

History

History fires students' curiosity to ask questions and know more about Britain's past and that of the wider world. Students are encouraged to develop a chronological knowledge of British history that will enable them to make sense of the new narrative of our country over the past 1000 years. This will also allow them to understand the process of change, to see how we arrived 'here' and help them to make sense of the present. We aim for students to know our past but also to challenge the interpretations of the past and to be able to question our understanding of what Britishness means.

Year 10 History

Term One

Content of study	Edexcel GCSE History Paper 3 – Weimar and Nazi Germany, 1918-1939
What are the aims and objectives of this term?	Prepare students with the knowledge and skills required for Paper 3 of the GCSE examination. A full knowledge content guide can be found on Edexcel's website https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.coursematerials.html#filterQuery=Pearson-UK:Category%2Fteaching-and-learning-materials <u>Knowledge gained:</u> Key Topic 1: The Weimar Republic 1918–29 • What were the Origins of Weimar Republic? • Why was the Treaty of Versailles so unpopular with the German people? • Why were the origins of the Weimar Republic so challenging? • Why were their political uprisings against the Weimar Republic between 1919 & 1920? • How did Hyperinflation challenge the stability of the Weimar Republic? • How did Stresemann recover Germany between 1924 and 1929? • How far did society change under the Weimar Republic? Key Topic 2: Hitler's rise to power 1919–33 • What are the early origins of the Nazi Party? • What were the consequences of the Munich Putsch of 1923? • How did the Nazi Party change after the Munich Putsch? • Why did the Nazis gain more support from the German people between 1928 and 1932? • Why was Hitler appointed Chancellor in January 1933? <u>Historical skills:</u> • Causation (AO2) • Source Analysis – Inference and Utility (AO3) • Interpretation (AO4)
What previous knowledge is required?	Contextual knowledge about the situation at the end of World War One for Germany. • How and why did Germany lose WW1? • Why was the Armistice signed? • What was the Treaty of Versailles?

	Background in understanding about the Nazi Party and concepts of democracy and dictatorship. • Who was Adolf Hitler? • What is nationalism? • What does democracy mean? • How does a dictatorship work? These are linked to topics studied in Year 9 where students will have investigated the interwar years
How will this term's content help with future learning?	This topic prepares students for their final GCSE exam paper (3). Term 2 and 3 of Year 11 completes the Paper 3 study. • The skills of Source Analysis and Interpretation also help prepare future A Level studies in History and Politics.
Resources	BBC Bitesize https://www.bbc.co.uk/bitesize/topics/zymqwx Cornwallis Academy History Department's YouTube Channel has playlists of revision and support videos https://www.youtube.com/channel/UCNi6BbUzvcHv62zR6ifualA/featured CPG Edexcel GCSE History Revision Guide (chapter 6 – pages 113-123). This can be purchased via the Academy's Parent Pay system. Students can also access a wide range of resources in the Student Shared Resources on SharePoint. They will find practise exam questions/papers along with exemplar material, revision guides, revision activities and knowledge retention activities.
Links to the national curriculum/specification	GCSE Pearson Edexcel, Paper 3 Depth Study https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html "GCSE specifications in History should support students in learning more about the history of Britain and that of the wider world. The study of history at GCSE should inspire students to deepen their understanding of the people, periods and events studied and enable them to think critically, weigh evidence, sift arguments, make informed decisions, and develop perspective and judgement. This, in turn, will prepare them for a role as informed, thoughtful, and active citizens. The discipline of history and a knowledge and understanding of the past will also help them to understand their own identity and significant aspects of the world in which they live and provide them with the basis for further wider learning and study." 2014 DfE History GCSE - https://www.gov.uk/government/publications/gcse-history
Assessments	• Students will be assessed in a full hour assessment with sample questions taken from exam materials. • In lessons, students will be assessed on individual exam style questions on a regular basis. • Weekly Knowledge Tests will assess lesson learning and knowledge retention on each key topic. • Revision Resources can be found in the class group in Microsoft Teams and via the Student Shared Resources in SharePoint.
Term Two	
Content of study	Edexcel GCSE History

