



# History


## Key Stage 4 Framework for Learning

### Year 10 2017-2018: Successful Foundations

**Syllabus:**

Edexcel GCSE History 9-1


## Autumn 1

<b>Knowledge</b>	<p>Germany 1918-1939</p> <p>Key Topic 2 - Hitler &amp; the rise of the Nazis 1919-1933.</p> <ul style="list-style-type: none"> <li>• Early stages of Nazi Party</li> <li>• The Munich Putsch</li> <li>• The Great Depression</li> <li>• Rise of Nazi popularity</li> <li>• Hitler Becomes Chancellor</li> </ul>
<b>Skills</b>	<p>History skills &amp; concepts:</p> <ul style="list-style-type: none"> <li>➢ Communicating knowledge,</li> <li>➢ Change &amp; Continuity,</li> <li>➢ Significance,</li> <li>➢ Causation,</li> <li>➢ Enquiry,</li> <li>➢ Interpretation &amp; Representation</li> </ul> <p>Learning skills:</p> <ul style="list-style-type: none"> <li>➢ Analyse,</li> <li>➢ evaluate,</li> <li>➢ make judgments,</li> <li>➢ Demonstrate,</li> <li>➢ explain,</li> <li>➢ Evaluate.</li> </ul> <p>(AO 1, 2 3 &amp; 4)</p>
<b>Assessment</b>	<p>Marking Point 1: Home learning – Interpretations Question (4 marks)</p> <p>Marking Point 2: “Explain Why” question on Munich Putsch. (12 marks)</p> <p>Marking Point 3 : Factual Recall Test.</p>
<b>Cultural enrichment</b>	<p><b>Film:</b> Rise of Evil. The Nazis A Warning From History.</p> <p><b>Books:</b> Flying a Flag for Hitler, My Childhood in Nazi Germany by Elsbeth Emmerich ISBN-10: 034090268X The Man in the High Castle by Philip K. Dick ISBN-10: 0141186674 The Wave both the book by Rhue Morton and the 2008 film (in German).</p>
<b>Character</b>	<div style="text-align: center;">  <p>QoS – Optimism</p> </div> <p><b>Optimism – improving own work on causation and the Munich Putsch.</b></p>

## Autumn 2

<b>Knowledge</b>	<p>Germany 1918-39</p> <p>Key Topic 3 – Nazi Dictatorship ‘33-39,</p> <ul style="list-style-type: none"> <li>• Reichstag Power &amp; Enabling Act.</li> <li>• The Police State</li> <li>• The Church</li> <li>• Propaganda</li> <li>• Kristallnacht</li> </ul>
<b>Skills</b>	<p>History skills &amp; concepts:</p>





	<ul style="list-style-type: none"> <li>➤ Communicating knowledge,</li> <li>➤ Change &amp; Continuity,</li> <li>➤ Significance,</li> <li>➤ Causation,</li> <li>➤ Enquiry,</li> <li>➤ Interpretation &amp; Representation</li> </ul> <p>Learning skills:</p> <ul style="list-style-type: none"> <li>➤ Analyse,</li> <li>➤ evaluate,</li> <li>➤ make judgments,</li> <li>➤ Demonstrate,</li> <li>➤ explain,</li> <li>➤ Evaluate.</li> </ul> <p>(AO 1, 2 3 &amp; 4)</p>
<b>Assessment</b>	<p>Marking Point 1: Utility Questions on Reichstag Fire. (8 marks)</p> <p>Marking Point 2: Home Learning – Interpretations Question (4 marks)</p> <p>Marking Point 3 : Factual Recall Test.</p>
<b>Cultural enrichment</b>	<p><b>Film:</b> Rise of Evil. The Nazis A Warning From History.</p> <p><b>Books:</b> Flying a Flag for Hitler, My Childhood in Nazi Germany by Elsbeth Emmerich ISBN-10: 034090268X The Man in the High Castle by Philip K. Dick ISBN-10: 0141186674 The Wave both the book by Rhue Morton and the 2008 film (in German).</p>
<b>Character</b>	<div style="text-align: center;">  <p>QofS – Empathy</p> </div> <p><b>Empathy – using empathy to interpret voter behavior.</b></p>



