

Year 10 History Curriculum Map

	Autumn Term	Spring Term	Summer Term
Unit Length	<p>Half Term 1</p> <p>Germany, 1890–1945: Democracy and dictatorship Part 1</p> <p>Half Term 2:</p> <p>Germany, 1890–1945: Democracy and dictatorship Part 2</p> <p>Germany, 1890–1945: Democracy and dictatorship</p> <p>This period study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship – the development and collapse of democracy and the rise and fall of Nazism.</p>	<p>Half Term 3</p> <p>Germany, 1890–1945: Democracy and dictatorship part 3</p> <p>Half Term 4</p> <p>Elizabethan England, c1568–1603 part 1</p> <p>Elizabethan England, c1568–1603</p> <p>This option allows students to study in depth a specified period, the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies.</p>	<p>Half Term 5</p> <p>Elizabethan England, c1568–1603 part 2</p> <p>Half Term 6</p> <p>Elizabethan England, c1568–1603 part 3 (to be finished at the start of year 11.</p>
Links to the National curriculum/Assessment Objectives	<ul style="list-style-type: none"> • AO1: demonstrate knowledge and understanding of the key features and characteristics of the period 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. 		
Description of the topic and key learning outcomes (key knowledge and understanding)	<p>Topic 1: Germany, 1890–1945: Democracy and dictatorship</p> <p>Part one: Germany and the growth of democracy</p> <p>Kaiser Wilhelm and the difficulties of ruling</p>	<p>Part three: The experiences of Germans under the Nazis</p> <p>Economic changes: benefits and drawbacks; employment; public works programmes; rearmament; self-sufficiency; the impact of war on the economy and the German people, including bombing, rationing, labour</p>	<p>Part two: Life in Elizabethan times</p> <p>A 'Golden Age': living standards and fashions; growing prosperity and the rise of the gentry; the Elizabethan theatre and its achievements; attitudes to the theatre.</p>

	<p>Germany: the growth of parliamentary government; the influence of Prussian militarism; industrialisation; social reform and the growth of socialism; the domestic importance of the Navy Laws.</p> <p>Impact of the First World War: war weariness, economic problems; defeat; the end of the monarchy; post-war problems including reparations, the occupation of the Ruhr and hyperinflation.</p> <p>Weimar democracy: political change and unrest, 1919–1923, including Spartacists, Kapp Putsch and the Munich Putsch; the extent of recovery during the Stresemann era (1924– 1929): economic developments including the new currency, Dawes Plan and the Young Plan; the impact of international agreements on recovery; Weimar culture.</p> <p>Part two: Germany and the Depression</p> <p>The impact of the Depression: growth in support for the Nazis and other extremist parties (1928–1932), including the role of the SA; Hitler’s appeal.</p> <p>The failure of Weimar democracy: election results; the role of Papen and Hindenburg and Hitler’s appointment as Chancellor.</p> <p>The establishment of Hitler’s dictatorship: the Reichstag Fire; the Enabling Act; elimination of political opposition; trade unions; Rohm and the Night of the Long Knives; Hitler becomes Führer.</p>	<p>shortages, refugees.</p> <p>Social policy and practice: reasons for policies, practices and their impact on women, young people and youth groups; education; control of churches and religion; Aryan ideas, racial policy and persecution; the Final Solution.</p> <p>Control: Goebbels, the use of propaganda and censorship; Nazi culture; repression and the police state and the roles of Himmler, the SS and Gestapo; opposition and resistance, including White Rose group, Swing Youth, Edelweiss Pirates and July 1944 bomb plot.</p> <p>Topic 2 Elizabethan England</p> <p>Part one: Elizabeth's court and Parliament</p> <p>Elizabeth I and her court: background and character of Elizabeth I; court life, including patronage; key ministers.</p> <p>The difficulties of a female ruler: relations with Parliament; the problem of marriage and the succession; the strength of Elizabeth’s authority at the end of her reign, including Essex’s rebellion in 1601.</p>	<p>The poor: reasons for the increase in poverty; attitudes and responses to poverty; the reasons for government action and the seriousness of the problem.</p> <p>English sailors: Hawkins and Drake; circumnavigation 1577–1580, voyages and trade; the role of Raleigh.</p> <p>Part three: Troubles at home and abroad</p> <p>Religious matters: the question of religion, English Catholicism and Protestantism; the Northern Rebellion; Elizabeth’s excommunication; the missionaries; Catholic plots and the threat to the Elizabethan settlement; the nature and ideas of the Puritans and Puritanism; Elizabeth and her government’s responses and policies towards religious matters.</p> <p>Mary Queen of Scots: background; Elizabeth and Parliament’s treatment of Mary; the challenge posed by Mary; plots; execution and its impact.</p> <p>Conflict with Spain: reasons; events; naval warfare, including tactics and technology; the defeat of the Spanish Armada.</p>
<p>Related Concepts (that are revisited)</p>	<p>Year 8 Nazis</p>	<p>Year 8 Nazis</p> <p>Year 7 The Tudors unit</p>	<p>Year 7 The Tudors unit</p>