	Paper 3 – Weimar and Nazi Germany, 1918-1939
What are the aims and objectives of this term?	Prepare students with the knowledge and skills required for Paper 3 of the GCSE examination. A full knowledge content guide can be found on Edexcel's website https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.coursematerials.html#filterQuery=Pearson-UK:Category%2FTeaching-and-learning-materials <u>Knowledge gained:</u> Key Topic 3 - Nazi Control and Dictatorship • The creation of a dictatorship, 1933: Reichstag Fire and Enabling Act- How did Hitler gain more dictator like powers after becoming Chancellor in 1933? • The creation of a dictatorship, 1934: The Night of the Long Knives - How did Hitler consolidate his dictator powers in 1934? • The Police State: Gestapo and SS - How did the Nazis create a Police State in Germany? • The Police State: Controlling the Church - Why did the Nazis need to control the German Churches? • Propaganda: Goebbels and Propaganda, Censorship, and the Olympics - How did the Nazis use propaganda to control the minds of the German people • Opposition, resistance, and conformity - What opposition existed to the Nazi regime between 1933 and 1939? Key Topic 4 – Life in Nazi Germany • Nazi policies towards women • Nazi policies towards the young: • Employment and living standards: Jobs. • Employment and living standards: Living standards. • The persecution of minorities Historical skills: • Causation (AO2) • Source Analysis – Inference and Utility (AO3) • Interpretation (AO4)
What previous knowledge is required?	Unit 1 and 2 study from Term 1/2 Contextual knowledge about the role of dictators vs democracy - Who was Adolf Hitler? - What is nationalism? - What does democracy mean? - How does a dictatorship work? These are linked to topics studied in Year 9 where students will have investigated the interwar years and the rise of Nazism in the road to World War Two
How will this term's content help with future learning?	This topic prepares students for their final GCSE exam paper (3). The skills of Source Analysis and Interpretation also help prepare future A Level studies in History and Politics.
Resources	BBC Bitesize https://www.bbc.co.uk/bitesize/topics/zymqwxw

	Cornwallis Academy History Department's YouTube Channel has playlists of revision and support videos https://www.youtube.com/channel/UCNi6BbUzvcHv62zR6ifualA/featured CPG Edexcel GCSE History Revision Guide (chapter 6 – pages 113-123). This can be purchased via the Academy's Parent Pay system. Students can also access a wide range of resources in the Student Shared Resources on SharePoint. They will find practise exam questions/papers along with exemplar material, revision guides, revision activities and knowledge retention activities.
Links to the national curriculum/specification	GCSE Pearson Edexcel, Paper 3 Depth Study https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html "GCSE specifications in History should support students in learning more about the history of Britain and that of the wider world. The study of history at GCSE should inspire students to deepen their understanding of the people, periods and events studied and enable them to think critically, weigh evidence, sift arguments, make informed decisions, and develop perspective and judgement. This, in turn, will prepare them for a role as informed, thoughtful, and active citizens. The discipline of history and a knowledge and understanding of the past will also help them to understand their own identity and significant aspects of the world in which they live and provide them with the basis for further wider learning and study." 2014 DfE History GCSE - https://www.gov.uk/government/publications/gcse-history
Assessments	- Students will be assessed in a full hour assessment with sample questions taken from exam materials. - In lessons, students will be assessed on individual exam style questions on a regular basis. - Weekly Knowledge Tests will assess lesson learning and knowledge retention on each key topic. - Revision Resources can be found in the class group in Microsoft Teams and via the Student Shared Resources in SharePoint
Term Three	
Content of study	Edexcel GCSE History Paper 2P – International Period Study – Superpower relations in the Cold War, 1945-1990
What are the aims and objectives of this term?	Prepare students with the knowledge and skills required for Paper 2P of the GCSE examination. A full knowledge content guide can be found on Edexcel's website https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.coursematerials.html#filterQuery=Pearson-UK:Category%2FTeaching-and-learning-materials <u>Knowledge gained:</u> Unit 1 – The Origins of the Cold War, 1941 - What was the Cold War? - How did the Grand Alliance break down? - Why did the East and the West mistrust each other? - How did the 'Truman Doctrine' and Marshall Plan escalate the Cold War? - What did Stalin do in reaction to 'Truman Doctrine' and Marshall Plan?

