



Subject: History

Lead Teacher: Ms J Clarke

Year: 10

Curriculum organisation

Students are taught in mixed groups of **28-30** for **three** hours per week. They are not grouped by ability.

Overview of Topics & Key Information					How will your child be learning?
Term	Unit(s) of Work	Key Enquiry Questions	Key Content/ Terminology	Skills developed	
Autumn Term	Wider world depth studies: Conflict and tension between East and West, 1945-1972 Origins of the Cold War c.1945-1949	<ul style="list-style-type: none"> Why did the Grand Alliance break down? Why did the Cold War break out? Who was the blame for the outbreak of the Cold War? 	<ul style="list-style-type: none"> Contrasting ideologies The end of the Second World War and decisions about the post-war world. Evolution of East-West rivalry including the Sovietisation of Eastern Europe and the Western Response. Berlin Blockade the response of the West. 	<ul style="list-style-type: none"> Understanding key concepts and ideologies Understanding causation and consequence. Source interpretation and evaluation Creating effective arguments Forming judgements 	<ul style="list-style-type: none"> Whole class discussion Pair work Problem-solving tasks Watching short video clips Research tasks Class debate Decision making-activities
Spring Term	The development of the Cold War, 1949-1960	<ul style="list-style-type: none"> How significant were events in Asia in developing tension between the Superpowers? How and why did military rivalry between the Superpowers develop? How important was the Space race in the Cold War? How far was there a 'thaw' in relations after the death of Stalin. 	<ul style="list-style-type: none"> Communist victory in China, the Korean and Vietnam wars. Creation of NATO and the Warsaw Pact. Arms and Space Race Destalinisation and the Hungarian Uprising The U2 crisis and Paris Peace Summit. 	<ul style="list-style-type: none"> Sequencing and account writing Source interpretation and evaluation Writing analytical essays. Understanding change and continuity. 	
	The transformation of the Cold War	<ul style="list-style-type: none"> Why was the Berlin Wall constructed in 1961? What impact did it have on relations between the Superpowers? Why, and with what results was there tension over Cuba 1959-62? 	<ul style="list-style-type: none"> JFK as new president and relations with Khrushchev. How and why the wall was built and the reaction of the West. The causes and consequences of the Cuban Missile Crisis 	<ul style="list-style-type: none"> Analysis of change and continuity. Examination style questions 	
Summer Term	The transformation of the Cold War c. 1959 - 1972	<ul style="list-style-type: none"> Why, and with what results, did opposition to Communism grow in Czechoslovakia in 1968? Why and how did relationships improve between the Superpowers in late 1960s-1970s? 	<ul style="list-style-type: none"> The Prague Spring. The Brezhnev Doctrine Tensions as a barrier to Détente Reasons for and results of Détente and SALT I 	<ul style="list-style-type: none"> Analysis of cause and consequence. Creating and substantiating judgements Examination style questions 	
	British Depth Study: Norman	<ul style="list-style-type: none"> What were the causes of the Norman Conquest? Why did the Normans win the Battle of Hastings? 	<ul style="list-style-type: none"> Rivals to the throne in 1066 Role of strategy and luck at the battle of Hastings 	<ul style="list-style-type: none"> Analysis of causation and conquest. 	

	England 1066 – c1100 Part 1: Conquest & Control	<ul style="list-style-type: none"> • Where and why did the Normans build castles and with what impact? • How did the Normans establish and maintain their control of England after the conquest? 	<ul style="list-style-type: none"> • Purpose, location and development of castles over time • Rebellions; how William I dealt with opponents • Harrying of the North • Hereward the Wake 	<ul style="list-style-type: none"> • Interpretation of sources • Evaluation of interpretations. 	
--	---	--	--	---	--

Equipment needed for lessons	How will learning and progress be assessed?
------------------------------	---

<ul style="list-style-type: none"> • Standard school stationery • Writing paper. • Folder and dividers 	<ul style="list-style-type: none"> • End of unit tests (subject knowledge and skills focus) • Formal assessment week (May) • Peer and self-assessment • Homework tasks including research and examination style questions. • Retrieval practice activities
---	---

Inclusion	Inclusion with Year 10 History
-----------	--------------------------------

<ul style="list-style-type: none"> • Teachers follow student passports to ensure that the needs of all students with SEND are met. • Work is enlarged to the necessary size for visually impaired students. • Teachers will ensure that classrooms are quiet learning environments where possible and will dim lights to support students with sensory needs. • Students have the use of laptop if they have a SEND need whereby use of a laptop supports them. • Hearing impaired students are supported through use a radio aid and teachers ensure that students can lip read at all times during lessons. • Dyslexic students are encouraged to use coloured overlays when they are required to read long passages. • Use of dyslexic friendly fonts and coloured backgrounds used in PowerPoints/resources. • Students with ADHD are given movement breaks, fidget toys and lessons are ‘chunked’ to aid concentration. • Students are seated according to their needs, students work with the SENDCo to decide upon this. 	<p>In addition to the whole-school inclusion points:</p> <ul style="list-style-type: none"> • Extra-curricular opportunities in the history department are available for all students, with all being encouraged to attend and take a leading role. • Resources are digitised and uploaded onto Teams to allow all students to access them from home or with additional technology to support students with visual needs. • Syllabus organisers are provided for each topic and students complete their own glossary to aid development of their knowledge of key vocabulary and concepts. • A range of activities are used within lessons to address the needs of all learners. • Small video clips are often used and subtitles / captions are included. • A range of resources for additional learning are provided on Teams including Podcasts to address the needs of all learners.
--	--

Extension & Enrichment opportunities	What can you do to support your child?
--------------------------------------	--

<ul style="list-style-type: none"> • Additional reading available • CNN series <i>The Cold War</i> (available on Youtube.com) • Opportunity to take part in the HA Great Debate competition 	<ul style="list-style-type: none"> • Take student to visit National Cold War Museum at RAF museum, Cosford, • Discussion around events of the Cold War and their impact on the modern world. • Encourage additional reading.
--	---

If you have any questions about this Learning Overview, please contact the named Teacher above.