



# YEAR 10 2025-2026 SPRING

'An ambitious curriculum that meets the needs of all'

## Medium Term Planning - Topic: American West c1835–c1895

| Curriculum Intent                                  | Why do we study this?   |
|--|---|
| Skills/Assessment Objective Links                  | <p><b>American West c1835–c1895</b></p> <p>This option allows students to study the American West c1835–c1895 and how the American frontier developed during the 19th century. Many modern American cultural, political, and racial issues have roots in this era, making the topic relevant to current events and debates. The period covers major transformations in land use, migration, conflict, and settlement. Students explore how Native American life changed, the impact of westward expansion, and the role of government and technology. The topic examines the tensions between Native Americans and settlers, law and order in the West, and the changing nature of conflict and peace.</p> <ul style="list-style-type: none"><li>• AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.</li><li>• AO2: explain and analyse historical events and periods studied using second-order historical concepts.</li><li>• AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</li><li>• AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</li></ul>   |
| Spiritual, moral, social, and cultural development | <p><b>Spirituality:</b> Students will explore the spiritual life of the Plains Indigenous People, including their view on land, nature, the Great Spirit, and sacred rituals. They will also explore the contrast between the Indigenous spirituality and the white American Christian beliefs to appreciate different worldviews.</p> <p><b>Morality:</b> Students will examine the moral questions around the treatment of the Indigenous people, broken treaties, forced relocation and the use of violence. As well as considering the ethical dilemmas in how the expansion of the settlers into Native lands raises questions about fairness, rights, and consequences of government policy.</p> <p><b>Culture:</b> Students study the cultural practices of the Indigenous people, lifestyles of homesteaders, values of cowboys and migrants. It also explores how different cultures clashed, coexisted, or were suppressed during westward expansion.</p> <p><b>PSHE/British Values:</b> Although the course is focused on American history, it provides rich opportunities to reinforce British values through:</p> <ul style="list-style-type: none"><li>• Critical thinking about justice, rights, and governance.</li><li>• Respecting diversity and understanding the dangers of intolerance.</li><li>• Appreciating the importance of democracy and law in a fair society.</li></ul> <p><b>Skills Builder:</b> understanding cause and consequence, change and continuity, significance, and source analysis.</p> |
| Numeracy   | <p>Students will need to have a chronological understanding, particularly with understanding of change over time. 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"><li>• Vocabulary Tier 2: Second order historical concepts include continuity, change, cause, consequence, significance, interpretation, similarity and difference.</li><li>• Vocabulary Tier 3: Nomadic, Buffalo, Teepee, warrior society, scalping, Great Spirit, Manifest Destiny, Homesteader, Exoduster, Gold Rush, Wagon Trail, Mormon Migration, Reservation, Assimilation, vigilante, Boom Town, Claim Jumper, Mashal, Cattle Drive, Chuck Wagon, Sodbuster, corral, rustling, dry farming</li><li>• 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.</li><li>• Writing: students will be expected to write extended answers ranging from 8 to 20 mark essays.</li><li>• Oracy: discussion and debate regularly used in lesson to analyse topics.</li></ul>  |

|   |   |
|---|---|
| <b>Becoming future ready</b>              | <b>Careers/Employability:</b> transferable skills – problem solving, communication, time management, presentation skills, condensing information, making arguments, using evidence, showing empathy and insight.  |
| <b>Adaptation</b>                         | Throughout this topic, quality first teaching will provide differentiation:<br><b>By product:</b> differential outcomes using must, could, should.<br><b>By resource:</b> PowerPoints and lesson plans provide different levels of differentiation to access, ‘key points’ extension, stretch and challenge. Stimulus questions are of a different ability.<br><b>By Intervention:</b> by providing different levels of supervision and support<br><b>By Progressive Questioning:</b> exploring pupils’ understanding through interactive dialogue.<br><b>By Grouping:</b> according to prior attainment, gender, social preference, preferred learning style.<br><b>By Task:</b> 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.<br><b>By Offering Optional Activities:</b> In class or as homework, to extend learning.<br>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.  |
| <b>QFT/SEND Provision</b>                 |   |
| <b>Implementation Curriculum Delivery</b> | <b>American West c. 1835-1895</b><br>Migration <ul style="list-style-type: none"> <li>I can explain the factors that influenced people to move to the American West in the early 19<sup>th</sup> Century and the challenges they faced.</li> <li>I can explain the problems that came with developing the American West, using examples like the Donner Party and the Mormon migration.</li> <li>I can explain the impact of the American Civil War on the development of the Great Plains</li> <li>I can identify key government legislation that helped make the American West easier to settle for White Americans</li> <li>I can explain the significance of the railroads in the settlement of the American West, including the formation of the First Transcontinental Railroad</li> <li>I can explain the impact of the Homestead Act and the methods used by homesteaders to settle the Great Plains</li> <li>I can explain the impact of later settlement to the American West, using examples like the Exodusters and the Oklahoma Landrush</li> </ul> Farming and Cattle <ul style="list-style-type: none"> <li>I can explain the impact of the Homestead Act and the methods used by homesteaders to settle the Great Plains</li> <li>I can explain how the cattle industry was able to grow in the American West</li> <li>I can explain the changing role of cowboys in the American West</li> <li>I can explain how there was growing tension between White American settlers, such as Homesteaders and Ranchers.</li> <li>I can explain the impact of new farming techniques on the American West settlement</li> <li>I can explain how and why the cattle industry moved away from the open range</li> </ul> Law and Order <ul style="list-style-type: none"> <li>I can explain how lawlessness was able to develop in the American West</li> <li>I can judge attempts to tackle lawlessness in the west and explain how successful these were.</li> <li>I can identify key government legislation that helped make the American West easier to settle for White Americans</li> <li>I can explain how there was growing tension between White American settlers, such as Homesteaders and Ranchers.</li> <li>I can judge how much of an impact the involvement of federal government had on conquering lawlessness</li> <li>I can explain how there was growing conflict with Indigenous Groups and White Settlers which led to wars and attacks</li> <li>I can explain how individuals had an impact on law and order in the later American West, including sheriffs, marshals and outlaws</li> <li>I can explain what the Johnson County War of 1892 shows about law and order in the American West</li> <li>I can compare and explain how conflicts between Indigenous People and White Settlers had changed by the late 1800's</li> </ul> Indigenous People <ul style="list-style-type: none"> <li>I can explain the social structures of tribes and bands in Indigenous People's societies</li> <li>I can explain Indigenous people's beliefs about land, nature, war and property</li> <li>I can explain how tension grew between Indigenous People in America and the white settlers.</li> <li>I can explain the impact of the American Civil War on the development of the Great Plains</li> <li>I can explain how there was growing conflict with Indigenous Groups and White Settlers which led to wars and attacks</li> <li>I can compare and explain how conflicts between Indigenous People and White Settlers had changed by the late 1800's</li> </ul> |
| <b>Learning Outcomes (Knowledge)</b>      |   |

|   |  |
|---|--|
|   | <ul style="list-style-type: none"> <li>• I can explain the impact of the extermination of buffalo and the move to reservations on the lives of Indigenous People</li> <li>• I can explain the impact of the change to government attitudes towards Indigenous People</li> <li>• I can explain the significance of closing the Permanent Indian Frontier in 1890</li> </ul> |
| <b>Current learning to be developed in the future within:</b> | Revision of key concepts through retrieval practice quiz or practice questions, especially through homework.   |
| <b>Assessment</b>   | Refer to assessment maps for formative and summative assessment opportunities.   |
| <b>Impact</b>   | Attainment and Progress – Refer to assessment results / data review documentation.   |

