



# Year 10 History



What have students at St. Crispin's been taught to understand and be able to do?

## Core Knowledge

### ELIZABETH UNIT

**Government & Society:** Ability to describe how society and the government were structured in the Elizabethan period.

**Illegitimacy:** Looking at why people questioned her ability to rule and how Elizabeth sought to overcome this.

**Gender:** Students understand the attitudes towards women and how Elizabeth dealt with this.

**Religion:** Students will know the difference between Catholics, Protestants and Puritans. They will know why conflict existed between them as well as why Elizabeth would struggle to make adjustments to religion. They will know what she did to her countries faith and the challenges she faced.

**Foreign Threats:** Students will identify the countries that posed a threat and why they wanted to challenge Elizabeth. They will understand the conflict with France, Spain, Scotland and how Elizabeth acted and why. They will evaluate the success she had as well.

**Rivalry:** Looking at how Mary Queen of Scots challenged Elizabeth and why she was such a keen rival.

**Education:** Students will be able to describe the different types of education available in the time period.

**Pastimes:** Ability to present features of the Elizabethan period and how they entertained themselves.

## Core Skills

**Description:** Students are able to make nice clear points and develop them with detailed and supportive evidence.

**Explanation:** Students can make clear arguments that are substantiated with supportive, accurate and detailed knowledge.

**Judgements:** Students can evaluate factors and make comparisons between them to determine what the most important/significant factor is.

**Inference:** Students can look at information and determine what message it is trying to convey.

**Source Utility:** Students are able to look at primary sources of information and determine how useful they are in an investigation into past events.

**Interpretations:** Students can identify the difference between viewpoints and are then able to suggest why they have reached different conclusion. Students are then able to take evidence to evaluate the validity of historical interpretations and determine which is more accurate.



## What have students at St. Crispin's been taught to understand and be able to do?

**Exploration & Circumnavigation:** Students look at the dangers involved in sea travel but give clear reasons why it appealed to the population. They chart Drake's journey around the world and are able to give reasons for its success.

**Colonization:** Students identify reasons for wanting to expand but consider the difficulties of establishing a colony.

**Rebellion & Plots:** Knowing different challenges Elizabeth faced, what they wanted to achieve, their methods and how they were discovered and the consequences of being caught.

**Armada:** Knowing how the conflict between Spain and England began and how the Armada was defeated.

### GERMANY UNIT

**Constitution:** Ability to give pros and cons to the new system of German government.

**Political Parties:** Students understand that there are extremists and are able to identify difference between left and right wing.

**Putsch:** Students explain case studies of political uprising and know how each was dealt with.

**Hyperinflation:** Understanding how financial burdens plummeted Germany into turmoil. Looking at the winner and losers of financial devastation and how to overcome it.

**Recovery:** Students give different ways that the challenges Germany faced were overcome in culture, politics, finances and foreign relations.



## Year 10 History continued



### What have students at St. Crispin's been taught to understand and be able to do?

**Wilderness Years:** Students can identify the changes that Hitler made to the Nazi party but also understand why he struggled to achieve success.

**Depression:** Give statistics to show how hard Germany was impacted. Know how Hitler used the depression to his advantage.

**Consolidation:** Students will be able to give three examples of how Hitler was able to strengthen his position of power by use of the Reichstag fire, Enabling Act and Night of the Long Knives.

**Terror state:** Explain how Hitler used fear to control the public.

**Propaganda:** Explain how Hitler controlled what people saw and how he used it to gain support.

**Church:** Look at how Hitler dealt with the potential biggest opposition.

**Nazi polices:** Students can describe the ways that Hitler tried to control women and the young and his success rate.

**Economy:**  
Students can identify different schemes that were introduced to boost the economy.

**Minorities:** An understanding of who Hitler persecuted and why. Knowing what he did to these groups and why so little opposition existed.

### How has learning been assessed?

Both of our topics are split into units. The Elizabeth topic has three parts to it and the Germany has four parts. Before each test a revision session is delivered to students so that they can learn different revision techniques.



## Year 10 History continued



### How has learning been assessed?

The tests are as follows:

#### End of Unit Test 1:

**ELIZABETH:** Students are guided through the paper by their teacher. There are no timed conditions and books are allowed. The answers have been partially completed and students are expected, following advice, to complete the questions.

**GERMANY:** Students are given a walking talking mock. They are shown a full exam paper. Students are given multiple answers and need to select which one they think best matches the answer.

#### End of Unit Test 2:

**ELIZABETH:** Students are told the questions in advance and allowed to plan for them. Students then sit the exam in timed conditions in the classroom.

**GERMANY:** Students are tested only on 2/6 questions. This assessment is carried out in timed conditions in classrooms.

#### End of Unit Test 3:

**ELIZABETH:** Students are given a sheet which has a list of possible questions for the topic. Any of those questions could be chosen for students to complete in timed conditions in class.

**GERMANY:** Students are guided through 4/6 questions by their teacher. There are no timed conditions and books are allowed. The answers have been partially completed and students are expected, following advice, to complete the questions.

#### End of Unit Test 4:

**GERMANY:** Students are tested on 4/6 questions. This assessment is carried out in timed conditions in classrooms.

**MOCKS:** Students will complete a mock paper for Germany and Elizabeth in Year 10 which is in timed conditions and is sat in the main school hall as part of a formal mock process.

### What is coming up in the following year?

#### Elizabethan England 1558-1588

In 1558 at the age of 25, Elizabeth became Queen of England. Students will look at how this young woman overcame the challenges of gender, illegitimacy and debt to become one of the most successful monarchs of all time, including defeating an Armada.

**Government, society & religion:** In the first Unit students will look at the problems that faced Elizabeth. A woman in a man's world, a country of a different faith to her and a second cousin eager to steal the throne from her. Students will see how Elizabeth established herself on the throne and manage to convert her country from Catholic to Protestant, but not without its consequences.

**Age of Society & Exploration:** Students will discover what it was like to be an Elizabethan. How did they spend their time, why were so many people poor and what did they do about it? They will look at the dangers of exploration but the huge rewards that came with it too and how Britain tried to establish itself on a world stage.



## Year 10 History continued



### What is coming up in the following year?

#### **Challenges and Home and Abroad:**

The final unit sees students look at the constant threat Elizabeth was under. They discover the different plots against her and how they were successful thwarted. Students discover the issues she faced with Spain and how the Netherlands became a key battle ground ahead of the Spanish Armada.

#### **Germany 1918-39:**

A look at how Hitler was able to go from former convict to leader of Germany. Students will see how a country plunged into debt after losing WWI is able to regain its strength and have the confidence and ability to follow their leader into another war a mere twenty years after the first one.

**Weimar 1918-29:** The course begins by looking at the impact the First World War had on Germany. A new government comes into power and students look at the challenges it faced including several uprisings. A financial crisis sees Germans burning money for warmth, but a savior arrives in Gustav Stresemann and Germany enters a golden age which students reflect upon.

**Rise of Hitler 1919-33:** As Germany gets itself back on its feet, Hitler has to do the same following the end of war. He travels into politics and students chart how he takes over a political party and finds himself in prison. They explain how he gained support and was eventually able to legally become Chancellor.

Consolidation of power: Within the space of 18 months Hitler is able to go from Chancellor to dictator. Students analyse the key events and explain how each one enabled him to strengthen his grip on power.

**Nazi Germany:** An in depth look at how Hitler transformed Germany. Students look at different sectors of society and see how Hitler wielded control over each of them and what happened to those who stood in his way.