

Beths Grammar School KS4 History Curriculum Map – Year 10

Exam Board: Eduqas

Term	INTENT	IMPLEMENTATION	IMPACT
	<p>Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p>	<p>Disciplinary Knowledge (Skills) This is the action taken within a particular topic in order to gain substantive knowledge.</p>	<p>Assessment opportunities What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.</p>
<p>Autumn Term 1A</p>	<p><u>Intent</u> Why is this taught now?</p> <p>GERMANY IN TRANSITION, 1919-1939 COMPONENT 1: NON-BRITISH STUDY IN DEPTH</p> <p>Topic 1. Impact of the First World War What challenges were faced by the Weimar Republic from 1919-1923? Impact of Versailles; weaknesses of Weimar government; political instability – Spartacist, Kapp, Munich Putsch; hyperinflation; events in the Ruhr 1923</p> <p>Topic 2. Recovery of Weimar Why were the Stresemann years considered a ‘golden age’? Recovery from hyperinflation; Dawes and Young Plans; Locarno Pact; League of Nations; US investment; social and political developments</p>	<p>Key questions:</p> <ul style="list-style-type: none"> • Question One: Worth 5 marks. ‘Use Source A and your own knowledge to...’- Analysis and own knowledge of the source. • Question Two: Worth 8 marks, use your own knowledge and the source to discuss the purpose. • Question Three: Worth 10 marks and asks you to refer to how and why interpretations differ and understanding of wider debate. • Question Four: Worth 11 marks and asks you to analyse and evaluate the usefulness of the source material to a historian studying the issue • Question Five: Worth 16 marks and asks you to reach a substantiated judgement about the extent to which you agree with the interpretation. <p>Skills:</p> <ul style="list-style-type: none"> • Essay writing – the skill of constructing a clear and evaluative piece of academic writing with a consistent and well supported argument and line of judgement. • Source interrogation – the skill of analysing primary sources to ascertain their value to an historian based on content and provenance. • Reading – the skill of reading with interrogation to prioritise information. • Analysis – the skill of weighing up evidence to form a substantiated judgement. • Interpretations- the skill of analysing and evaluating how and why an interpretation has been formed and why they may differ. 	<p>Formative:</p> <ul style="list-style-type: none"> • Regular knowledge tests and low-stakes quizzes to assess understanding of key terms and concepts. • Research and independent learning using books and articles to assess comprehension of issues and broaden knowledge • Exam practice for specific questions as part of each lesson peer marked by students and checked by the teacher. • <p>Summative:</p> <ul style="list-style-type: none"> • A 13-mark question one and two end of topic 2- assessment. Detailed feedback will be given and then improvements drafted by the students.
	<p><u>Intent</u> Why is this taught now?</p>	<p>Key questions:</p>	<p>Formative:</p>