	• Why did things escalate in Berlin? • How did the political division between East and West become a military division? • How significant was the arms race in fuelling the Cold War (1945-1958)? • Why did the people in Hungary fight the Russians? Unit 2 – Cold War Crises • How did Germans respond to the economic miracle in the West and how did Khrushchev react? • What was the reaction to the Berlin Wall? • What was the national impact of the Berlin Wall? • What was the international impact of the Berlin Wall? • Why does Cuba cause the Americans a headache? • What was the Cuban Missile Crisis? • What were the consequences of the CMC? • What was the Prague Spring and what its reactions? <u>Historical skills:</u> • Knowledge and understanding (AO1) • Consequence (AO2) • Importance (AO2) • Sequencing – narrative (AO2)
What previous knowledge is required?	Students will benefit from their understanding of the state of Nazi Germany at the end of World War Two. This knowledge links to Paper 3 of the GCSE taught in Terms 1-3, in addition to the World War Two topic taught in Year 9.
How will this term's content help with future learning?	This is the last topic to be studied as part of the GCSE History and will prepare students for Paper 2 of the examination. Knowledge taught here also links to Unit 2 of the A Level History.
Resources	BBC Bitesize https://www.bbc.co.uk/bitesize/topics/zymqwxw Cornwallis Academy History Department's YouTube Channel has playlists of revision and support videos https://www.youtube.com/channel/UCNi6BbUzvcHv62zR6ifualA/featured CPG Edexcel GCSE History Revision Guide (chapter 6 – pages 113-123). This can be purchased via the Academy's Parent Pay system. Students can also access a wide range of resources in the Student Shared Resources on SharePoint. They will find practise exam questions/papers along with exemplar material, revision guides, revision activities and knowledge retention activities.
Links to the national curriculum/specification	GCSE Pearson Edexcel, Paper 3 Depth Study https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html "GCSE specifications in History should support students in learning more about the history of Britain and that of the wider world. The study of history at GCSE should

	inspire students to deepen their understanding of the people, periods and events studied and enable them to think critically, weigh evidence, sift arguments, make informed decisions, and develop perspective and judgement. This, in turn, will prepare them for a role as informed, thoughtful, and active citizens. The discipline of history and a knowledge and understanding of the past will also help them to understand their own identity and significant aspects of the world in which they live and provide them with the basis for further wider learning and study.” 2014 DfE History GCSE - https://www.gov.uk/government/publications/gcse-history
Assessments	• Students will be assessed in a full hour assessment with sample questions taken from exam materials. • In lessons, students will be assessed on individual exam style questions on a regular basis. • Weekly Knowledge Tests will assess lesson learning and knowledge retention on each key topic. • Revision Resources can be found in the class group in Microsoft Teams and via the Student Shared Resources in SharePoint
Term Four	
Content of study	Edexcel GCSE History Paper 2P – International Period Study – Superpower relations in the Cold War, 1945-1990
What are the aims and objectives of this term?	Prepare students with the knowledge and skills required for Paper 2P of the GCSE examination. A full knowledge content guide can be found on Edexcel’s website https://qualifications.pearson.com/en/qualifications/edexcel-gcse/history-2016.coursematerials.html#filterQuery=Pearson-UK:Category%2FTeaching-and-learning-materials <u>Knowledge gained:</u> Unit 3 – The End of the Cold War • How and why did the tensions in the Cold War ease? • Why did the Soviets invade Afghanistan in 1979? • Was there a ‘second’ Cold War? • Why did Mikail Gorbachev make all the difference? • Why was Gorbachev’s New Thinking significant for Eastern Europe? • How did the Soviet Union collapse? • Why did the Cold War end? <u>Historical skills:</u> • Knowledge and understanding (AO1) • Consequence (AO2) • Importance (AO2) • Sequencing – narrative (AO2)
What previous knowledge is required?	Students will benefit from their understanding of the state of Nazi Germany at the end of World War Two. This knowledge links to Paper 3 of the GCSE taught in Terms 1-3, in addition to the World War Two topic taught in Year 9.