## Spring 1

<b>Knowledge</b>	<p>Germany 1918-39</p> <p>Key Topic 4 – Nazi Domestic Policies’33-39</p> <ul style="list-style-type: none"> <li>• The Nazi Economy</li> <li>• Standard of Living</li> <li>• Young People</li> <li>• Women</li> <li>• Jewish &amp; other minorities.</li> </ul>
<b>Skills</b>	<p>History skills &amp; concepts:</p> <ul style="list-style-type: none"> <li>➤ Communicating knowledge,</li> <li>➤ Change &amp; Continuity,</li> <li>➤ Significance,</li> <li>➤ Causation,</li> <li>➤ Enquiry,</li> <li>➤ Interpretation &amp; Representation</li> </ul> <p>Learning skills:</p> <ul style="list-style-type: none"> <li>➤ Analyse,</li> <li>➤ evaluate,</li> <li>➤ make judgments,</li> <li>➤ Demonstrate,</li> <li>➤ explain,</li> <li>➤ Evaluate.</li> </ul> <p>(AO 1, 2 3 &amp; 4)</p>
<b>Assessment</b>	<p>Marking Point 1: How Far Do You Agree? on Standard of Living (20 marks)</p> <p>Marking Point 2: EBacc Mock examination</p> <p>Marking Point 3: Factual Recall Test</p>
<b>Cultural enrichment</b>	<p><b>Film:</b> Rise of Evil. The Nazis A Warning From History.</p> <p><b>Books:</b> Flying a Flag for Hitler, My Childhood in Nazi Germany by Elsbeth Emmerich ISBN-10: 034090268X The Man in the High Castle by Philip K. Dick ISBN-10: 0141186674 The Wave both the book by Rhue Morton and the 2008 film (in German).</p>



<b>Character</b>	  <p>QofS – Creativity &amp; Curiosity</p> <p><b>Curiosity – Source enquiry on Gestapo.</b></p> <p><b>Creativity – mind mapping Nazi women &amp; children</b></p>
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## Spring 2

<b>Knowledge</b>	<p>International Relations c1943-1959</p> <p>Origins of Cold War.</p> <ul style="list-style-type: none"> <li>● Post-war alliances.</li> <li>● Truman Doctrine &amp; Marshall Plan</li> <li>● Soviet Control in Eastern Europe</li> <li>● The Berlin Blockade.</li> </ul>
<b>Skills</b>	<p>History skills &amp; concepts:</p> <ul style="list-style-type: none"> <li>➢ Communicating knowledge,</li> <li>➢ Change &amp; Continuity,</li> <li>➢ Significance &amp; Causation.</li> </ul> <p>Learning skills:</p> <ul style="list-style-type: none"> <li>➢ Demonstrate,</li> <li>➢ explain,</li> <li>➢ Evaluate.</li> </ul> <p>(AO 1 &amp; 2)</p>
<b>Assessment</b>	<p>Marking Point 1: Narrative account of Soviet Control &amp; Satellite States (8 marks)</p> <p>Marking Point 2: Factual Recall Test</p> <p>Marking Point 3: Home Learning: Explain Two Consequences of The Berlin Blockade. (4 marks)</p>
<b>Cultural enrichment</b>	<p><b><u>Subject Specific Reading for The Cold War</u></b></p> <p>The Butter Battle Book <i>Dr Seuss</i></p> <p>Barefoot Gen: A Cartoon Story of Hiroshima Nakazawa <i>Keiji</i> (Manga, part of a series)</p> <p>Suggested family visit; Imperial War Museum North.</p> <p><b>Film &amp; TV</b></p> <p>Deutschland '83 (All 4)</p> <p>Chuck Norris Vs Communism (Netflix)</p> <p>Bridge of Spies (Google Play, NowTV)</p>
<b>Character</b>	  <p>QofS – Responsibility &amp; Reflection</p> <p><b>Responsibility – peer assessment of work.</b></p> <p><b>Reflection – using PLCs to evaluate own knowledge.</b></p>