Beths Grammar School KS4 History Curriculum Map – Year 10

<p>Autumn Term 1B</p>	<p>GERMANY IN TRANSITION, 1919-1939 COMPONENT 1: NON-BRITISH STUDY IN DEPTH</p> <p>Topic 3. End of the Weimar Republic How and why did the Weimar Republic collapse between 1929 and 1933? Social and political impact of the Depression on the Weimar Republic; Hitler’s electoral appeal; role of the SA; propagand; political extremism and scheming 1929-1932</p> <p>Topic 4. Consolidation of power How did the Nazis consolidate their power between 1933 and 1934? Hitler as Chancellor; Reichstag Fire; 1933 election and Enabling Act; trade unions and political parties; Night of the Long Knives; Hitler becomes Fuhrer</p>	<ul style="list-style-type: none"> • Question One: Worth 5 marks. ‘Use Source A and your own knowledge to...’- Analysis and own knowledge of the source. • Question Two: Worth 8 marks, use your own knowledge and the source to discuss the purpose. • Question Three: Worth 10 marks and asks you to refer to how and why interpretations differ and understanding of wider debate. • Question Four: Worth 11 marks and asks you to analyse and evaluate the usefulness of the source material to a historian studying the issue • Question Five: Worth 16 marks and asks you to reach a substantiated judgement about the extent to which you agree with the interpretation. <p>Skills:</p> <ul style="list-style-type: none"> • Essay writing – the skill of constructing a clear and evaluative piece of academic writing with a consistent and well supported argument and line of judgement. • Source interrogation – the skill of analysing primary sources to ascertain their value to an historian based on content and provenance. • Reading – the skill of reading with interrogation to prioritise information. • Analysis – the skill of weighing up evidence to form a substantiated judgement. • Interpretations- the skill of analysing and evaluating how and why an interpretation has been formed and why they may differ. 	<ul style="list-style-type: none"> • Regular knowledge tests and low-stakes quizzes to assess understanding of key terms and concepts. • Research and independent learning using books and articles to assess comprehension of issues and broaden knowledge • Exam practice for specific questions as part of each lesson peer marked by students and checked by the teacher. <p>Summative:</p> <ul style="list-style-type: none"> • A 21-mark question three and four end of topic 4- assessment. Detailed feedback will be given and then improvements drafted by the students.
<p>Spring Term 2A</p>	<p><u>Intent</u> Why is this taught now?</p> <p>GERMANY IN TRANSITION, 1919-1939 COMPONENT 1: NON-BRITISH STUDY IN DEPTH</p> <p>Topic 5. Nazi economic, social and racial policy How did Nazi economic, social and racial policy affect life in Germany? Reducing unemployment; policy towards workers; women and the Three Ks; controlling education; the Hitler Youth Movement; treatment of the Jews</p> <p>Topic 6. Terror and persuasion What methods did the Nazis use to control Germany?</p>	<p>Key questions:</p> <ul style="list-style-type: none"> • Question One: Worth 5 marks. ‘Use Source A and your own knowledge to...’- Analysis and own knowledge of the source. • Question Two: Worth 8 marks, use your own knowledge and the source to discuss the purpose. • Question Three: Worth 10 marks and asks you to refer to how and why interpretations differ and understanding of wider debate. • Question Four: Worth 11 marks and asks you to analyse and evaluate the usefulness of the source material to a historian studying the issue • Question Five: Worth 16 marks and asks you to reach a substantiated judgement about the extent to which you agree with the interpretation. <p>Skills:</p> <ul style="list-style-type: none"> • Essay writing – the skill of constructing a clear and evaluative piece of academic writing with a consistent and well supported argument and line of judgement. • Source interrogation – the skill of analysing primary sources to ascertain their value to an historian based on content and provenance. • Reading – the skill of reading with interrogation to prioritise information. 	<p>Formative:</p> <ul style="list-style-type: none"> • Regular knowledge tests and low-stakes quizzes to assess understanding of key terms and concepts. • Research and independent learning using books and articles to assess comprehension of issues and broaden knowledge • Exam practice for specific questions as part of each lesson peer marked by students and checked by the teacher. <p>Summative:</p>

