

History Year 10 Curriculum Overview

What is the Year 10 History curriculum aiming to achieve?		
What do we want our Year 10 Historians to be like?	How are we building on prior learning?	How can parents/carers support their child's learning?
Students who study different aspects of the past, so they can engage with key issues such as conflict, understand what drives change and how the past influences the present.	By building on KS3 study of Medieval (500–1500), Early Modern (1450–1750), Modern (1700–present day) Using timescales of short, medium and long term. Looking at three geographical contexts of a locality, British history and European and wider world settings.	<ul style="list-style-type: none"> • Visit museums and places of historic interest. • Encourage students to watch and read the news to connect history to present day events. • Seek out opportunities to watch documentaries in the media. • Organise revision resources. • Reinforce the importance of continual learning rather than cramming for exams

How are we organising the Year 10 History curriculum?						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Understanding the modern world: Conflict and tension in Asia, 1950–1975	Understanding the modern world: Conflict and tension in Asia, 1950–1975	Understanding the modern world: Germany, 1890–1945	Understanding the modern world: Germany, 1890–1945	Shaping the nation: Norman England, c1066–c1100	Shaping the nation: Norman England, c1066–c1100
Threshold Concepts	AO1: Demonstrate knowledge and understanding AO2: explain and analyse events using second-order concepts. AO3: analyse, evaluate and use sources to make substantiated judgements in the context of events studied. AO4: analyse, evaluate and make substantiated judgements about interpretations	AO1: Demonstrate knowledge and understanding AO2: explain and analyse events using second-order concepts. AO3: analyse, evaluate and use sources to make substantiated judgements in the context of events studied. AO4: analyse, evaluate and make substantiated judgements about interpretations	AO1: Demonstrate knowledge and understanding AO2: explain and analyse events using second-order concepts. AO3: analyse, evaluate and use sources to make substantiated judgements in the context of events studied. AO4: analyse, evaluate and make substantiated judgements about interpretations	AO1: Demonstrate knowledge and understanding AO2: explain and analyse events using second-order concepts. AO3: analyse, evaluate and use sources to make substantiated judgements in the context of events studied. AO4: analyse, evaluate and make substantiated judgements about interpretations	AO1: Demonstrate knowledge and understanding AO2: explain and analyse events using second-order concepts. AO3: analyse, evaluate and use sources to make substantiated judgements in the context of events studied. AO4: analyse, evaluate and make substantiated judgements about interpretations	AO1: Demonstrate knowledge and understanding AO2: explain and analyse events using second-order concepts. AO3: analyse, evaluate and use sources to make substantiated judgements in the context of events studied. AO4: analyse, evaluate and make substantiated judgements about interpretations
Skills	AQA Exam skill development					Being able to recall, apply and write for sustained periods in the exams
Enrichment within the curriculum	Historians are given the opportunity to extend learning outside of the classroom as much as possible. Trips offered previously include RAF Cosford, London museums, Battle of Hastings historic environment site.					
Cross curricular links	History links are made to Careers in the Law, Police work, social work, archaeology, Forensics, journalism, architectural design, civil engineering, micro-biology and other areas of medical science.					
Extra-curricular opportunities	Students are able to seek help and support from their teachers outside lessons at any time either in person or via email contact. Support is always available in the History Lunchtime GCSE support, where students can complete homework tasks and have one to one support.					

What are the intended outcomes of the Year 10 History curriculum?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Opportunities to show progress (Assessments)	Asia source analysis: Questions 1 and 4 mock (in class)	Asia extended writing skills: Questions 2 and 3 mock	Germany interpretations skills: Questions 1, 2 and 3 mock.	Germany extended written skills: Q4, 5 & 6 mock	Questions 1, 2 mock from Normans Paper 2	Paper One mock on Asia and Germany in full exam setting.
Impact on personal development (SMSC)	Students will learn to not accept things at face value. They will understand how events of the past are relevant to today's society, giving them more empathy with issues in society such as diversity, human rights, the development of the British nation and values.					
Preparation for the next stage of education	To develop skills needed for A-level study which enables them to develop and extend knowledge and understanding of specified key events, periods and societies in both a British and wider world context, exposing students to the wide diversity of human experience.					