	Students must have Unit 1 and 2 knowledge for this paper taught in Term 4: the Origins of the Cold War and Cold War Crisis
How will this term's content help with future learning?	This is the last topic to be studied as part of the GCSE History and will prepare students for Paper 2 of the examination. Knowledge taught here also links to Unit 2 of the A Level History.
Resources	BBC Bitesize https://www.bbc.co.uk/bitesize/topics/zymqwxw Cornwallis Academy History Department's YouTube Channel has playlists of revision and support videos https://www.youtube.com/channel/UCNi6BbUzvcHv62zR6ifualA/featured CPG Edexcel GCSE History Revision Guide (chapter 6 – pages 113-123). This can be purchased via the Academy's Parent Pay system. Students can also access a wide range of resources in the Student Shared Resources on SharePoint. They will find practise exam questions/papers along with exemplar material, revision guides, revision activities and knowledge retention activities.
Links to the national curriculum/specification	GCSE Pearson Edexcel, Paper 3 Depth Study https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html "GCSE specifications in History should support students in learning more about the history of Britain and that of the wider world. The study of history at GCSE should inspire students to deepen their understanding of the people, periods and events studied and enable them to think critically, weigh evidence, sift arguments, make informed decisions, and develop perspective and judgement. This, in turn, will prepare them for a role as informed, thoughtful, and active citizens. The discipline of history and a knowledge and understanding of the past will also help them to understand their own identity and significant aspects of the world in which they live and provide them with the basis for further wider learning and study." 2014 DfE History GCSE - https://www.gov.uk/government/publications/gcse-history
Assessments	- Students will be assessed in a full hour assessment with sample questions taken from exam materials. - In lessons, students will be assessed on individual exam style questions on a regular basis. - Weekly Knowledge Tests will assess lesson learning and knowledge retention on each key topic. - Revision Resources can be found in the class group in Microsoft Teams and via the Student Shared Resources in SharePoint

Term Five

Content of study	Edexcel GCSE History Paper 2 (Option 2B) British Period Study – Early Elizabethan England 1558-1588
What are the aims and objectives of this term?	Prepare students with the knowledge and skills required for Paper 1 of the GCSE examination. A full knowledge content guide can be found on Edexcel's website https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.coursematerials.html#filterQuery=Pearson-UK:Category%2FTeaching-and-learning-materials

	Knowledge Gained Unit 1 Queen, government and religion, 1558-69 • What was 16th Century England like? • Who was the Virgin Queen? • What challenges did Queen Elizabeth I face upon her accession in 1558? • What were the religious divisions in England in 1558? • What was Elizabeth's Religious Settlement? • What challenges were there to Elizabeth's Religious Settlement? • Why was Mary Queen of Scots a threat to Elizabeth I? Skills AO1 – knowledge and understanding. AO2 – causation, change and argument.
What previous knowledge is required?	Students will benefit from knowledge gained at KS3 which focused on medieval kingship and Tudor England. Key knowledge required: • What was the role of a monarch in Medieval/ Early Modern England • The causes and effects of the Reformation in 16th century England • The Tudor family dynasty ○ Henry VIII ○ Edward VI ○ Mary I • Background knowledge about Queen Elizabeth I would be useful. Including: ○ Her status as a female monarch ○ Her religious beliefs ○ The issue of Mary, Queen of Scots ○ The Spanish Armada
How will this term's content help with future learning?	This topic prepares students for their final GCSE exam paper (2) – Section B The skills of causation, change and continuity are essential for any study of history and support the fundamental skills for all historical assessment.
Resources	Cornwallis Academy History Department's YouTube Channel has playlists of revision and support videos https://www.youtube.com/channel/UCNi6BbUzvcHv62zR6ifualA/featured Pearson Edexcel GCSE Revision Guide – Crime and Punishment – this can be purchased through the Academy's Parent Pay system. Students can also access a wide range of resources in the Student Shared Resources on SharePoint. They will find practise exam questions/papers along with exemplar material, revision guides, revision activities and knowledge retention activities.
Links to the national curriculum/specification	GCSE Pearson Edexcel, Paper 2 Period Study https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html "GCSE specifications in History should support students in learning more about the history of Britain and that of the wider world. The study of history at GCSE should inspire students to deepen their understanding of the people, periods and events studied and enable them to think critically, weigh evidence, sift arguments, make informed decisions, and develop perspective and judgement. This, in turn, will prepare them for a role as informed, thoughtful, and active citizens. The discipline of history

