Weimar Society and Culture <b>Skills</b> Writing an explanatory essay. Interpretation – spotting differences. Inference – Making an inference. Utility – Using two sources	4 Mark Interpretation Differences Question – Formative Assessment 4 Mark Inference Question – Formative Assessment 8 Mark Utility Question – Formative Assessment
	The Rise of Hitler and the Nazis	Pupils will have already learned about the time period for this topic in the first topic of this unit. They may have learned many things about Hitler and the Nazis – some of these may need to be debunked before starting.	Hitler established control over the party from the early days, shaping their policies and presentation. The Munich Putsch explains why the Nazis later sought power through democratic means.	In the next topic, pupils will look at how the Nazis corrected their earlier errors to slowly build popular support throughout Germany.	<b>Knowledge and Understanding</b> Adolf Hitler, the NSDAP, the SA, Munich Putsch, the Lean Years <b>Skills</b> Inference – Backing up an inference Utility – Using two sources Explanatory Essay Interpretation – Explaining differences	4 Mark Inference Question – Formative Assessment 4 Mark Interpretation Differences Question – Formative Assessment 4 Mark Interpretation Explanation Question – Formative Assessment
	Gaining and Securing Power	In the previous topics, pupils received background information on Germany prior to 1929 and the rise of the Nazi Party. This will help inform how the Nazis were able to gain and secure power so easily.	This topic is a study in how to make a dictatorship from a democracy – the spreading of fear, control of the press and culture, suppression of the opposition and demonisation of sections of the population. Why it is important to safeguard democracy.	In the final topic pupils will study how the Nazi Party affected the lives of people in Germany including worker, women, the young and minorities.	<b>Knowledge and Understanding</b> The Depression, 1929-1932, Becoming Chancellor, the Reichstag Fire, the Enabling Act, Removing Opposition, Night of the Long Knives, Death of Hindenburg, The Police State, the Church, The Role of Goebbels, Censorship and Propaganda <b>Skills</b> Utility – Bringing it all together. Interpretation – Essay Question. Inference – Backing up an inference. Writing an explanatory essay	8 Mark Utility Question – Formative Assessment 16 Mark Interpretation How Question – Formative Assessment 4 Mark Interpretation Explanation Question – Formative Assessment 12 Mark Essay – Formative Assessment
	Living in Nazi Germany	In the previous topics, pupils learned how Germany went from being a democratic state to being a dictatorship where people's thoughts and actions were now controlled by the state.	Without an effective opposition to speak out for them, the people of Germany were forced, through fear and intimidation to conform to the ideals of the Nazis – repressing worker's rights, the equality of women and the basic rights of citizenship for minorities.	In the next unit, pupils will go on to study life in Elizabethan England, looking at the problems that Elizabeth faced when she came to the throne and how she solved them during her reign.	<b>Knowledge and Understanding</b> Young People and the Hitler Youth, Women, Opposition, Standard of Living, Solving Unemployment, Treatment of Minorities, Jews in Nazi Germany <b>Skills</b> Utility – bringing it all together Inference – bringing it all together Writing an explanatory essay	8 Mark Utility Question – Formative Assessment 4 Mark Interpretation Differences Question – Formative Assessment 4 Mark Interpretation Explanation Question – Formative Assessment

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Year 10 Early Elizabethan England	Queen, Government and religion	Pupils will have studied Elizabethan England in Year 7. Pupils will also have studied some Early Modern England topics in their unit on crime and punishment.	Many of Elizabeth's challenges stemmed from her role as Queen and the religious problems that had plagued Europe for the previous hundred years. Pupils will learn the problems that she faced as the basis of the rest of the unit.	In the next unit pupils will look at the different threats immediately posed to Elizabeth's religious settlement.	<b>Knowledge and Understanding</b> Elizabethan Society, Government, Elizabeth's Legitimacy, the Character of Elizabeth, Challenges Elizabeth faced, <b>Skills</b> Describing two features – technique, Writing an explanatory essay, Writing an analytical essay	4 Mark Describe Features Question – Formative Assessment  16 Mark Essay Question – Formative Assessment