Skills being taught			.
Milestone assessments	Assessments as per schools calendar Assessment 1: Democracy and dictatorship Set questions for GCSE, plus additional 20% old content questions	Assessments as per schools calendar Assessment 2: Democracy and dictatorship Set questions for GCSE, plus additional 20% old content questions	Assessments as per schools calendar Assessment 3 Elizabethan England Set questions for GCSE, plus additional 20% old content questions
Wider reading	BBC Bitesize Revision guides KOs	BBC Bitesize Revision guides KOs	BBC Bitesize Revision guides KOs
Literacy programme	Spelling of keywords: Government, Socialism, Bundesrat, Reichstag, Weltpolitik, Mutiny, Abdicate, Patriotic, November Criminals, Weimar Republic, Left-wing, Armistice, Spartacus League, Reparations, Treaty, November Criminals, Passive Resistance, Hyperinflation, Swastika, Stormtroopers, Pact, Avant-Grande, Subversion, Economic depression, diktat, chancellor, parliament, opposition, industry, economy, influence,	Spelling of keywords: Hitler Youth, indoctrination, anti-Semitism, Catholic, Protestant, racism, xenophobia, oppression, police state, gestapo, propaganda, Goebbels, Operation Valkyrie. Abdicate, Accession, Allegory, Alms, Ambassador, Arable land, Armada, Beacon, Broadside, Bull, Bureaucracy, Burgess, Calvinist, Censorship, Census, Chaplin, Circumnavigation, Clergy, Colony, Conspiracy, Court, Courtiers, Cult, Culverins, Dearth, Death Warrant, Debasement, Dynasty, Empire, Enclosure, Episcopal, Excommunicated, Flax, Galley, Galleon, Gentry, Great Chain of Being, Heir, Hemp, Heretic, Huguenot, Humanism, Illegitimate, Inflation, Jesuit, Justice of the Peace, Legislation, Martyr, Monasteries, Monopolies, Nationalism, New World, Patent, Patronage, Peers, Plague, Plantation, Poor rate,	Spelling of keywords: Printing Press, Privateers, Privy council, Progresses, Propaganda, Propheying, Puritan, Pursuivants, Queen Regent, Rack Renting, Recoinage, Recusant, Reformation, Regent, Regicide, Renaissance, Sacrament, Sceptre, Seminary, Smallpox, Tavern, Transubstantiation, Treason, Uniformity, Vagabond, Vagrant, Vestments, Workhouse, Yeoman.
Homework	Knowledge Organisers Exam style questions	Knowledge Organisers Exam style questions	Knowledge Organisers Exam style questions

	Set reading from next lesson prep See MTP for breakdown of homework set	Set reading from next lesson prep See MTP for breakdown of homework set	Set reading from next lesson prep See MTP for breakdown of homework set
Oak academy Links	<p>L1) https://classroom.thenational.academy/lessons/the-german-reich-1871-1918-68t30t</p> <p>L2) https://classroom.thenational.academy/lessons/how-democratic-was-the-weimar-constitution-crtk8t</p> <p>L3) https://classroom.thenational.academy/lessons/why-did-the-german-people-feel-stabbed-in-the-back-61gkgt</p> <p>L4) https://classroom.thenational.academy/lessons/why-was-there-a-rise-in-political-extremism-in-germany-after-ww1-6djk8c</p> <p>L5) https://classroom.thenational.academy/lessons/why-was-1923-known-as-a-year-of-crisis-68vkar</p> <p>L6) https://classroom.thenational.academy/lessons/how-did-germany-recover-its-economy-in-the-years-1924-29-cmwk8c</p> <p>L7) https://classroom.thenational.academy/lessons/how-did-germany-improve-their-international-relations-1924-29-6djk4r</p> <p>L8) https://classroom.thenational.academy/lessons/were-the-1920s-a-golden-age-for-all-germans-c5gk0t</p> <p>L9) https://classroom.thenational.academy/lessons/how-far-had-the-weimar-republic-recovered-by-1929-6xhkat</p>	<p>L20) https://classroom.thenational.academy/lessons/how-did-hitler-consolidate-power-by-1934-74wk6t</p> <p>L21) https://classroom.thenational.academy/lessons/how-far-did-the-nazi-party-create-a-police-state-68v64d</p> <p>L22) https://classroom.thenational.academy/lessons/how-far-did-the-nazi-party-control-the-state-through-propaganda-64u38d</p> <p>L23) https://classroom.thenational.academy/lessons/how-much-resistance-existed-in-nazi-germany-before-1939-c8t68c</p> <p>L24) https://classroom.thenational.academy/lessons/what-were-nazi-attitudes-and-policies-towards-women-6cw36t</p> <p>L25) https://classroom.thenational.academy/lessons/how-successful-were-nazi-policies-towards-women-69gk0e</p> <p>L26) https://classroom.thenational.academy/lessons/why-were-young-people-so-important-to-the-nazi-party-6gv6ar</p> <p>L27) https://classroom.thenational.academy/lessons/why-was-controlling-education-so-important-to-the-nazi-party-cdj66c</p> <p>L28) https://classroom.thenational.academy/lessons/how-successful-were-nazis-policies-at-</p>	<p>Elizabeth part 1</p> <p>L1 https://classroom.thenational.academy/lessons/how-was-elizabethan-society-structured-and-what-challenges-did-it-pose-6rv66c</p> <p>L4 https://classroom.thenational.academy/lessons/why-did-poverty-and-vagabondage-increase-in-elizabethan-england-6xk3jr</p> <p>L5 https://classroom.thenational.academy/lessons/how-well-did-elizabeth-deal-with-the-problems-of-the-poor-cmwk4d</p> <p>L6 https://classroom.thenational.academy/lessons/what-drove-elizabethans-to-explore-the-new-world-60upae</p> <p>L7 https://classroom.thenational.academy/lessons/why-did-the-english-want-to-colonise-virginia-and-how-did-raleigh-organise-the-project-64w30c</p> <p>Elizabeth Part 3</p> <p>L1 https://classroom.thenational.academy/lessons/why-did-the-different-religious-groups-concern-elizabeth-6cu30c</p> <p>L2</p>

