

Subject Curriculum Overview for Academic Year 2023/2024

Subject: History		Subject Leader: Gary Ward	Year Group: 10	AUTUMN TERM
Topic	Key Learning Points	Key Vocabulary	Assessments	
<p>History Around Us: How has life at Ludlow Castle changed over time?</p>	<p>Curriculum goal – Students will understand the reasons for and nature of changes in the role of Ludlow Castle since the Norman Conquest up to the present day. <u>Students will:</u></p> <ul style="list-style-type: none"> ➤ Understand the reason for Ludlow Castle’s existence, including the 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 time ➤ Know how and why the purpose and use of the site has changed over 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 of British history including The Anarchy, Second Baron’s War, Wars of the Roses, Act of Union with Wales, English Civil War and Glorious Revolution ➤ Understand how Ludlow Castle compares to other similar sites (Chepstow, Wigmore, Goodrich) 	<p>Norman fortress, Norman 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</p>	<p>Lesson starters and plenaries will consist of knowledge reviews</p> <p>Exam-style essay questions for each of the four chronological sections</p>	

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Subject: History		Subject Leader: Gary Ward	Year Group: 10	SPRING TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
<p>The Elizabethans: 1580-1603</p>	<p>Curriculum goal – Students will learn about the nature of Elizabethan society and politics, and how religion and culture changed the nature of life.</p> <p><u>Students will:</u></p> <ul style="list-style-type: none"> ➤ Know 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 		<p><u>Generic:</u> interpretation, <u>Elizabeth's Power:</u> patronage, court and courtiers, Privy Council, Privy Chamber, Secretary of State, Parliament, propaganda, censorship, progresses and pageants, <u>Catholic Threat:</u> Catholic, Protestant, Act of Uniformity, Act of Supremacy, Puritan, conformer, recusant, plotter, Jesuits, excommunication, Spanish Armada, <u>Society:</u> gentry, middling sort, labouring poor, poverty, settled poor, vagrant poor, impotent poor, able-bodied poor, vagabonds, Poor Law, <u>Culture:</u> Merry England, 'high' culture, popular culture, calendar customs, witchcraft, persecution, puritan concerns and godly communities, <u>Adventurers:</u> colonisation, Algonquian, Roanoke, East India Company,</p>	<p>Lesson starters and plenaries will consist of knowledge reviews</p> <p>Exam-style interpretation and essay questions for each of the five sections of content</p>

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Subject: History		Subject Leader: Gary Ward	Year Group:10	SUMMER TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
<p>Living Under Nazi Rule: 1933-1945</p>	<p>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.</p> <p><u>Students will:</u></p> <ul style="list-style-type: none"> ➤ 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 		<p>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; rearmament; 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;</p>	<p>Lesson starters and plenaries will consist of knowledge reviews</p> <p>Exam-style source and essay questions for each of the five sections of content</p>

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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: <https://screenrant.com/shows-movies-about-queen-elizabeth-the-first/> 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.