




		Year:	10	Subject:	History	Spring 2	Summer 1	Summer 2		
Intent	Subject Concepts (Substantive knowledge)		<ul style="list-style-type: none"> <li>Society</li> </ul>	Democracy and dictatorship: Racial policy	Prior Knowledge: <ul style="list-style-type: none"> <li>The Holocaust KS3</li> </ul>	Revision of key topics:	Prior Knowledge: <ul style="list-style-type: none"> <li>Public Health through time</li> <li>Treaty of Versailles</li> <li>Hitler's rise to power</li> </ul>	Revision of key topics:	Prior Knowledge: <ul style="list-style-type: none"> <li>Surgery and anatomy through time</li> <li>Failures of the League of Nations</li> <li>Threats to the Weimar Republic</li> </ul>	
			<ul style="list-style-type: none"> <li>Conflict</li> </ul>	Democracy and dictatorship: opposition and resistance  Interwar Years: causes of WW2	Prior Knowledge: <ul style="list-style-type: none"> <li>Causes of WW2</li> <li>Life in Nazi Germany</li> </ul>		Takeaway Learning: <ul style="list-style-type: none"> <li>Nazi racial policy</li> <li>Legal persecution</li> <li>Final Solution</li> </ul>		Takeaway Learning: <ul style="list-style-type: none"> <li></li> </ul>	Takeaway Learning: <ul style="list-style-type: none"> <li></li> </ul>
			<ul style="list-style-type: none"> <li>Dictatorship</li> </ul>	Democracy and dictatorship: Racial policy	Prior Knowledge: <ul style="list-style-type: none"> <li>Holocaust</li> </ul>		Takeaway Learning: <ul style="list-style-type: none"> <li>Nazi racial policy</li> <li>Legal persecution</li> <li>Final Solution</li> </ul>		Takeaway Learning: <ul style="list-style-type: none"> <li></li> </ul>	Takeaway Learning: <ul style="list-style-type: none"> <li></li> </ul>
Disciplinary Knowledge			<ul style="list-style-type: none"> <li>Cause and effect – Racial policy, WW2</li> <li>Significance – Appeasement, Munich Agreement, Nazi-Soviet pact, invasion of Poland, Nuremberg Laws</li> <li>Change and continuity -Nazi regime – opposition and resistance.</li> <li>Sources</li> <li>Interpretations</li> </ul>	<ul style="list-style-type: none"> <li>Cause and effect</li> <li>Similarities and differences</li> <li>Significance</li> <li>Change and continuity</li> <li>Sources</li> <li>Interpretations</li> </ul>	<ul style="list-style-type: none"> <li>Cause and effect</li> <li>Similarities and differences</li> <li>Significance</li> <li>Change and continuity</li> <li>Sources</li> <li>Interpretations</li> </ul>					
Implementation	Common Misconceptions	<ul style="list-style-type: none"> <li>Students may struggle to understand that there are a mixture of short-term and long-term factors that causes WW2, instead believing the only cause was the invasion of Poland.</li> </ul>								
	Enabling or Adapting the Curriculum	SEND Students	<ul style="list-style-type: none"> <li>Living graph activity to help students understand how tensions increased overtime and escalated to war in 1939</li> <li>For extended writing tasks (e.g the causes of WW2) students will be provided with sentence starters to encourage the use of PEEL structure.</li> <li>In extended writing, encourage students to develop their explanation through sentence signposting and the use of three clause sentences.</li> <li>Use of historical sources to help students to understand the conditions in ghettos and concentration camps.</li> <li>Virtual tour of Auschwitz to demonstrate the scale and systemic practices.</li> <li>Use PCAS to help students to analyse historical interpretations on the treatment of Jews and to assist in explaining why that would make the argument accurate.</li> </ul>	<ul style="list-style-type: none"> <li>Students are able to recall facts, but often struggle to develop their explanation and analyse why these are significance. Teach how to 'BUG' the question to encourage the use of key words in their answer to ensure they are meeting the demands of the question.</li> <li>For extended writing tasks (e.g most important factor in the development of public health) students will be provided with sentence starters to encourage the use of PEEL structure.</li> <li>In extended writing, encourage students to develop their explanation through sentence signposting and the use of three clause sentences.</li> <li>Use of historical sources to help students to understand the progression of public health over time.</li> <li>Use PCAS to help students to analyse historical interpretations on Hitler's establishment of a dictatorship and to assist in explaining why that would make the argument accurate.</li> </ul>	<ul style="list-style-type: none"> <li>Students are able to recall facts, but often struggle to develop their explanation and analyse why these are significance. Teach how to 'BUG' the question to encourage the use of key words in their answer to ensure they are meeting the demands of the question.</li> <li>For extended writing tasks (e.g most important factor in the development of public health) students will be provided with sentence starters to encourage the use of PEEL structure.</li> <li>In extended writing, encourage students to develop their explanation through sentence signposting and the use of three clause sentences.</li> <li>Use of historical sources to help students to understand the progression of public health over time.</li> <li>Use PCAS to help students to analyse historical interpretations on Hitler's</li> </ul>					

