



What I will know and understand by the end of Year 10.

This year in History we will be learning:		This links to:	Key Vocabulary:	
1	<p>Why did Hitler become dictator of Germany in 1934? You will learn about:</p> <ul style="list-style-type: none"> - The impact of the Depression: growth in support for the Nazis and other extremist parties (1928–1932), including the role of the SA; Hitler’s appeal. - The failure of Weimar democracy: election results; the role of Papen and Hindenburg and Hitler’s appointment as Chancellor. - The establishment of Hitler’s dictatorship: the Reichstag Fire; the Enabling Act; elimination of political opposition; trade unions; Rohm and the Night of the Long Knives; Hitler becomes Führer. 	<p>This unit builds on the key concepts of democracy and dictatorship. It returns to your knowledge on the strengths and weaknesses of the Weimar Republic.</p>	<ul style="list-style-type: none"> • Reichstag • Communism • Fascism • Chancellor 	<ul style="list-style-type: none"> • Article 48 • Enabling Act • President • Fuhrer
	<p>How were the Germans affected by Nazi control of Germany? You will learn about:</p> <ul style="list-style-type: none"> - Key Nazi economic policies including full employment; public works programmes; rearmament; self-sufficiency; the impact of war on the economy and the German people. - Key Nazi Social policies including reasons for policies, practices and their impact on women, young people, Aryan ideas, racial policy and persecution; the Final Solution. - Key Nazi Methods of Control including the use of propaganda and censorship; the SS and Gestapo; opposition and resistance, including the 1944 bomb plot. 	<p>This unit builds upon the concepts you have already studied including democracy, fascism and communism. The theme of dictatorship will help you to understand the opposite to democracy. This also links with previous knowledge covered on the Holocaust. You will understand how Nazi control of Germany led to the Holocaust.</p>	<ul style="list-style-type: none"> • Autarky • Gestapo • Concentration Camp • Indoctrination • Hitler Youth 	<ul style="list-style-type: none"> • Aryan • Nuremberg Laws • Kristallnacht • Final Solution
3	<p>Paper 1 Section B Conflict and tension between East and West, 1945–1972 You will learn about:-</p> <ul style="list-style-type: none"> - How did the Cold War develop after the Second World War? - The end of the Second World War leading to rivalry between the USA and the USSR including the dropping of the Atomic bombs and the creation of the Iron Curtain. 	<p>This unit builds on the themes covered in Global Conflict unit of tension and conflict. You will deepen your knowledge and understanding of the Cold War you covered. You will link to knowledge covered in turning points of the Second World War.</p>	<ul style="list-style-type: none"> • Manhattan Project • Ideology • Capitalism • Communism 	<ul style="list-style-type: none"> • Iron Curtain • Dollar Imperialism • Marshall Plan • Truman Doctrine
	<p>How did the Cold War develop from 1950-1960? You will learn about:</p> <ul style="list-style-type: none"> - The significance of events in Asia for superpower relations including the Korean and Vietnam Wars - The role of rivalry causing tension including the arms race - The easing and developing of tension including the U2 Crisis and its effects on the Paris Peace Summit and the peace process. 	<p>This unit builds on the key concepts of democracy and communism covered in the Global Conflict unit and the development of the Cold War. You will deepen your knowledge covered on the Vietnam War. It will link back to knowledge covered on the War in Afghanistan. You will be able to link back to knowledge of the Cold War in the 1950’s in understanding the causes of tension in the 1960’s.</p>	<ul style="list-style-type: none"> • Proxy War • Vietcong • United Nations • Summit • Destalinisation 	<ul style="list-style-type: none"> • Arms Race • ICBM • Mutually Assured Destruction • Deterrent
5	<p>Paper 2- Section A Migration, Empires and the People How were empires gained and lost in Medieval times? You will learn about:</p> <ul style="list-style-type: none"> - The reasons for the development of the British Empire in Medieval times from the unification of England to the Hundred Years War - The reasons for the colonisation and loss of the American colonies - The development of the Empire in the Industrial Period with an in-depth study of India and Africa - The decolonisation of the Empire in the Twentieth Century. 	<p>This unit revisits a number of topics from Year 7 and 8. In particular, it charts the growth of Britain as a medieval power. It builds upon the students’ understanding of Britain as a country, then a kingdom and later as part of an empire. This unit also builds upon the recurring theme of imperialism and the positive and negative aspects of the Empire.</p>	<ul style="list-style-type: none"> • Natural resource • Imperialism • Social Darwinism • Nationalism 	<ul style="list-style-type: none"> • Cash crop • Identity • Sepoy • Privateer



