

**KS4 Year 10 Curriculum Overview: History**

Term / Length of Unit	Outline	Assessment	Home Learning	Communication skills	Numeracy	End Points
Autumn 1	<p><b>Early Elizabethan England, 1558-1588 (Edexcel GCSE)</b></p> <p><b>Key topic 1:</b> Queen, government and religion, 1558-1569</p> <p><b>Key topic 2:</b> Challenges to Elizabeth at home and abroad, 1569-1588</p> <p><b>Key topic 3:</b> Elizabethan society in the Age of Exploration, 1558-1588</p>	End of key topic quizzes	Wider research to develop knowledge of Elizabethan England. E.g.	Guided reading	Chronology based tasks	<p><b>Consistent skills focus:</b> chronological understanding, use of evidence to develop / support historical interpretations, analysis and evaluation of interpretations, and evaluation of contemporary evidence (utility and reliability)</p> <p><b>Unit skills focus:</b> describing / explaining, development of argument, significance</p>
Autumn 2		End of unit mock exam paper covering all question styles: <ol style="list-style-type: none"> <li>1. Describe two features of ...</li> <li>2. Explain why ...</li> <li>3. 'Statement' How far do you agree?</li> </ol>	Research the role of court, research Elizabethan theatre and literature  Practice exam style questions	Subject specific key words  Core definitions of command words  Extended writing to correspond to exam board style questions	Interpreting statistical information and data  Use of graph/ map based tasks	
Spring 1		Revision for end of topic and end of unit assessments	Speaking and listening - debate			

<p style="text-align: center;"><b>Spring 1</b></p>	<p><b>Weimar and Nazi Germany, 1919 – 1939 (Edexcel GCSE)</b></p> <p><b>Key Topic 1:</b> The Weimar Republic 1918-1929</p> <p><b>Key Topic 2:</b> Hitler's rise to power 1919-1933</p> <p><b>Key Topic 3:</b> Nazi control and dictatorship 1933-1939</p>	<p>End of key topic quizzes</p> <p>End of unit mock exam paper covering all question styles:</p> <p><b>Section A:</b></p> <ol style="list-style-type: none"> <li>1. Give two things you can infer from Source A about ...</li> <li>2. Explain why ...</li> </ol> <p><b>Section B:</b></p>	<p>Wider research to develop knowledge of Weimar and Nazi Germany.</p> <p>Practice exam style questions</p> <p>Revision for end of topic and end of unit assessments</p>	<p>Guided reading</p> <p>Subject specific key words</p> <p>Core definitions of command words</p> <p>Extended writing to correspond to exam board style questions</p>	<p>Chronology based tasks</p> <p>Interpreting statistical information and data</p> <p>Use of graph/ map based tasks</p>	<p><b>Consistent skills focus:</b> chronological understanding, use of evidence to develop / support historical interpretations, analysis and evaluation of interpretations, and evaluation of contemporary evidence (utility and reliability)</p> <p><b>Unit skills focus:</b> explanation, source inferences, source utility, historical interpretations</p>
<p style="text-align: center;"><b>Spring 2</b></p>	<p><b>Key Topic 4:</b> Life in Nazi Germany 1933-1939</p>	<p>3a. How useful are Sources A and B for an enquiry into ...</p> <p>3b. Study Interpretations 1 and 2. They give different views about ...</p> <p>What is the main difference between these views?</p> <p>3c. Suggest one reason why Interpretations 1 and 2 give different views about ...</p> <p>3d. How far do you agree with Interpretation [1 or 2] about ...?</p>		<p>Speaking and listening - debate</p>		
<p style="text-align: center;"><b>Summer 1</b></p>						

<p style="text-align: center;"><b>Summer 2</b></p>	<p><b>Superpower relations and the Cold War, 1941-1991</b></p> <p><b>Key Topic 1:</b> The origins of the Cold War, 1941-1958</p> <p><b>Key Topic 2:</b> Cold War Crises, 1958-70</p> <p><b>Key Topic 3:</b> The end of the Cold War, 1970-1991</p>	<p>End of key topic quizzes</p> <p>Whole school mock exam as per timetable</p> <p>End of unit mock exam paper covering all question styles:</p> <ol style="list-style-type: none"> <li>1. Explain two consequences of ...</li> <li>2. Write a narrative account analysing ...</li> <li>3. Explain two of the following: <ul style="list-style-type: none"> <li>• The importance of</li> <li>• The importance of</li> <li>• The importance of</li> </ul> </li> </ol>	<p>Wider research to develop knowledge of the Cold War period</p> <p>Practice exam style questions</p> <p>Revision for end of topic and end of unit assessments</p>	<p>Guided reading</p> <p>Subject specific key words</p> <p>Core definitions of command words</p> <p>Extended writing to correspond to exam board style questions</p> <p>Speaking and listening - debate</p>	<p>Chronology based tasks</p> <p>Interpreting statistical information and data</p> <p>Use of graph/ map based tasks</p>	<p><b>Consistent skills focus:</b> chronological understanding, use of evidence to develop / support historical interpretations, analysis and evaluation of interpretations, and evaluation of contemporary evidence (utility and reliability)</p> <p><b>Unit skills focus:</b> change and continuity, causation and consequence, significance, explanation</p>
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