

# Long Term Plan Year 10 History 2024-2025

Subject driver - "The more you know about your past, the better you are prepared for your future" - Theodore Roosevelt

| Half term | Unit title                            | Key knowledge/ Content to learn and retain                                      | Essential skills to acquire (subject & generic)                       | Link to subject driver  | Anticipated misconceptions  | Links to previous KS | Opportunity for stretch for high prior attainers | SMSC & British Values  | Cultural Capital  | Career Link   |
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| 1         | Eduqas Germany in Transition, 1919-39 | Topic 1: Weimar Republic<br>Topic 2: Hitler's rise to power                     | Source utility, analysis, Evaluation and analysis of interpretations. | Depth study gives students a more nuanced understanding of the effects of WWI and the rise of the Nazis.                                  | Constitutionalism, democracy, electoral systems, Wall St Crash, impact of the depression, | Yr 9 - Nazi Germany  | Grades 7-9 Developing substantiated judgements.  | Democracy and dictatorship, individual liberty; tolerance; rule of law in terms of the police state, terror and repression.treatment of minorities | Awareness of different governance systems, impact of economic instability on society, | Investigation skills relevant for journalism, the police, market/ TV/government researcher  |
| 2         | Eduqas Germany in Transition, 1919-39 | Topic 3: Nazi control and dictatorship<br>Topic 4: Life in Nazi Germany 1033-39 | Source utility, analysis, Evaluation and analysis of interpretations. | Depth study gives students a more nuanced understanding of how dictators are able to gain and retain control through fear and propaganda. | All Germans supported the Nazis.  | Yr 9 - Nazi Germany  | Grades 7-9 Developing substantiated judgements.  | Democracy and dictatorship, individual liberty; tolerance; rule of law in terms of the police state, terror and repression.treatment of minorities | Treatment of minorities; dictatorship; methods of state control                       | Investigation skills relevant for journalism, the police, market/ TV/government researcher. |

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| 3 | Eduqas Germany in Transition, 1919-39   | Topic 5: Hitler's Foreign Policy   | Source utility, analysis, Evaluation and analysis of interpretations. | Depth study gives students a more nuanced understanding of how dictators are able to gain and retain control through fear and propaganda.     | All Germans supported the Nazis.  | Yr 9 - Nazi Germany                           | Grades 7-9 Developing substantiated judgements. | Democracy and dictatorship, individual liberty; tolerance; rule of law in terms of the police state, terror and repression.treatment of minorities | Treatment of minorities; dictatorship; methods of state control                        | Investigation skills relevant for journalism, the police, market/ TV/government researcher. |
| 4 | Eduqas - The Elizabethan Age 1558 -1603 | Topic 1 - Elizabethan Government<br>Topic 2 - Lifestyles & Entertainment | Source utility, analysis, Evaluation and analysis of interpretations. | Depth study gives students a more nuanced understanding of how Elizabethan England was governed and the problems Elizabeth faced as a monarch | Possible confusion over denominations/ sects of Christianity eg. Catholics Protestants and Puritans | Y7 - Tudors & Monarchy<br>Y8 - British Empire | Grades 7-9 Developing substantiated judgements. | Concept of monarchy, rule of law, state and religion and interplay between these actors  | Awareness of different governance systems, impact of religious instability on society, | Investigation skills relevant for journalism, the police, market/ TV/government researcher  |
| 5 | Eduqas - The Elizabethan Age 1558 -1603 | Topic 3 - The Problem of Religion<br>Topic 4 - The Catholic Threat       | Source utility, analysis, Evaluation and analysis of interpretations. | Depth study gives students a more nuanced understanding of how Elizabethan England was governed and the problems Elizabeth faced as a monarch | Possible confusion over denominations/ sects of Christianity eg. Catholics Protestants and Puritans | Y7 - Tudors & Monarchy<br>Y8 - British Empire | Grades 7-9 Developing substantiated judgements. | Concept of monarchy, rule of law, state and religion and interplay between these actors  | Awareness of different governance systems, impact of religious instability on society, | Investigation skills relevant for journalism, the police, market/ TV/government researcher  |

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| 6 | Eduqas - The Elizabethan Age 1558 -1603 | Topic 5 - The Spanish Armada | Source utility, analysis, Evaluation and analysis of interpretations. | Depth study gives students a more nuanced understanding of how Elizabethan England was governed and the problems Elizabeth faced as a monarch | Possible confusion over denominations/ sects of Christianity eg. Catholics Protestants and Puritans | Y7 - Tudors & Monarchy<br><br>Y8 - British Empire |  | Concept of monarchy, rule of law, state and religion and interplay between these actors | Awareness of different governance systems, impact of religious instability on society, | Investigation skills relevant for journalism, the police, market/ TV/government researcher |
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