This year in History we will be learning:		This links to:	Key Vocabulary:	
1	<p>What factors caused migration from 793AD- the modern day? You will learn about:</p> <ul style="list-style-type: none"> - Medieval migrants including the Vikings and the Normans. - Early Modern migration including to the Americas, the Huguenots, the Ulster Plantations and the Highland Clearances. - Migration in the industrial period including government motivated migration, Irish Migration, Jewish Migration. - Modern Migration including Windrush, migration due to WW2 and migration as a result of joining the EEC. 	<p>This unit returns to the previous empire case studies taught in year 10 and enables students to consolidate and draw upon their understanding.</p> <p>Due to the nature of the thematic study covering a thousand years of History, this unit also returns to a number of key topics from Key Stage 3 which provide the basic chronology for this topic.</p>	<ul style="list-style-type: none"> • Chain migration • Net migration • Single market • Pogrom • Industrial 	<ul style="list-style-type: none"> • Host country • Empire Windrush • Push factor • Pull factor • Diaspora
2	<p>Paper 2 Section B- The Normans: conquest and control You will learn about:</p> <ul style="list-style-type: none"> - Causes of Norman Conquest, including the death of Edward the Confessor, the claimants and claims. - Military aspects: Battle of Stamford Bridge; Battle of Hastings; Anglo-Saxon and Norman tactics; military innovations, including cavalry and castles. - Establishing and maintaining control: the Harrying of the North; revolts, 1067-1075; King William's leadership and government; William II and his inheritance. 	<p>The Norman GCSE unit revisits a number of the key themes explored in the Year 7 curriculum regarding life in medieval Britain. Firstly, it revisits the knowledge of Anglo-Saxon England and the Viking invasions to understand the nature of English kingship at this time and the predicament England was left in by Edward the Confessor's death. Secondly, it also revisits a number of political elements of conquest such as the use of castles, how the crown dealt with rebellions and the feudal system.</p>	<ul style="list-style-type: none"> • Anglo-Saxon • Earl • Housecarl • Witan • Harrying 	<ul style="list-style-type: none"> • Claimants • Succession • Reign • Nobility • Fyrd
3	<p>Life under the Normans You will learn about:</p> <ul style="list-style-type: none"> - Feudalism and government: roles, rights, and responsibilities; landholding and lordship; land distribution; patronage; Anglo-Saxon and Norman government systems; the Anglo-Saxon and Norman aristocracies and societies; military service; justice and the legal system such as ordeals, 'murdrum'; inheritance; the Domesday Book. - Economic and social changes and their consequences: Anglo-Saxon and Norman life, including towns, villages, buildings, work, food, roles and seasonal life; Forest law. 	<p>This unit revisits the social and economic changes taught during the Year 7 curriculum in more detail. In particular, the focus on William's motivations for the balance he struck between change and continuity.</p>	<ul style="list-style-type: none"> • Trial by Fire • Trial by Water • Trial by Combat • Murdrum Fine • Primogeniture 	<ul style="list-style-type: none"> • Villein • Baron • Feudal System • Writ • Tenant-in-chief
4	<p>The Norman Church and monasticism You will learn about:</p> <ul style="list-style-type: none"> - The Church: the Anglo-Saxon Church before 1066; Archbishop Lanfranc and reform of the English Church, including the building of churches and cathedrals; Church organisation and courts; Church-state relations; William II and the Church; the wealth of the Church; relations with the Papacy; the Investiture Controversy. - Monasticism: the Norman reforms, including the building of abbeys and monasteries; monastic life; learning; schools and education; Latin usage and the vernacular. 	<p>This unit provides the students with an in-depth study of the practical ways in which kings changed religious practice to fit their own political needs. This builds upon the different concepts of papacy, reform and secular control taught across the year 7 and 8 curriculum. In addition, there are links to be drawn regarding the power of religion which features in the Migration and Empires study.</p>	<ul style="list-style-type: none"> • Monastery • Pluralism • Simony • Nepotism • Clerical marriage 	<ul style="list-style-type: none"> • Cathedral • Diocese • Archdeacon • Investiture Contest • Ecclesiastical

Target Grade:

AP1:

AP2:

AP3: