



# GCSE History – Year 10

## Curriculum Intent

Our ambition is to instil a love of history in our students. We will challenge them to be curious about past societies and how and why events change over time. We ensure that they acquire the skills necessary to navigate the vast amount of information available in our modern society in order to build helpful and accurate reconstructions of the past. Our curriculum is broad and balanced, with a largely chronological approach that we believe allows our students to develop key historical knowledge about Britain, Europe and the wider world. We will revisit key concepts such as kingship, legitimacy, authority, religion and social hierarchy at all levels in encouraging students to retain and recall appropriate knowledge.

*History is the version of past events that people have decided to agree upon – Napoleon Bonaparte*

### **Students will learn:**

The course in Year 10 will focus upon two modules: a period study and a wider world depth study.

#### Wider world depth study: The inter-war years 1919-1939

This wider world depth study enables students to understand the complex and diverse interests of different individuals and states including the Great Powers. It looks at concepts such as national self-determination, ideas of internationalism and the challenges of revising the peace settlement of 1919. It focuses on the causes of the Second World War and seeks to show how and why conflict occurred and why it proved difficult to resolve the issues which caused it. This study also considers the role of key individuals and groups in shaping change, as well as how they were affected by and influenced international relations.

#### Period study: Germany 1890-1945

This period study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship – the development and collapse of democracy and the rise and fall of Nazism. Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in influencing change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them.

### Key Concepts: Terms

- Peace
- Total war
- Reparations
- Self-determination
- Internationalism
- Consensus
- Covenant
- Collective security
- Diktat
- Justice
- Morality
- Depression
- Tariff
- Economic protection
- Kaiser
- Autocrat
- Weltpolitik
- Socialism
- Industrialisation
- Militarism
- Democracy
- Left wing
- Right wing
- Stab in the back myth
- National Socialism
- Lebensraum
- Ideology
- Discrimination
- Genocide
- Propaganda
- Volksgemeinschaft
- Untermensch
- Strength through Joy
- Autarky
- The Fuhrer Principle
- Youth movements
- Organised hatred
- Opposition to totalitarianism



## How can learning be enriched at home?

- Extension homeworks linking wider or more challenging reading.
- Support/revision booklets provided by the teacher including: key word grids, practise questions, key content lists, exam board mark schemes.
- Show my homework/general quizzes to aid knowledge and understanding.
- Access to online resources such as GCSE Bitesize and John D Clare for consolidation and comprehension.
- ToK-style questions embedded in lessons (challenging, open-ended, more philosophical-style questions related to the topic designed to stretch thinking.)
- Read a history book related to your period of history – either fact or fiction. (For example, for the Germany module *Alone in Berlin* by Hans Fallada. See history department reading lists)
- Practise spellings; keep a glossary of new words; use a physical dictionary; keep a vocabulary book for new or challenging words gained from class or wider reading.

## What does excellence look like?

- Recognise the importance of accurate and detailed factual knowledge; begin to build this knowledge base.
- Begin developing knowledge retention and effective deployment within answers.
- Practise building explanations that are both clear and accurate.
- Begin to see the importance of structure and organisation in extended responses.
- Show an awareness of historical context.
- Begin the development of basic argument.
- Evaluate sources in a basic way taking account of origin, purpose and usefulness.
- Show an understanding that the past can be interpreted in different ways.
- Demonstrate the ability to grasp and use key concepts.

## International Opportunities

### Visits Programme

Our international visits programme allows students to explore different aspects of history through contrasting international cultures.. This is through not only their every day interactions, and potential visits to historically significant sites, but also through discussions with exchange partners.

Real world topical issues with a historical underpinning will also be included as part of our Community Lecture series and debated through our Model MUN conference

### Within the curriculum

- 'Meanwhile elsewhere...' teaching tool which explores linked international historical events
- Analysis of international institutions and multilateral groups
- Comparative analysis of the development of contrasting political systems in different parts of the world

### Key Skills

- Memorisation
- Critical analysis
- Independent thinking and research, including wider reading of challenging material.
- Creating and sustaining an argument
- Extended writing
- Source evaluation
- Provisional thinking
- Contextual awareness
- Assessing significance
- Evaluation of differing perspectives



### How will we assess impact?

- Regular Q & A to ascertain understanding and comprehension.
- End of unit tests every half term. Detailed teacher feedback on assessment strengths and weaknesses.
- Dedicated reflection and improvement time after assessments.
- Peer and self-assessment.
- The use of model answers and mark schemes.
- Quizzes and spot tests.

*More and more, I tend to read history and find it to be more up to date than the daily newspapers.*

*J Murray*