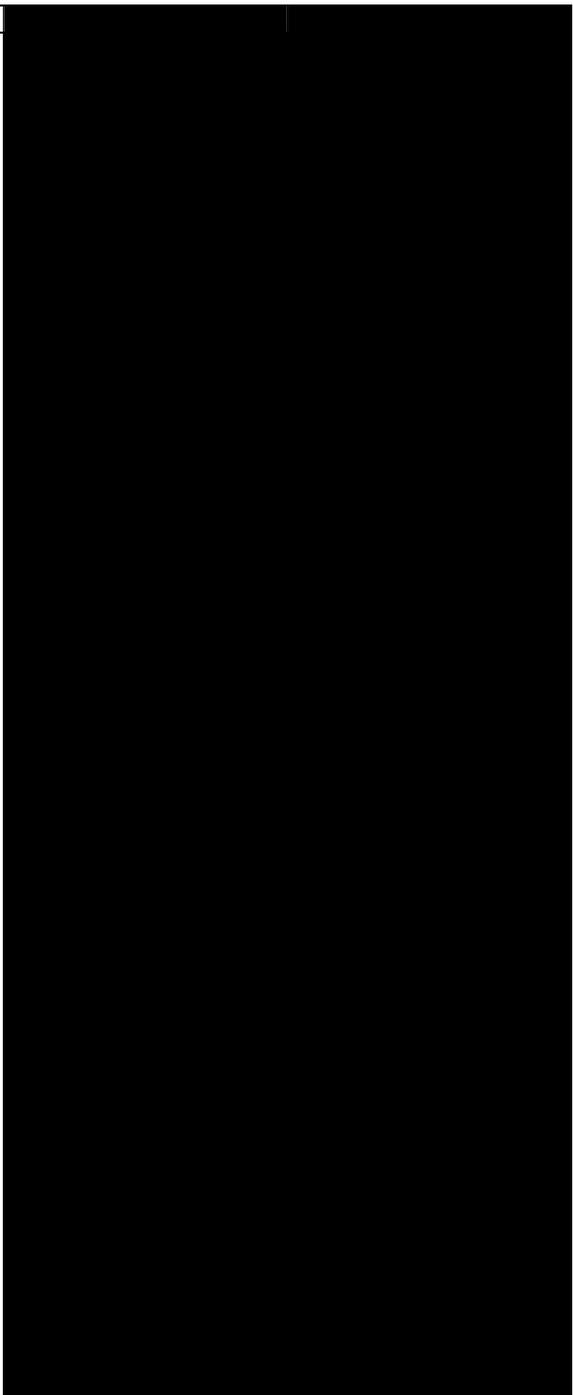


## History Year 10 SoL Recovery and Moving Forward

	HT1 (Week 1-7)	HT2 (Week 8-15)	HT3 (Week 16-21)	HT4 (Week 22-27)	HT5 (28-32)	HT6 (Week 33-39)
<p><b>Year 10</b></p> <p>3 x 1 hour lessons per week</p>	<p><i>Recovery from Yr9 Ht6 (continuation)</i></p> <p><i>Medicine through time /Western Front</i></p> <p><b>Literacy focus:</b> <i>Oracy</i> - Class debate on the most important reasons why medicine improved across time</p> <p><b>Assessment/subject key piece:</b></p> <p>'The greatest development in treatment during the 20<sup>th</sup> century was Penicillin'. How far do you agree?</p>	<p><i>Medicine through time /Western Front</i></p> <p><b>Literacy focus:</b> <i>Oracy</i> - Class debate on the most important reasons why medicine improved across time</p> <p><b>Assessment/subject key piece:</b></p> <p>'The greatest development in treatment during the 20<sup>th</sup> century was Penicillin'. How far do you agree?</p>	<p><i>Weimar and Nazi Germany</i></p> <p><b>Literacy focus:</b> Writing - Newspaper report on the terms and responses to the Treaty of Versailles</p> <p><b>Assessment/subject key piece:</b></p> <p>Give 2 inferences from source A about the Treaty of Versailles</p>	<p><i>Weimar and Nazi Germany</i></p> <p><b>Literacy focus:</b> Writing - Write a letter explaining reasons why you oppose the Weimar constitution</p> <p><b>Assessment/subject key piece:</b></p> <p>Explain why the Munich Putsch failed in 1923</p>	<p><i>Weimar and Nazi Germany</i></p> <p><b>Literacy focus:</b> Reading - Analysis of Nazi propaganda</p> <p><b>Assessment/subject key piece:</b></p> <p>How far do you agree with interpretation2 about the reasons for the successes of the Nazi <i>Party</i>.</p>	<p><i>Elizabethan England</i></p> <p><b>Literacy key piece:</b> <i>Oracy</i> - Class debate on the greatest danger faced by Elizabeth</p> <p><b>Assessment/subject key piece:</b></p> <p>'The greatest reason for opposition to Elizabeth was religion'. How far do you agree?</p>

	HT1 (Week 1-7)	HT2 (Week 8-15)	HT3 (Week 16-21)	HT4 (Week 22-27)	HT5 (28-32)	HT6 (Week 33-39)
<b>Year 11</b> 3 x 1 hour lessons per week	<b>Elizabethan England Literacy key piece:</b> Oracy - Class debate on the greatest danger faced by Elizabeth <b>Assessment/subject key piece:</b> 'The greatest reason for opposition to Elizabeth was religion'. How far do you agree?	<b>Elizabethan England Literacy key piece:</b> Writing -Write a letter back home explaining the problems faced by the early settlers to North America <b>Assessment/subject key piece:</b> Explain why Raleigh's attempt to colonise Virginia failed?	<b>British America Literacy key piece:</b> Writing - Evaluate the impact of immigration and the expansion of the US colonies <b>Assessment/subject key piece:</b> Explain two consequences of King George I's Proclamation (1717)	<b>British America Literacy key piece:</b> Reading - Students to read biography of Benjamin Franklin <b>Assessment/subject key piece:</b> Write a narrative account analysing the key events of 1770-74 that led to the Intolerable Acts (1774)	<b>Revision and consolidation</b>	<b>Revision and consolidation</b>
SMSC	S – Explore beliefs and respect of faith M – investigate moral issues		M – understand moral and ethical issues S – Accept and understand diverse viewpoints			
British values	Tolerance of different cultures and religions – awareness of different beliefs and how this can cause conflict Rule of law – understanding of how laws can be used to help heal divisions		Tolerance of different cultures and religions – understand of how different cultures and lack of understanding can lead to conflict Democracy – understanding of democracy in civilised society			
Purpose / big picture	Students will be able to see and relate to how religion can lead to conflict	Students will begin to make links on the idea of multi-culturalism and the early roots of Modern Day Britain	Students will understand/make links between racism and discrimination of the past to modern day	Students will begin to understand the reasons for the close relationship between the US and the UK on modern day	<i>Topics to be identified from mock examinations/gaps and will therefore differ for each student and class</i>	<i>Topics to be identified from mock examinations/gaps and will therefore differ for each student and class</i>
Careers	During this topic there will be a key focus on communication. From this careers such as PR/Law/Business/Journalism which require communication skills will be emphasised		During this topic there will be an emphasis on foreign relations. Careers in the Civil Service and Foreign office will be discussed.			
Enrichment	Possible cohort visit to Tudor Speke Hall History film experience		History film experience			
Key content	-Students will study the foreign challenges faced by Elizabeth, in particular the Spanish Armada	-Students will study Elizabethan society and the lived of ordinary Elizabethans	-Students will study the impact of expansionism, immigration and economic development on piracy and colonial society. They will understand the significance of the Slave Trade for British America and the effects of rebellion, conspiracy and smuggling to British America	-Students will study the impact of expansionism, immigration and economic development on piracy and colonial society. They will understand the significance of the Slave Trade for British America and the effects of rebellion, conspiracy and smuggling to British America		

<p>Key skills</p>	<p>AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.</p> <p>AO2: explain and analyse historical events and periods studied using second-order historical concepts</p>	<p>AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.</p> <p>AO2: explain and analyse historical events and periods studied using second-order historical concepts</p>	<p>AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.</p> <p>AO2: explain and analyse historical events and periods studied using second-order historical concepts.</p> <p>AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p> <p>AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations</p>	<p>AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.</p> <p>AO2: explain and analyse historical events and periods studied using second-order historical concepts.</p> <p>AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p> <p>AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations</p>	
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