



## Sackville School History Curriculum - Year 10

| TERM   | WHAT?<br>(Is delivered?)  | WHY?<br>(Is this important?)  | WHY NOW?<br>(Why is this taught now?)   | IMPACT?<br>(What is the impact at the end of this half term?)   | ASSESSMENT  |
|--------|---|---|---|---|---|
| Term 1 | Cold War:<br>Origins of the Cold War and key crises, 1941-1968.                   | GCSE World Depth Study.<br>It explains the context of international relations after World War Two which are relevant to future units of study.  | Students will get a start point of knowledge for the Cold War that enables them to understand how and why the Cold War started and why the tension escalated.   | Students will be able to: <ul style="list-style-type: none"> <li>Explain the significance of post-WW2 Germany and Berlin.</li> <li>Create narrative accounts of key Cold War moments in different countries</li> </ul>  | Assessment of knowledge on the context of the Cold War, 1941-1968   |
| Term 2 | Cold War: The End of the Cold War, 1970-1991                                      | GCSE World Depth Study.<br>The collapse of the Soviet Union helps students to contextualise current events in Europe.   | As the final unit of the Cold War looks at the collapse of Communism, students need to have knowledge of prior events that led to the Soviet Union's downfall.  | Students will be able to: <ul style="list-style-type: none"> <li>Describe the narrative of Afghanistan.</li> <li>Explain the significance of the Brezhnev Doctrine.</li> </ul>  | Assessment of knowledge on the context of the Cold War, 1941-1991   |
| Term 3 | Early Elizabethan England: Queen, Government and Religion and Catholic challenges | GCSE British Depth Study.<br>Students need to understand the difficulties and challenges to Elizabeth's authority - links to Year 7 power and control.  | Students can link the context of Tudor rule back to prior learning, e.g. power of the church  | Students will be able to: <ul style="list-style-type: none"> <li>Explain why there was opposition to Elizabeth's rule.</li> <li>Analyse the significance of Mary Queen of Scots.</li> <li>Compare the nature of Catholic threats</li> </ul>                     | Key features of Elizabethan England - Unit 1: Establishment of Power and Control  |
| Term 4 | Early Elizabethan England: Challenges at Home and Abroad and Elizabethan Society  | GCSE British Depth Study.<br>Students need to develop their understanding of why challenges to Elizabeth's rule came from Spain and develop their knowledge of social history - how people in the past lived.         | Students can make links back to the establishment of Elizabeth's throne and the learning will show the escalation of challenge chronologically.   | Students will be able to: <ul style="list-style-type: none"> <li>Explain why the Armada failed.</li> <li>Analyse the significance of England's relationship with Spain and continue to explain the significance of the Catholic threat to Elizabeth.</li> </ul> | Key features of Elizabethan England - Unit 2: The relationship between England and Spain -Unit 3: Life in Elizabethan England |
| Term 5 | Medicine 1250-1750  | GCSE breadth study: Medicine through time, 1250-present day.<br>Students will look at the persistent nature of medicine in Britain, 1250-1750 as a foundation for Term 6.   | It should be linked back to prior knowledge at KS3 to enable students to contextualise their knowledge: <ul style="list-style-type: none"> <li>Power of the Medieval church</li> <li>Impact of the Reformation</li> </ul> | Students will be able to: <ul style="list-style-type: none"> <li>Explain the nature of change and continuity between different time periods.</li> </ul>   | Students will consolidate their knowledge of key factors in each period through assessments.                                  |
| Term 6 | Medicine 1750-Present Day   | GCSE breadth study: Medicine through time, 1250-present day. Students need to contextualise knowledge to explain why medicine has developed and what key turning points have increased the rate of change since 1750. | It should be linked back to prior knowledge at KS3 and to enable students to contextualise their knowledge: <ul style="list-style-type: none"> <li>Impact of wars on change</li> <li>How we use the NHS</li> </ul>        | Students will be able to: <ul style="list-style-type: none"> <li>Explain the nature of change and continuity between different time periods.</li> <li>Analyse the significance of different factors to make reasoned judgements.</li> </ul>                     | YEAR 10 MOCK on Cold War  |

Links to L4L Curriculum and Gatsby Benchmarks: LFL developed through an understanding of societies and conflicting ideologies. Helps students understand the importance of diplomacy and de-escalating situations. And, the significance of government interventions to health care in Britain.