Beths Grammar School KS4 History Curriculum Map – Year 10

	<p>Use of SS and Gestapo; control of legal system; Goebbels and propaganda; use of rallies, radio and cinema; censorship of newspapers and the arts.</p> <p>Topic 7. Hitler’s foreign policy What factors led to the outbreak of war in 1939? Hitler’s foreign policy aims; rearmament and conscription; the Rhineland 1936; Anschluss 1938; Sudetenland 1938; Nazi-Soviet pact 1939</p>	<ul style="list-style-type: none"> • Analysis – the skill of weighing up evidence to form a substantiated judgement. • Interpretations- the skill of analysing and evaluating how and why an interpretation has been formed and why they may differ. 	<ul style="list-style-type: none"> • A 19-mark question five end of topic 6- assessment. Detailed feedback will be given and then improvements drafted by the students. • Topic 1-7 knowledge test, 100 marks based on the entire ‘Germany in Transition, 1919-1939’ topic.
<p>Spring Term 2B</p>	<p><u>Intent</u> Why is this taught now?</p> <p>1B. THE ELIZABETHAN AGE, 1558-1603 COMPONENT 1: BRITISH STUDY IN DEPTH</p> <p>Topic 1. Elizabethan government How successful was the government of Elizabeth I? The coronation and popularity of Elizabeth; Royal Court, Privy Council and councillors; local government; the role of Parliament; taxation and freedom of speech.</p> <p>Topic 2. Lifestyles of rich and poor How did life differ for the rich and poor in Elizabethan times? Contrasting lifestyles of rich and poor; homes and fashion; causes of poverty; issue of unemployment and vagrancy; government legislation including the 1601 Poor Law</p> <p>Topic 3. Popular entertainment What were the most popular types of entertainment in Elizabethan times? The importance of popular entertainment; cruel sports; entertainment enjoyed by the</p>	<p>Key questions:</p> <ul style="list-style-type: none"> • Question One: Worth 4 marks, asks what can be learnt from A and B. Quoting and interpreting source material. • Question Two: You need to test the source’s accuracy against your knowledge. Consider...Who wrote it...When it was written...Why it was written...How this affects accuracy and then make a judgement. • Question Three: Worth 12 marks and asks you to provide a well-supported explanation of the significance of the identified issue or individual. • Question Four: Question 4 is worth 10 marks and asks you to identify and explain the connections between two features of a historical topic. • Question Five: Question 5 is worth 16 marks and asks you to reach a substantiated judgement about the accuracy of the interpretation. <p>Skills:</p> <ul style="list-style-type: none"> • Essay writing – the skill of constructing a clear and evaluative piece of academic writing with a consistent and well supported argument and line of judgement. • Source interrogation – the skill of analysing primary sources to ascertain their value to an historian based on content and provenance. • Reading – the skill of reading with interrogation to prioritise information. • Connections- the skill of exploring, explaining and articulating how historical events relate to each other. • Analysis – the skill of weighing up evidence to form a substantiated judgement, particular emphasis on the significance of historical events. • Interpretations- the skill of analysing and evaluating how and why an interpretation has been formed and why they may differ. 	<p>Formative:</p> <ul style="list-style-type: none"> • Regular knowledge tests and low-stakes quizzes to assess understanding of key terms and concepts. • Research and independent learning using books and articles to assess comprehension of issues and broaden knowledge • Exam practice for specific questions as part of each lesson peer marked by students and checked by the teacher. <p>Summative:</p> <ul style="list-style-type: none"> • An 18-mark question two and four end of topic 2- assessment. Detailed feedback will be given and then improvements drafted by the students. • Mock assessment: Full mock assessment for Germany and Elizabeth, 106 marks in two hours. Detailed feedback will be given and then improvements drafted by the students.

Beths Grammar School KS4 History Curriculum Map – Year 10

	rich; the Elizabethan theatre; design, plays; attitudes towards the theatre.		
Summer Term 3A	Intent Why is this taught now?	<p>Key questions:</p> <ul style="list-style-type: none"> • Question One: Worth 4 marks, asks what can be learnt from A and B. Quoting and interpreting source material. • Question Two: You need to test the source’s accuracy against your knowledge. Consider...Who wrote it...When it was written...Why it was written...How this affects accuracy and then make a judgement. • Question Three: Worth 12 marks and asks you to provide a well-supported explanation of the significance of the identified issue or individual. • Question Four: Question 4 is worth 10 marks and asks you to identify and explain the connections between two features of a historical topic. • Question Five: Question 5 is worth 16 marks and asks you to reach a substantiated judgement about the accuracy of the interpretation. <p>Skills:</p> <ul style="list-style-type: none"> • Essay writing – the skill of constructing a clear and evaluative piece of academic writing with a consistent and well supported argument and line of judgement. • Source interrogation – the skill of analysing primary sources to ascertain their value to an historian based on content and provenance. • Reading – the skill of reading with interrogation to prioritise information. • Connections- the skill of exploring, explaining and articulating how historical events relate to each other. • Analysis – the skill of weighing up evidence to form a substantiated judgement, particular emphasis on the significance of historical events. • Interpretations- the skill of analysing and evaluating how and why an interpretation has been formed and why they may differ. 	<p>Formative:</p> <ul style="list-style-type: none"> • Regular knowledge tests and low-stakes quizzes to assess understanding of key terms and concepts. • Research and independent learning using books and articles to assess comprehension of issues and broaden knowledge • Exam practice for specific questions as part of each lesson peer marked by students and checked by the teacher. <p>Summative:</p> <ul style="list-style-type: none"> • A 16-mark question one and three end of topic 4- assessment. Detailed feedback will be given and then improvements drafted by the students.
	<p>1B. THE ELIZABETHAN AGE, 1558-1603 COMPONENT 1: BRITISH STUDY IN DEPTH</p> <p>Topic 4. The problem of religion How successfully did Elizabeth deal with the problem of religion? Religious problems in 1559; aims of the Religious Settlement; the ‘Middle Way’, Acts of Supremacy and Uniformity; reactions to the Settlement.</p> <p>Topic 5. The Catholic threat Why were the Catholics such a serious threat to Elizabeth? Early toleration; excommunication in 1570; recusancy; rebellion of Northern Earls; Catholic Plots – Ridolfi, Throckmorton, Babington; role of Mary, Queen of Scots</p> <p>Topic 6. The Spanish Armada How much of a threat was the Spanish Armada? Reasons for the Armada; war in the Netherlands; course of the Armada – events in the Channel, Calais, ‘fireships’ and return to Spain; results of the Armada.</p>		
Summer Term 3B	Intent Why is this taught now?	<p>Key questions:</p> <ul style="list-style-type: none"> • Question One: Worth 4 marks, asks what can be learnt from A and B. Quoting and interpreting source material. • Question Two: You need to test the source’s accuracy against your knowledge. Consider...Who wrote it...When it was written...Why it was written...How this affects accuracy and then make a judgement. • Question Three: Worth 12 marks and asks you to provide a well-supported explanation of the significance of the identified issue or individual. 	<p>Formative:</p> <ul style="list-style-type: none"> • Regular knowledge tests and low-stakes quizzes to assess understanding of key terms and concepts. • Research and independent learning using books and articles to assess comprehension of issues and broaden knowledge
	<p>1B. THE ELIZABETHAN AGE, 1558-1603 COMPONENT 1: BRITISH STUDY IN DEPTH</p> <p>Topic 7. The Puritan threat Why did the Puritans become an increasing threat during Elizabeth’s reign?</p>		

