



Sackville School History Curriculum - Year 10

TERM	WHAT? (Is delivered?)	WHY? (Is this important?)	WHY NOW? (Why is this taught now?)	IMPACT? (What is the impact at the end of this half term?)	ASSESSMENT
Aut 1	Early Elizabethan England: Queen, Government and Religion	Unit One: GCSE British Depth Study. 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 to Year 9 Medicine study.	Students will be able to: <ul style="list-style-type: none"> Describe the Religious Settlement. Explain why there was opposition to Elizabeth's rule. Analyse the significance of Mary Queen of Scots. 	Unit One end of topic GCSE paper.
Aut 2	Early Elizabethan England: Challenges at Home and Abroad	Unit Two: GCSE British Depth Study. Students need to develop their understanding of how challenges to Elizabeth's rule grew and developed into larger threats.	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"> Describe the Catholic threat. Explain why the Armada failed. Analyse the significance of England's relationship with Spain. 	Unit Two end of topic GCSE paper.
Spr 1	Early Elizabethan England: Elizabethan Society	Unit three: GCSE British Depth Study. Students need to develop their knowledge of social history - how people in the past lived.	Before examining the social history of Elizabethan England, students must first understand the political structure and social hierarchy that is taught in unit one.	Students will be able to: <ul style="list-style-type: none"> Describe Elizabethan pastimes. Explain why there was poverty. Analyse the significance of exploration in the New World. 	Unit Three end of topic GCSE paper.
Spr 2	Cold War: Origins of the Cold War, 1941-1958.	Unit one: GCSE World Depth Study. 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.	Students will be able to: <ul style="list-style-type: none"> Describe the narrative of post-WW2 Europe. Explain the significance of post-WW2 Germany. 	Unit One end of topic GCSE paper.
Sum 1	Cold War crises: 1958-1970.	Unit two: GCSE World Depth Study. The Cold War has many links to both the past and the present and events dominated 20th century history.	Having developed their knowledge of the origins of the Cold War, students can explain how the tension between the two superpowers developed using case studies.	Students will be able to: <ul style="list-style-type: none"> Describe the narrative of events in Cuba. Explain the significance of Berlin. 	Unit Two end of topic GCSE paper.
Sum 2	Cold War: The End of the Cold War, 1970-1991	Unit three: GCSE World Depth Study. 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"> Describe the narrative of Afghanistan. Explain the significance of the Brezhnev Doctrine. 	Unit Three end of topic GCSE paper.

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.