


History Department – Year 10

Year 10: The Competent historian Students will continue to apply the historical skills needed to succeed in History and to understand the story of the past. The Competent Historian continues to apply the skills involved and consolidates their knowledge from KS3 to support these new topics in KS4						
 Shirley High Curriculum Map	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:
	To understand how the Cold War ended?(1970-91)	To examine pre war Germany under Weimar (1918-19)	To examine Hitler's rise to power and the creation of a Nazi state (1919-1933)	To examine life in Nazi Germany (1933-39)	To examine life in Nazi Germany (1933-39)/ To explore Crime and Punishment through the ages (1000-1700)	To explore Crime and Punishment through the ages (1000-1700)
Why now	To gain knowledge and understanding of a significant turning point in history and in East West Relations. To introduce learners to the key knowledge	To gain knowledge and understanding of the development of a European country with a complex history which has been written about extensively. To explore historical interpretation of Weimar and Nazi Germany and use as a base for later skilled work	To continue the understanding of cause and effect in relation to world events by continuing this case study we can link our understanding of past events taught in Year 8 and 9	This is an opportunity for students to truly understand the experience of living in a country with an opposing ideology to Britain's. Continues the understanding of cause and effect in relation to world events	This is an opportunity for students to truly understand the experience of living in a country with an opposing ideology to Britain's. Continues the understanding of cause and effect in relation to world events C=P In this unit we study the attitudes and beliefs of people over a period of 700 years. We examine a topic which students find fascinating: crime. we look at how opinions of crime, punishment and justice have changed significantly over the period. This breath study is also a basis for later unit on Anglo Saxons and Normans	C=P In this unit we study the attitudes and beliefs of people over a period of 700 years. We examine a topic which students find fascinating: crime. we look at how opinions of crime, punishment and justice have changed significantly over the period. This breath study is also a basis for later unit on Anglo Saxons and Normans
Fundamental Concepts	The Arms race international affairs	Genocide Obedience Opposition Resistance Nazism Fascism Dictatorship	Change Continuity Significance Historical eras	Interpretation	Change Continuity Historical eras Capital punishment	Change Continuity Historical eras Capital punishment
Students will	Learn about: • The Prague Spring • The Afghanistan war • Attempts to reduce tension between East and west • Flashpoints between East and West • The Colipase of Soviet control of eastern Europe?	Learn about: • The origins of the republic 1918-29 • Hitler's rise to power • Early development of the Nazis party • The Munich Putsch and the lean • Challenges to the Weimar Republic • The recovery of the republic • Changes in society	Learn about: • The growth in support for the Nazis • The Munich Putsch and the lean years • How Hitler became Chancellor • The creation of the dictatorship • Setting up the dictatorship • The night of the long Knives • The police state	Learn about: • Controlling and influencing attitudes • Opposition, resistance and conformity	Learn about: • Nazis policies towards women • Nazis polices towards the young • Employment and living standards • The persecution of minorities • Medieval England 100-1500 • Anglo Saxon Justice • Normans Justice • The power of the monarchy • The Church	Learn about: • Medieval England 100-1500 • Normans Justice • The power of the monarchy • The Church • Early Modern England 1500-1700 • Social change • Execution • Vagabondage • Witchfinder general • The Bloody code
Language for Life (Key terms/Vocabulary)	Helsinki agreement Star Wars INF Carter Doctrine Mad Glasnost Perestroika	Reichstag Armistice Spartacist Freikorps Dawes Plan Rentenmark Young plan Locarno Kellogg Briand	Hyperinflation Nazis	SS Gestapo Aryan Swing youth	Hitler Youth Swing youth Benefit of the Clergy Blood feud Bloody Code Capital crime Compurgation Debtors prison Forest Laws Highway robbery Hue and cry Tithings Justices of the Peace Murdrum Fine Wergild Pillory Sanctuary Trail by ordeal	Benefit of the Clergy Blood feud Bloody Code Capital crime Compurgation Debtors prison Forest Laws Highway robbery Hue and cry Tithings Justices of the Peace Murdrum Fine Wergild Pillory Residium
Extended writing Opportunities	Infer question Interpretation question Usefulness question	Infer question Interpretation question Usefulness question	How far do you agree ? question Explain question	How far do you agree ? question Explain question	How far do you agree question? Explain question	How far do you agree question? Explain question
Maths Across the Curriculum		Nazis and Unemployment Currency changes in Nazis Germany	Graphs showing change		Graphs showing change/ Venn diagrams	Graphs showing change/ Venn diagrams
Links to careers/ aspirations	Campaigning/student protests	Journalism			Police	Police
Cultural Capital	Film	Understanding of how Proportional representation works	Documentaries: Life in Nazi Germany. Nazis in colour/ life of Hitler/Downfall	Documentaries: Life in Nazi Germany. Nazis in colour/ life of Hitler/Downfall	Documentaries: Tony Robinson on Crime and Punishment	Documentaries: Tony Robinson on Crime and Punishment
Practical Application of Skills	Interpreting data	Interpreting data	Comparing interpretations of historical events	Comparing interpretations of historical events	Comparing historical eras	Comparing historical eras