	Threats to the Religious Settlement	Pupils will have some knowledge of the religious settlement from their lessons in Year 7 in addition to the work that they did in the previous topic.	Elizabeth's religious settlement was an attempt to find a compromise to the division that had haunted England since the Great Matter of her father's reign. These lessons show though that even a popular policy by the Government will still leave some unhappy.	Pupils will next move on to look at the threats that Catholic plotters presented to her at home and Elizabeth's spies.	<b>Knowledge and Understanding</b> The Reformation, Religious Divisions, Puritans, The Religious Settlement, The Church of England, the Puritan Challenge, the Catholic Challenge, the Foreign Challenge, Mary Queen of Scots <b>Skills</b> Describing two features, Writing an explanatory essay, Writing an analytical essay	4 Mark Describe Features Question – Formative Assessment  12 Mark Essay – Formative Assessment
	Challenges at home	The previous topic will have given pupils a background to the Catholic plots against her and why Elizabeth was such a threat to the Catholic establishment.	Elizabeth was ably assisted by a number of key advisors including the Cecil and Walsingham. Their experience and talent would help Elizabeth and reveal the darker arts of Government during this period and how Elizabeth was able to deal with the threats against her.	In the next unit, pupils will look at the threats from aboard and the Spanish Armada.	<b>Knowledge and Understanding</b> Revolt of the Northern Earls, The Ridolfi, Throckmorton and Babington Plots, Execution of Mary, Cecil and Walsingham <b>Skills</b> Describing two features, Writing an explanatory essay Writing an analytical essay	4 Mark Describe Features Question – Formative Assessment  16 Mark Essay Question – Formative Assessment
	The Challenges From Abroad	Pupils will have studied the Spanish Armada as an event during Year 7 History lessons. Pupils will also have studied the threats posed by Catholics to Elizabeth during the earlier topics in this unit.	Traditionally, the defeat of the Spanish Armada has been seen as a plucky English navy defeating a much larger, more powerful enemy. England's organisation, planning and leadership were crucial to their success.	Pupils will finally move on to study the lives of the people of England during Elizabethan times and the plight of the poor.	<b>Knowledge and Understanding</b> Elizabeth's Foreign Policy, the role of Drake, the Spanish Netherlands, the Spanish Armada <b>Skills</b> Describing two features, Writing an explanatory essay, Writing an analytical essay	12 Mark Essay – Formative Assessment
	Elizabethan Society	Pupils will have studied the Elizabethan poor both in Year 7 during their Early Modern England unit and also during their GCSE unit on Crime and Punishment.	Due to a rising population, the landowning political class and the closure of the monasteries, there was an increase in poverty in this period. Pupils learn about the idea of the deserving poor – a consideration of the Government even in modern times.	Pupils will finally move on to study the exploration of America and the setting up of the first colonies in Virginia.	<b>Knowledge and Understanding</b> Education, Leisure, Causes of Poverty, Attitudes and Policies to the Poor <b>Skills</b> Describing two features, Writing an explanatory essay Writing an analytical essay	4 Mark Describe Features Question – Formative Assessment
	The Age of Exploration	Pupils will have completed some work in Year 7 where they looked at the development of colonies in America. They have also studied the impact of Spain's Empire on its economy during the unit.	The expanding British Empire of later periods began with the age of exploration in the Elizabethan period. The circumnavigation of Drake and the setting up of the Virginia colony would one day be the basis for Britain's future wealth and the foundation of the USA.	In the final unit of the GCSE pupils will study a time period that is complete new to them when they study the American West.	<b>Knowledge and Understanding</b> Reasons for exploration, Ship design, the role of Drake, Walter Raleigh, Virginia <b>Skills</b> Describing two features, Writing an explanatory essay Writing an analytical essay	12 Mark Essay – Formative Assessment  16 Mark Essay Question – Formative Assessment