



Year 10 Curriculum Grid

History

Year/Term	Unit	Intent	What skills are developed?
Autumn Term 2022	The Peoples Health c.1250 to present	<p>Matters of life or death 1250-1500 – Water, Food, Housing and Waste. The Black Death. Church and Town authorities and health.</p> <p>The Peoples Health 1500-1750 – Water, Food, Housing and Waste. The Urban environment. Last Plague Outbreak 1665, Gin Craze 1750s.</p> <p>Revolution 1750-1900 - Water, Food, Housing and Waste. Dirty Towns. The fight against filth.</p> <p>Better than ever 1900-Present Day - Water, Food, Housing and Waste. The Spanish Flu. AIDS. Growing government involvement.</p> <p>Homework: Seneca Learning platform inc. quizzes, gap fills, etc.</p> <p>Key Historical Concepts: Historical Enquiry, Interpretation, Cause & Consequence, Significance, Chronology, Similarities & Differences, Cultural Diversity, Communicating about the Past</p>	<p><i>The ability to:</i></p> <ul style="list-style-type: none"> • Identify • Describe • Explain • Analyse • Evaluate • Think critically • Understand provenance • Learn independently • Work in groups/teams • Communicate effectively • Research • Develop examination-based skills for the OCR B History specification (variety of question stems) <p><i>As well as developing historical second-order concepts including:</i></p> <ul style="list-style-type: none"> • Chronology • Using evidence • Causation • Interpretation • Change and continuity • Similarities and Differences • Significance
Spring Term 2023	The Elizabethans 1580-1603	<p>Majesty – How did Elizabeth use her power? Court and the Privy Chamber. The Earl of Essex. Powers of Persuasion.</p> <p>Dangerous People – Why were there so few Catholics in Elizabeth’s kingdom by 1603? Saints and Traitors. Mary Queen of Scots. The Spanish Armada.</p> <p>Daily lives – What mattered to the Elizabethans? Family Life. The problem of poverty. Lives of the rich, middling and poor Elizabethans.</p> <p>Merry England – What lay behind changes in popular culture? The golden age. Witches. Theatres and their opponents.</p> <p>Going global – What did the Elizabethan adventurers achieve? Colonisation of America. Imperial ambitions. Trade with the East.</p>	<p><i>The ability to:</i></p> <ul style="list-style-type: none"> • Identify • Describe • Explain • Analyse • Evaluate • Think critically • Understand provenance • Learn independently • Work in groups/teams • Communicate effectively • Research • Develop examination-based skills for the OCR B History specification (variety of question stems) <p><i>As well as developing historical second-order concepts including:</i></p>

		<p>Homework: Seneca Learning platform inc. quizzes, gap fills, etc.</p> <p>Key Historical Concepts: Historical Enquiry, Interpretation, Cause & Consequence, Significance, Chronology, Similarities & Differences, Cultural Diversity, Communicating about the Past</p>	<ul style="list-style-type: none"> • Chronology • Using evidence • Causation • Interpretation • Change and continuity • Similarities and Differences • Significance
Summer Term 2023	The Making of America, 1789-1900	<p>Growing pains – What tensions arose as the USA grew, 1789-1838? Moving into new lands. The growth of slavery. Removing the Indians from the East.</p> <p>Visions – How did different groups see the American West, 1839-60? The Plains Indians. Migration West. The Mormons. The Gold Rush.</p> <p>‘A Birth of new freedom’? The Civil War and its aftermaths, 1861-77. Divisions over slavery and causes of the war. The African-American experience. Reconstruction.</p> <p>Settlement and conflict on the Plains, 1861-77. Transcontinental Railroad. Cow Towns. Bloodshed on the Plains.</p> <p>How did the lives of Americans change, 1877-1900? The lives of Native Americans. The changing lives of African Americans. The impact of businesses, cities and mass immigration.</p> <p>Homework: Seneca Learning platform inc. quizzes, gap fills, etc</p> <p>Key Historical Concepts: Historical Enquiry, Interpretation, Cause & Consequence, Significance, Chronology, Similarities & Differences, Cultural Diversity, Communicating about the Past</p>	<p><i>The ability to:</i></p> <ul style="list-style-type: none"> • Identify • Describe • Explain • Analyse • Evaluate • Think critically • Understand provenance • Learn independently • Work in groups/teams • Communicate effectively • Research • Develop examination-based skills for the OCR B History specification (variety of question stems) <p><i>As well as developing historical second-order concepts including:</i></p> <ul style="list-style-type: none"> • Chronology • Using evidence • Causation • Interpretation • Change and continuity • Similarities and Differences • Significance