Beths Grammar School KS4 History Curriculum Map – Year 10

<p>Puritanism; challenge to the Settlement; Puritan opposition in Parliament and Privy Council; measures taken to deal with the Puritan challenge.</p> <p>A study of the historic environment connected with Changes in Health and Medicine in Britain, c.500 to the present day: Living conditions in the Ancoats district of Manchester c.1790 to the present day.</p> <ul style="list-style-type: none"> • The historical context: the Industrial Revolution, especially in the cotton industry; the rapid industrialisation and urbanisation of towns like Manchester; the development of ‘Cottonopolis’ and its impact on public health; • Main features of the historic environment of Ancoats: how by 1815 it was the most densely populated district in Manchester; problems caused by increasing immigration, especially from Ireland and Italy; crowded housing, poor air and water quality and reasons for poor health; endemic outbreaks of cholera and typhus; creation of the dispensary and its development into a hospital; • The significance of living conditions in Ancoats: how research into living conditions in Manchester led to parliamentary legislation to tackle public health problems; the impact of public health legislation in the 19th and 20th centuries; the impact of economic decline and regeneration schemes in the 20th century 	<ul style="list-style-type: none"> • Question Four: Question 4 is worth 10 marks and asks you to identify and explain the connections between two features of a historical topic. • Question Five: Question 5 is worth 16 marks and asks you to reach a substantiated judgement about the accuracy of the interpretation. • Question Six A: Worth 8 marks, ask to describe two features of the historical environment. • Question Six B: Worth 12 marks, ask to ‘explain why’ the historical environment is significant for a particular purpose. <p>Skills:</p> <ul style="list-style-type: none"> • Essay writing – the skill of constructing a clear and evaluative piece of academic writing with a consistent and well supported argument and line of judgement. • Source interrogation – the skill of analysing primary sources to ascertain their value to an historian based on content and provenance. • Reading – the skill of reading with interrogation to prioritise information. • Connections- the skill of exploring, explaining and articulating how historical events relate to each other. • Analysis – the skill of weighing up evidence to form a substantiated judgement, particular emphasis on the significance of historical events. • Interpretations- the skill of analysing and evaluating how and why an interpretation has been formed and why they may differ. 	<ul style="list-style-type: none"> • Exam practice for specific questions as part of each lesson peer marked by students and checked by the teacher. <p>Summative:</p> <ul style="list-style-type: none"> • A 19-mark question five end of topic 6- assessment. Detailed feedback will be given and then improvements drafted by the students. • Topic 1-7 knowledge test, 100 marks based on the entire ‘The Elizabethan Age, 1558-1603’ topic.
--	---	---