

## History – Year 10 Curriculum

<b>Content (Intent)</b>	<b>Links to prior learning</b>	<b>Skills and Assessment (Implementation)</b>	<b>Expected Learning Outcomes (Impact)</b>
<b>Term 1</b> <b>The American West: c1836-1895</b> <ul style="list-style-type: none"> <li>• 2.1 – The development of settlement in the West.</li> <li>• 2.2 – Ranching and the cattle industry</li> <li>• 2.3 – Changes in the way of life of the Plains Indians</li> <li>• 3.1 – Changes in farming, the cattle industry and settlement</li> <li>• 3.2 – Conflict and tension</li> <li>• 3.3 – The Plains Indians: the destruction of their way of life</li> </ul>	Develops upon students' learning of Plains Indians beliefs and culture in Terms 5 & 6 of Year 9.	<b>Skills:</b> <ul style="list-style-type: none"> <li>• Chronology</li> <li>• Forming arguments.</li> <li>• Cause &amp; consequence.</li> <li>• Historical narratives</li> <li>•</li> </ul> <b>Assessment:</b> <ul style="list-style-type: none"> <li>• GCSE exam style questions – Explain two consequences, narrative account &amp; Explain the importance of. 32 marks.</li> </ul>	To understand the chronology of US government intervention on the Plains Indians' way of life.  To understand the consequences of US government policies towards the Plains Indians.  To be able to explain the importance of key events to the Plains Indians' way of life.
<b>Terms 2-4</b> <b>Medicine Through Time: 1250-present</b> <ul style="list-style-type: none"> <li>• Medicine in Medieval England: 1250-1500.</li> <li>• Medicine in Renaissance England: 1500-1700.</li> <li>• Medicine in 18<sup>th</sup> &amp; 19<sup>th</sup> century Britain: 1700-1900.</li> <li>• Medicine in modern Britain: 1900-present</li> </ul>	Expands upon students' knowledge of life in the Middle Ages taught in Y7 and life in the Renaissance taught in Y8.	<b>Skills:</b> <ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Chronology</li> <li>• Change &amp; continuity</li> <li>• Usefulness</li> <li>• Making judgements</li> <li>• Factors</li> </ul> <b>Assessments:</b> <ul style="list-style-type: none"> <li>• GCSE exam style questions – Describe 2 features, Explain why, How far do you agree? 36 marks.</li> </ul>	To understand how medical knowledge & treatments have developed over time.  To describe features of a time period.  To understand the role of individuals, religion, war, chance, new technology & governments on medical developments.  To formulate judgements based on two sides of an argument.
<b>Term 5</b> <b>Medicine on the Western Front</b> <ul style="list-style-type: none"> <li>• Trench warfare</li> </ul>	Utilises the context learned about medicine during terms 2-4.	<b>Skills:</b> <ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Chronology</li> </ul>	To develop an understanding of how medicine developed during WWI.

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<ul style="list-style-type: none"> <li>• Trench conditions &amp; illnesses</li> <li>• Weapons &amp; injuries</li> <li>• Evacuation route</li> <li>• RAMC &amp; Nursing organisations</li> <li>• Surgery</li> <li>• New technological developments.</li> </ul>	Expands students' understanding of WWI learned in Y9.	<ul style="list-style-type: none"> <li>• Change &amp; continuity</li> <li>• Cause &amp; effect</li> <li>• Knowledge</li> <li>• Consequences</li> <li>• Usefulness</li> <li>• Following up a source</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• GCSE exam style questions – describe two features, how useful are the sources? How would you follow up a source? 16 marks</li> </ul>	<p>To be able to analyse the usefulness of sources depending their nature, origin and purpose.</p> <p>To be able to form an enquiry question based on the information from a historical source.</p>
<p><b>Term 6</b></p> <p><b>Anglo-Saxon &amp; Norman England</b></p> <ul style="list-style-type: none"> <li>• Introduction to Anglo-Saxon England</li> <li>• The last years of Edward the Confessor and the succession crisis</li> <li>• The rival claimants for the throne</li> <li>• The Norman invasion</li> <li>• William in power: establishing control</li> </ul>	<p>Develops students' understanding of the Norman invasion studied in Y7.</p> <p>Develops on the skills and exam questions taught during the Medicine Through Time syllabus in terms 2-4.</p>	<p>Skills:</p> <ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Chronology</li> <li>• Consequences</li> <li>• Supported judgements.</li> <li>• Explain why.</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• GCSE exam style questions - Describe 2 features, Explain why, How far do you agree? 36 marks.</li> </ul>	<p>To understand how William of Normandy came to invade England.</p> <p>To understand how English society changed after the Norman invasion.</p> <p>To be able to come to a supported judgement after considering two sides of an argument.</p>

### Resources and/or activities to support learning

Textbook used in lessons:

## **History – Year 10 Curriculum**

Martin, D. *The American West: c1836-1895*, London, 2015.

Dawson, I, *Medicine Through Time: 1250-present*, London, 2016

Dawson, I, *Anglo-Saxon & Norman England*, London, 2016

### **Websites:**

[The American West, 1865-1900](#) | [Rise of Industrial America, 1876-1900](#) | [U.S. History Primary Source Timeline](#) | [Classroom Materials at the Library of Congress](#) | [Library of Congress \(loc.gov\)](#)

[History: Edexcel GCSE The American West, c1835-c1895 \(senecalearning.com\)](#)

[Medicine Through Time](#) | [Schoolshistory.org.uk](#)

[1066 and the Norman Conquest](#) | [English Heritage \(english-heritage.org.uk\)](#)

### **Videos:**

[American West Bitesize Revision - YouTube](#)

[BBC - Medicine Through Time](#)