## Summer 1

<b>Knowledge</b>	<p>International Relations c1959-1968</p> <p>Three Cold War Crises.</p> <ul style="list-style-type: none"> <li>● Divided Berlin</li> <li>● The Berlin Wall.</li> <li>● The Cuban Missile Crisis.</li> <li>● Soviet Control in Czechoslovakia.</li> </ul>
<b>Skills</b>	<p>History skills &amp; concepts:</p> <ul style="list-style-type: none"> <li>➢ Communicating knowledge,</li> <li>➢ Change &amp; Continuity,</li> <li>➢ Significance &amp; Causation.</li> </ul>



	<p>Learning skills:</p> <ul style="list-style-type: none"> <li>➤ Demonstrate,</li> <li>➤ explain,</li> <li>➤ Evaluate.</li> </ul> <p>(AO 1 &amp; 2)</p>
<b>Assessment</b>	<p>Marking Point 1: Home Learning – 2 x importance questions (8 + 8)</p> <p>Marking Point 2: Narrative account of Cuban Missile Crisis. (8marks)</p> <p>Marking Point 3: Factual Recall Test</p>
<b>Cultural enrichment</b>	<p><b>Subject Specific Reading for The Cold War</b></p> <p>The Butter Battle Book <i>Dr Seuss</i></p> <p>Sekret <i>Lindsay Smith</i></p> <p>Suggested family visit; Imperial War Museum North.</p> <p><b>Film &amp; TV</b></p> <p>Bridge of Spies (Google Play, NowTV)</p>
<b>Character</b>	<div style="display: flex; align-items: center;">   <div style="margin-left: 20px;"> <p>QoS – Practice &amp; Resiliency</p> <p><b>Practice – 8 mark questions.</b></p> <p><b>Resiliency – Peer assessment and PLC work.</b></p> </div> </div>
<b>Summer 2</b>	
<b>Knowledge</b>	<p>International Relations c1968-1991</p> <p>End of the Cold War.</p> <ul style="list-style-type: none"> <li>● Détente.</li> <li>● Soviet invasion of Afghanistan.</li> <li>● Gorbachev &amp; Reagan.</li> <li>● End of the Cold War.</li> </ul>
<b>Skills</b>	<p>History skills &amp; concepts:</p> <ul style="list-style-type: none"> <li>➤ Communicating knowledge,</li> <li>➤ Change &amp; Continuity,</li> <li>➤ Significance &amp; Causation.</li> </ul> <p>Learning skills:</p> <ul style="list-style-type: none"> <li>➤ Demonstrate,</li> <li>➤ explain,</li> <li>➤ Evaluate.</li> </ul> <p>(AO 1 &amp; 2)</p>
<b>Assessment</b>	<p>Marking Point: End of Year 10 Mock on Germany.</p> <p>Marking Point 2: Explain Two Consequences of Gorbachev's reforms (4 marks)</p> <p>Marking Point 3 : Factual Recall Test</p>
<b>Cultural enrichment</b>	<p><b>Subject Specific Reading for The Cold War</b></p> <p>When the Wind Blows, <i>Raymond Briggs</i> (graphic novel)</p> <p>Sekret, <i>Lindsay Smith</i></p> <p>Anya's Story, <i>Julia Gousseva</i></p> <p>Suggested family visit; Imperial War Museum North.</p> <p><b>Film &amp; TV</b></p> <p>Deutschland '83 (All 4)</p> <p>Chuck Norris Vs Communism (Netflix)</p>
<b>Character</b>	<div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <p>QoS – Motivation</p> <p><b>Motivation - revising for end of year exam</b></p> </div> </div>