



YEAR 10 2022-2023 SUMMER

‘An ambitious curriculum that meets the needs of all’

Medium Term Planning - Topic: Elizabeth Troubles at Home and Abroad Germany Kaiser and Beginnings of Democracy

Curriculum Intent	<p>In addition to working further on objectives from Year 10 pupils will be taught, following National Curriculum guidelines, the following this term:</p>
Skills/Assessment Objective Links	<p>Elizabethan England: Troubles at Home and Abroad 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>Democracy and Dictatorship: Kaiser and Germany 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. Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in influencing change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them.</p> <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.
Spiritual, moral, social, and cultural development	<p>SMSC: Students will consider the history of religion and its impact on Elizabethan society. They will consider and discuss topics such as causes of poverty and welfare for their poor. They will consider the role of factors such as the government for improving the life of people in society. Through their exploration of historical sources, they will also consider how the provenance of information can affect the reliability of a source. They will consider the causes of conflict and how ideas and events affected the course of British history. They will consider the importance of WWI and its causes to the modern day.</p> <p>PSHE/British Values: Students will consider the history of Britain and how this has informed the modern day.</p> <p>Skills Builder: asking open questions, how to take notes, using questions to identify bias</p>
Numeracy	<p>Students will need to have a chronological understanding, particularly with the thematic topic of Medicine. They will be asked to analyse statistics as source and to use this to make inferences about an historical topic.</p>
Literacy	<ul style="list-style-type: none">• Vocabulary Tier 2: Second order historical concepts include continuity, change, cause, consequence, significance, similarity and difference.• Vocabulary Tier 3: germ theory, antiseptics, anaesthetics, aseptic surgery, microbes, agar jelly, poverty, inflation, debasement, enclosure, stalemate, bombardment, artillery, attrition• Reading: Students are expected to read extending articles, sources and interpretation in their work. They will consider extended historian's interpretations, being encouraged to pick out key terms and language. They will be asked to make inferences and use their own knowledge to evaluate reading pieces.• Writing: students will be expected to write extended answers ranging from 4 to 16 mark essays.• Oracy: discussion and debate regularly used in lesson to analyse topics.
Becoming future ready	<p>Careers/Employability: transferable skills – problem solving, communication, time management, presentation skills, condensing information, making arguments, using evidence, showing empathy and insight.</p>
Adaptation	<p>Throughout this topic, quality first teaching will provide differentiation:</p>

QFT/SEND Provision	<p>By product: differential outcomes using must, could, should.</p> <p>By resource: PowerPoints and lesson plans provide different levels of differentiation to access, 'key points' extension, stretch and challenge. Stimulus questions are of a different ability.</p> <p>By Intervention: by providing different levels of supervision and support</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>By Task: Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p>By Offering Optional Activities: In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
Implementation Curriculum Delivery	<p>Elizabethan England: Troubles at Home and Abroad</p> <ul style="list-style-type: none"> E11 I can explain the Religious Settlement of 1559 E12 I can explain the threats posed by Catholicism- Northern Rebellion, Ridolphi Plot, St Bartholomew's Day Massacre, Throckmorton Plot E13 I can explain why MQS was a threat to Elizabeth and why she was executed (the Babington Plot) and the impact that it had E14 I can describe the turning points in policy towards the Catholics- 1570, 1580 E15 I can describe who the Puritans were and why they were a threat to Elizabeth E16 I can describe the causes of the Armada- economic, religious, political, personal E17 I can describe the events of the Armada and why it failed
Learning Outcomes (Knowledge)	<p>Democracy and Dictatorship</p> <ul style="list-style-type: none"> G5 I can describe the political challenges that faced the Weimar Republic and explain their impact G6 I can explain and analyse the success of Stresemann's reforms G7 I can describe Weimar Culture G8 I can describe the effects of the Depression and how it helped the Nazi party G9 I can make a judgement as to what factor helped the Nazi party the most during the interwar years G10 I can explain how different factors enabled Hitler to become Chancellor- the 1930 and 1932 election, scheming by Von Papen and Hindenburg <p>G11 I can explain how Hitler removed opposition to become the Fuhrer: Reichstag Fire, Enabling Act, NOLK, Death of Hindenburg</p> <p>Red denotes interleaving; aspects of knowledge covered previously.</p>
Current learning to be developed in the future within:	<p>Due to the interleaving approach of the KS4 history, these topics will be returned to and recapped when they are interleaved. This will entail retrieval practice quiz or practice questions.</p>
Assessment	<p>Refer to assessment maps for formative and summative assessment opportunities.</p>
Impact	<p>Attainment and Progress – Refer to assessment results / data review documentation.</p>