		<ul style="list-style-type: none"> <li>Conduct a police style investigation to figure out the different types of resistance and opposition in Nazi Germany</li> </ul>		<ul style="list-style-type: none"> <li>establishment of a dictatorship and to assist in explaining why that would make the argument accurate.</li> </ul>
	<b>Disadvantaged Students</b>	<ul style="list-style-type: none"> <li>Learning is organised in a sequential manner and is revisited through memory recall at the beginning of each lesson to allow students to bridge gaps in learning.</li> <li>In extended writing, encourage students to develop their explanation through sentence signposting and the use of three clause sentences.</li> <li>Termly reading activity on the life of Anne Frank</li> <li>Use of historical sources to help students to understand the conditions in ghettos and concentration camps.</li> <li>Virtual tour of Auschwitz to demonstrate the scale and systemic practices.</li> <li>Conduct a police style investigation to figure out the different types of resistance and opposition in Nazi Germany</li> </ul>	<ul style="list-style-type: none"> <li>In extended writing, encourage students to develop their explanation through sentence signposting and the use of three clause sentences.</li> <li>Use of historical sources to help students to understand the progression of public health over time.</li> <li>Use essay planning sheets to help students bridge any gaps in prior learning for the reaction to the Treaty of Versailles</li> </ul>	<ul style="list-style-type: none"> <li>In extended writing, encourage students to develop their explanation through sentence signposting and the use of three clause sentences.</li> <li>Use of historical sources to help students to understand the progression of public health over time.</li> <li>Use essay planning sheets to help students bridge any gaps in prior learning for the reaction to the Treaty of Versailles</li> </ul>
	<b>More Able Students</b>	<ul style="list-style-type: none"> <li>Students to investigate whether Nazi racial policy was accepted among the population of Germany.</li> <li>Use extracts from historians to broaden understanding of historical events like appeasement.</li> <li>Use their contextual knowledge on resistance and opposition in Nazi Germany to be able to explain why an interpretation of an event is convincing and how time/context can place limitations on historians</li> </ul>	<ul style="list-style-type: none"> <li>Students to develop the use of sustained judgement in the academic writing and essay answers to be able to reach the higher level bands.</li> <li>Develop the use of specific details (statistics, dates and figures) to help students reach the higher-level bands. Completed in exit ticket activities where students are given to specific details that they have to use within their answer.</li> </ul>	<ul style="list-style-type: none"> <li>Students to develop the use of sustained judgement in the academic writing and essay answers to be able to reach the higher level bands.</li> <li>Develop the use of specific details (statistics, dates and figures) to help students reach the higher-level bands. Completed in exit ticket activities where students are given to specific details that they have to use within their answer.</li> </ul>
<b>Literacy/Numeracy Skills</b> 	<b>LITERACY</b> <b>Vocabulary:</b>	<ul style="list-style-type: none"> <li>Appeasement</li> <li>Pact</li> <li>Persecution</li> <li>Genocide</li> <li>Holocaust</li> <li>Antisemitism</li> </ul>	<ul style="list-style-type: none"> <li>Public health</li> <li>Government</li> <li>Treaty</li> <li>Reparations</li> <li>Enabling Act</li> <li>Decree</li> <li>Night of the Long Knives</li> </ul>	<ul style="list-style-type: none"> <li>Treatment of Disease</li> <li>Indoctrination</li> <li>Propaganda</li> <li>Social policy</li> <li>League of Nations</li> <li>Abyssinia</li> <li>Manchuria</li> </ul>
	<b>Reading:</b>	<ul style="list-style-type: none"> <li>Reading activities on the Munich Agreement and reasons for and against appeasement</li> <li>Reading of historical sources and use of PCAS to understand their meaning.</li> <li>Termly reading activity on Anne Frank</li> </ul>	<ul style="list-style-type: none"> <li>Reading of historical sources and use of PCAS to understand their meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Reading of historical sources and use of PCAS to understand their meaning.</li> </ul>
	<b>Writing:</b>	<ul style="list-style-type: none"> <li>Extended writings tasks on: the causes of WW2</li> <li>Source analysis tasks on: Munich agreement</li> <li>Interpretation analysis on: treatment of jews</li> </ul>	<ul style="list-style-type: none"> <li>Extended writings tasks on: most important factor in the development of public health, Hitler's establishment of his dictatorship.</li> <li>Source analysis tasks on: modern public health, reaction to the treaty</li> <li>Interpretation analysis on: appeal of Hitler</li> </ul>	<ul style="list-style-type: none"> <li>Extended writings tasks on: most important factor in the development of surgery and anatomy, Threats to the Weimar Republic.</li> <li>Source analysis tasks on: medieval surgery, reaction to the treaty, League of Nations, Abyssinia</li> </ul>

									• Interpretation analysis on: Weimar threats
	<b>Oracy:</b>	• Debate on the most important cause of WW2							•
	<b>NUMERACY</b>	• Use of end of unit timeline to demonstrate the development of tension and causes of WW2							•
	<b>Digital Strategy</b> 	• Use of iPads to create a collage of Nazi propaganda and explain the message behind them all							•
	<b>Home Learning</b>	<ul style="list-style-type: none"> <li>• Termly reading activity on Anne Frank</li> <li>• In what ways in which the lives of Jews were impacted by racial policy.</li> <li>• Explain the significance of Islam for the development of medicine and surgery</li> <li>• How are sources A and B to an Historian studying the causes of WW2?</li> <li>• How useful is source A to an Historian studying problems with modern medicine?</li> </ul>						<ul style="list-style-type: none"> <li>• 'Reparations were the most hated term of the Treaty of Versailles' How far do you agree?</li> <li>• Describe two ways people opposed the Nazi party</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the significance of the NHS</li> <li>• What was the more important factor in Hitler's rise to power: Nazi tactics, Weimar's problems</li> </ul>
<b>Impact</b>	<b>Composite Assessment</b>	Date: Week 6/7	Content:	<ul style="list-style-type: none"> <li>• Appeal of Hitler</li> <li>• Kaiser's problems</li> <li>• Stresemann Era</li> <li>• Impact German people – social or economic</li> <li>• Appeasement</li> <li>• Treaty of Versailles</li> <li>• Nazi-Soviet pact</li> <li>• Failures of the League</li> </ul>	Date:	Content:		Date: Mock exams	Content: