

<b>Year Group: 10</b>	<b>Subject: History</b>	<b>Term: Spring 2021</b>
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<b>Topic</b>	<b>Key Learning points</b>	<b>Assessments</b>
<p><b>The Elizabethans: 1580-1603</b></p>	<p><b>Curriculum goal – Students will be able to analyse the nature of Elizabethan society and politics, and how religion and culture changed the nature of life.</b></p> <p><u>Students will:</u></p> <ul style="list-style-type: none"> <li>➤ Gain knowledge of how life was different for the labouring poor, middling sort and gentry (daily life – marriage, family and kin, homes and food, poverty and the Poor Laws)</li> <li>➤ Describe how culture changed regarding art, theatre, witchcraft and calendar customs (English renaissance – Hilliard, Shakespeare and Talis, puritan beliefs and the witch craze, emergence of the theatre and puritan opposition)</li> <li>➤ Describe the failures and successes of Elizabethan adventurers (John Dee, Drake and ‘New Albion’, Gilbert, Raleigh and ‘Virginia’, Fitch, Lancaster and East India Co.)</li> <li>➤ Develop source work skills in line with the demands of the exam paper – interpretation and comparison</li> </ul> <p><u>Key vocabulary and concepts:</u> interpretation, Catholic, Protestant, gentry, middling sort, labouring poor, poverty, settled poor, vagrant poor, impotent poor, able-bodied poor, vagabonds, Poor Law, Merry England, ‘high’ culture, popular culture, calendar customs, witchcraft, persecution, puritan concerns and godly communities, colonisation, East India Company,</p>	<p>Exam-style interpretation and essay questions for each of the five sections of content</p>
<p><b>Living Under Nazi Rule: 1933-1945</b></p>	<p><b>Curriculum goal – Students will be able to explain how life changed for the German people under the Nazi dictatorship.</b></p> <p><u>Students will:</u></p> <ul style="list-style-type: none"> <li>➤ Have knowledge of how Hitler consolidated his power between January 1933 and August 1934 (leading figures – Hitler, Goring, Goebbels, Rohm, Himmler; Reichstag Fire Decree, Enabling Act, abolition of trade unions and political parties, Gleichschaltung, Night of the Long Knives, Army oath of loyalty)</li> <li>➤ Describe how the Nazis made it difficult for opponents to resist the regime (police state – Gestapo, SS, SD, People’s Courts and concentration camps, weakness of opposition – left wing, youth, religious groups; propaganda – rallies, radio, newspapers, etc.)</li> <li>➤ Develop source work skills in line with the demands of the exam paper – evaluation and utility</li> </ul> <p><u>Key vocabulary and concepts:</u> National Socialist; Aryan; Fuhrer; Treaty of Versailles; Lebensraum; anti-Semitism; untermenschen; Aryan; Reichstag; decree; trade unions; SA; SS; SD; Gestapo; People’s Court; concentration camp; Edelweiss Pirates; indoctrination; discrimination; industrial workers; conscription; re-armament; DAF; Strength Through Joy; resistance;</p>	<p>Exam-style source and essay questions for each of the five sections of content</p>