	<p>L10) https://classroom.thenational.academy/lessons/why-was-the-year-1929-a-significant-turning-point-for-germany-cthked</p> <p>L11) https://classroom.thenational.academy/lessons/how-far-had-the-weimar-republic-recovered-by-1929-6xhkat</p> <p>L12) https://classroom.thenational.academy/lessons/the-early-development-of-the-nazi-party-what-did-hitler-believe-in-6mtkjr</p> <p>L13) https://classroom.thenational.academy/lessons/the-early-development-of-the-nazi-party-what-did-hitler-believe-in-6mtkjr</p> <p>L14) https://classroom.thenational.academy/lessons/who-were-the-sa-and-what-was-their-role-ccwpad</p> <p>L15) https://classroom.thenational.academy/lessons/who-were-the-sa-and-what-was-their-role-ccwpad</p> <p>L16) https://classroom.thenational.academy/lessons/what-was-the-munich-putsch-69k3jt</p> <p>L17) https://classroom.thenational.academy/lessons/what-were-the-consequences-of-the-munich-putsch-6dk64r</p> <p>L18) https://classroom.thenational.academy/lessons/why-was-hitler-invited-into-power-68tpcr</p> <p>L19) https://classroom.thenational.academy/lessons/how-did-the-nazis-remove-political-opposition-</p>	<p>reducing-unemployment-cdj3jd</p> <p>L29) https://classroom.thenational.academy/lessons/how-far-did-the-lives-of-german-workers-improve-after-1933-6rv32r</p> <p>L30) https://classroom.thenational.academy/lessons/how-did-the-nazi-party-view-and-portray-minorities-in-society-c5j6at</p> <p>L31) https://classroom.thenational.academy/lessons/how-did-the-persecution-of-the-jews-escalate-after-1933-70vp6r</p> <p>Elizabeth</p> <p>L1 https://classroom.thenational.academy/lessons/why-did-elizabeths-background-and-character-impact-on-her-early-reign-69hp8r</p> <p>L2 https://classroom.thenational.academy/lessons/how-was-elizabethan-government-structured-and-what-challenges-did-it-pose-c5h3ec</p> <p>L3 https://classroom.thenational.academy/lessons/how-bad-were-elizabeths-financial-problems-ccvp8r and https://classroom.thenational.academy/lessons/what-challenges-did-elizabeth-face-from-abroad-6xj6cd</p>	<p>https://classroom.thenational.academy/lessons/how-did-elizabeths-settlement-try-to-deal-with-the-religious-problems-61h6ar</p> <p>L3 https://classroom.thenational.academy/lessons/to-what-extent-did-puritans-and-catholics-challenge-the-religious-settlement-65j34c</p> <p>L5 https://classroom.thenational.academy/lessons/how-threatening-were-catholic-plots-after-1570-70tpct</p> <p>L6 https://classroom.thenational.academy/lessons/why-did-elizabeths-relationship-with-spain-deteriorate-due-to-political-challenges-c8tpct</p> <p>L7 https://classroom.thenational.academy/lessons/why-was-the-spanish-armada-defeated-in-1588-64tp4d</p>
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74wk6t](https://classroom.thenational.academy/lessons/how-did-hitler-consolidate-power-by-1934-74wk6t)