



SAINT JOHN WALL CATHOLIC SCHOOL

A Catholic School For All



Departmental Schemes of Work

Curriculum Intent: “To educate each and every unique child in our care to hear and respond to what God calls them to be”.

GCSE History: Year 10



Year 10 Scheme of Work Overview

Sequencing of topics	<p>Autumn term 1: Early Elizabethan England</p> <p>Autumn term 2: Early Elizabethan England</p> <p>Spring term 1: Superpower Relations and the Cold War</p>	<p>Spring term 2: Superpower Relations and the Cold War</p> <p>Summer term 1: Superpower Relations and the Cold War</p> <p>Summer term 2: Superpower Relations and the Cold War</p>
Calendared assessments	<p>Autumn term 1: Crime, Punishment and Whitechapel and Early Elizabethan England. Spring term 1: Crime, Punishment and Whitechapel and Early Elizabethan England.</p> <p>Summer term 2: Early Elizabethan England and Superpower Relations.</p>	
Links (Cross curricular, SJW Values, SMSCV, cultural capital)	<p>SMSCV-</p> <p>Moral development: is it moral to execute a monarch? (Execution of MQOS) Is it moral to persecute people for their religious beliefs? (Elizabeth's increasing persecution of Catholics and Catholic Priests), is it ever justifiable to use nuclear weapons?</p> <p>British Values-</p> <p>Individual Liberty, Mutual Respect and Tolerance: Why did Elizabeth persecute people due to their religious beliefs? Why did priests have to hide? Should world leaders try to impose their political system on other countries?</p> <p>Rule of law: Is it fair to impose a religious settlement on a country? Is it acceptable to rebel against the government if you disagree (Soviet satellite states)?</p> <p>Links to SJW Values-</p> <p>Active and curious: pupils can visit Kenilworth Castle with their families for free to develop a wider knowledge of the life of Queen Elizabeth. Pupils can visit Harvington Hall with their families to develop a wider knowledge of life in Tudor England and the use of priest holes in Elizabethan England. Pupils can visit RAF Cosford with their families for free to develop their understanding of the Cold War. These visits also link to pupils developing their Cultural Capital.</p> <p>Faith filled and hopeful: we need to live in such a way that will stop religious persecution and remain hopeful that countries never use nuclear weapons.</p> <p>Learned and Wise: Learn how rivalry between countries nearly led to a nuclear war and be wise in ensuring this does not happen in the future.</p>	
Progression model	<p style="text-align: center;">What knowledge will pupils develop? (For more detail please see GCSE Edexcel History specification)</p>	<p style="text-align: center;">What skills will pupils develop?</p>
	<p>Early Elizabethan England</p> <p>Queen, government and religion (1558-69): how was society and government organised, problems Elizabeth faced in 1558, the importance of religion- religious divisions in 1558 and the religious settlement (1559), challenges to the religious settlement. Challenges to Elizabeth at home and abroad (1569-88): revolts against Elizabeth, the importance of Walsingham, the problem of MQOS and reasons for her execution, causes of war with Spain, Armada invasion plans, the reasons for and consequences of the English victory.</p> <p>Elizabethan society and the age of exploration (1558-88): Education, leisure activities, the reasons for increases in poverty, changes in attitudes towards the poor, reasons for exploration, reasons for and significance of Drake's circumnavigation of the globe, the significance of Raleigh and the attempted colonisation of Virginia, reasons for the failure of Virginia.</p> <p>Superpower Relations and the Cold War</p> <p>The origins of the Cold War (1941-58): The Grand Alliance, conference outcomes and ideological differences. The impact on US-Soviet relations of the atomic bomb, telegrams, creation of satellite states, Truman Doctrine and Marshall Plan. Cominform, Comecon, NATO, the Berlin Crisis, arms race and Hungarian Uprising.</p> <p>Cold War crises (1958-70): Berlin refugee problem, Cuba, Prague Spring, Berlin Wall, Brezhnev Doctrine and Soviet control in Czechoslovakia.</p> <p>The end of the Cold War (1970-91): Détente, Reagan and Gorbachev's changing attitude, flashpoints in détente, the collapse of Soviet control of Eastern Europe.</p>	<p>Early Elizabethan England</p> <ol style="list-style-type: none"> 1. Describing key features 2. Describing the past in detail and explaining why 3. Writing a balanced argument and being able to evaluate the relative importance of a range of different factors. <p>Superpower Relations and the Cold War</p> <ol style="list-style-type: none"> 1. Explaining consequences 2. Writing a narrative account (describing events in chronological order with meaningful links) 3. Explaining importance
Development homework	<p>Early Elizabethan England example: Watch the film 'Elizabeth the Golden Age'. Is this film an accurate representation of life during Elizabeth's reign?</p> <p>Superpower Relations and the Cold War example: Ask parents or grandparents for memories of the Cold War. What can they remember? How did it make them feel? How much do they know?</p>	