	and a knowledge and understanding of the past will also help them to understand their own identity and significant aspects of the world in which they live and provide them with the basis for further wider learning and study.” 2014 DfE History GCSE - https://www.gov.uk/government/publications/gcse-history
Assessments	- Students will be assessed in a full hour assessment with sample questions taken from exam materials. - In lessons, students will be assessed on individual exam style questions on a regular basis. - Weekly Knowledge Tests will assess lesson learning and knowledge retention on each key topic. - Revision Resources can be found in the class group in Microsoft Teams
Term Six	
Content of study	Edexcel GCSE History Paper 2 (Option 2B) British Period Study – Early Elizabethan England 1558-1588
What are the aims and objectives of this term?	Prepare students with the knowledge and skills required for Paper 1 of the GCSE examination. A full knowledge content guide can be found on Edexcel’s website https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.coursematerials.html#filterQuery=Pearson-UK:Category%2FTeaching-and-learning-materials Knowledge Gained Unit 2 Challenges to Elizabeth at home and abroad, 1569-88 - Why did the Northern Earls rebel against Elizabeth in 1569? - How did the Catholics try to overthrow Elizabeth I? - Why was Mary, Queen of Scots executed? - How did Francis Drake aid Elizabeth’s foreign policy? - How far did England’s intervention in the Netherlands cause war with Spain? - What was the Spanish Armada? - Why was the Spanish Armada defeated? - What were the consequences of the Spanish Armada? Knowledge Gained Unit 3 Elizabethan Society in the Age of Exploration, 1558-88 - How did Elizabethans spend their leisure time? - How far did education improve in Elizabethan England? - How far was the poor a problem in Elizabethan England? - What exploration took place in England during the reign of Elizabeth I? - Why was Sir Francis Drake an important explorer? - Why did Sir Walter Raleigh fail to colonise Virginia? Skills AO1 – knowledge and understanding. AO2 – causation, change and argument.
What previous knowledge is required?	This term’s study will build on Unit 1 of Paper 2B which was studied in Term 4. Therefore, all the specification content listed in Term 4 is required.

	Students will benefit from knowledge gained at KS3 which focused on medieval kingship and Tudor England. Key knowledge required: • What was the role of a monarch in Medieval/ Early Modern England • The causes and effects of the Reformation in 16th century England • The Tudor family dynasty ○ Henry VIII ○ Edward VI ○ Mary I • Background knowledge about Queen Elizabeth I would be useful. Including: ○ Her status as a female monarch ○ Her religious beliefs ○ The issue of Mary, Queen of Scots ○ The Spanish Armada
How will this term's content help with future learning?	This topic prepares students for their final GCSE exam paper (2) – Section B The skills of causation, change and continuity are essential for any study of history and support the fundamental skills for all historical assessment.
Resources	Cornwallis Academy History Department's YouTube Channel has playlists of revision and support videos https://www.youtube.com/channel/UCNi6BbUzvcHv62zR6ifualA/featured Pearson Edexcel GCSE Revision Guide – Crime and Punishment – this can be purchased through the Academy's Parent Pay system. Students can also access a wide range of resources in the Student Shared Resources on SharePoint. They will find practise exam questions/papers along with exemplar material, revision guides, revision activities and knowledge retention activities.
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