Subject: History	Subject Leader: Gary Ward	Year Group: 10	AUTUMN TERM
Topic History Around Us: How has life at Ludlow Castle changed over time?	Subject Leader: Gary Ward  Key Learning Points  Curriculum goal – Students will understand the reasons for and nature changes in the role of Ludlow Castle since the Norman Conquest up to present day.  Students will:  Dunderstand the reason for Ludlow Castle's existence, including roles of Fitz-Osbern and de Lacy  Know why Ludlow Castle's site was chosen, including military, transport, communications and resources  Know how the physical features of the site have developed over Know how and why the purpose and use of the site has change time, including the roles of the de Geneville's, Mortimer's, and Presidents of the Council of the Marches  Know how events involving Ludlow relate to the wider context British history including The Anarchy, Second Baron's War, War the Roses, Act of Union with Wales, English Civil War and Glorid Revolution  Understand how Ludlow Castle compares to other similar sites (Chepstow, Wigmore, Goodrich)	Key Vocabulary  e of Othe Othe Conquest, fortified palace, administrative centre, Council of the Marches, romantic ruin, Glorious Revolution, baron, castellan, inner- and outer- bailey, keep / Great Tower, curtain wall, solar block, garderobe tower, accommodation, domestic, decay  of rs of ous	AUTUMN TERM  Assessments  Lesson starters and plenaries will consist of knowledge reviews  Exam-style essay questions for each of the four chronological sections
	(Chepstow, Wightore, Goodner)		

Subject: History	Subject Leader: Gary Ward	Year Group: 10	SPRING TERM
Topic	Key Learning Points	Key Vocabulary	Assessments
The Elizabethans: 1580-1603	Curriculum goal – Students will learn about the nature of Elizabethan society and politics, and how religion and culture changed the nature of life.  Students will:  Now how effectively Elizabeth maintained the loyalty of her people, parliament and courtiers, including Cecil and Walsingham  Know how Elizabeth and her government managed religious tension between Catholics and Protestants, including laws, punishments and propaganda  Know how life was different for the labouring poor, middling sort and gentry  Know how popular culture changed, including art, theatre, witchcraft and calendar customs  Know about the relative success of various Elizabethan adventurers in the Americas and the East, including the role of Drake, Raleigh, Fitch and Lancaster	Generic: Interpretation Elizabeth's Power: Patronage, court and courtiers, Privy Council, Privy Chamber, Secretary of State, Parliament, propaganda, censorship, progresses and pageants Catholic Threat: Catholic, Protestant, Act of Uniformity, Act of Supremacy, Puritan, conformer, recusant, plotter, Jesuits, excommunication, Spanish Armada Society: Gentry, middling sort, labouring poor, poverty, settled poor, vagrant poor, impotent poor, able-bodied poor, vagabonds, Poor Law Culture: Merry England, 'high' culture, popular culture, calendar customs, witchcraft, persecution, puritan concerns and godly communities Adventurers: colonisation, Algonquian, Roanoke, East India Company	Lesson starters and plenaries will consist of knowledge reviews  Exam-style interpretation and essay questions for each of the five sections of content

Subject: History	Subject Leader: Gary Ward	Year Group:10	SUMMER TERM
Topic	Key Learning Points	Key Vocabulary	Assessments
Living Under Nazi Rule: 1933-1945	Curriculum goal – Students will understand how life changed for the German people under the Nazi dictatorship, and how the Second World War impacted on Germany and the countries it occupied.  Students will:  Know how Hitler consolidated his power between January 1933 and August 1934, including the Reichstag Fire, Enabling Act and Night of the Long Knives  Know how the Nazis made it difficult for opponents to resist the regime, including the Gestapo, SS, Peoples' Courts and concentration camps, left-wing and youth resistance groups  Understand how life changed for women, youth, workers and the Jews by 1939, including the DAF, Strength Through Joy, rearmament marriage loans, youth groups, education, Nuremberg Laws and Kristallnacht  Know how the Nazis managed public morale and the economy after 1939, including the roles of Goebbels in propaganda, Speer in munitions and rationing  Know how wartime occupation varied for different countries, including the Channel Islands, Poland and Netherlands  Understand how the war resulted in the Final Solution, including ghettos, Einsatzgruppen and extermination camps	National Socialist; Nationalism; Aryan; Fuhrer; Treaty of Versailles; Lebensraum; anti- Semitism; Untermensch; 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; Kristallnacht; war economy; passive resistance; total war; Volksturm; occupation; Slavs; Holocaust; persecution; emigration; ghettos; Einsatzgruppen; Final Solution; Auschwitz; genocide; collaboration; accommodation; resistance	Lesson starters and plenaries will consist of knowledge reviews  Exam-style source and essay questions for each of the five sections of content

### How parents can support learning in the subject this academic year

- \*Support students in organising their revision resources. Those provided by the History department include revision notes and booklets for each of the 5 exam units.
- \*Test knowledge using the flash cards they create independently.
- \*Ask students to explain the technique required for each of the various exam papers and questions. Check students have a resource they have made to reinforce this.
- \*Encourage the use of GCSEPod to help improve mind maps for each section of the topics. All students have access to this and it is particularly useful for History.

### **Recommended Reading**

- \*BBC Bitesize and Spartacus Educational are trustworthy websites for students who wish to expand upon their knowledge beyond the GCSE curriculum.
- \*There are some classic movie portrayals of Queen Elizabeth, including those recommended here: <a href="https://screenrant.com/shows-movies-about-queen-elizabeth-the-first/">https://screenrant.com/shows-movies-about-queen-elizabeth-the-first/</a>. Please bear in mind that artistic licence is always applied by film-makers and it is worth reading reviews by historians. However, these films are great to get a flavour of the 'look' of the time period.
- \*There is a superb TV series called 'A Warning From History' that parents could watch with students to share and discuss their knowledge and understanding of the 'Living Under Nazi Rule' unit. Bear in mind this is aimed at an adult audience, and whilst it is accessible for GCSE-aged students we recommend parental support as some of the content can be challenging.

#### Points to note

\*The step up to GCSE, with more responsibility placed on students organising themselves independently, can take some adjusting to. In History we consciously try to help our students take responsibility for ensuring they are prepared and planning in advance. We appreciate parents' support in encouraging students to mature as learners in this respect.