

# History Overview – Year 10



If studying as an option, students receive five hours of History lessons a fortnight.

	Autumn 1	Autumn 2	Spring 1
Topic(s)	Elizabethan Age 1558-1603	Elizabethan Age 1558-1603	USA: A divided nation 1919-29
Topic Objectives	<ul style="list-style-type: none"> <li>Overview: What were the main issues and problems facing Elizabeth I during her reign?</li> <li>How did Elizabeth improve her popularity on becoming queen?</li> <li>What were the most powerful part of Elizabeth's government?</li> <li>Who were the 'top dogs' in the Privy Council?</li> <li>How did Elizabeth try to solve the problem of religion?</li> <li>Was the Via Media the 'Middle way' or the 'Protestant way'?</li> <li>The lifestyles of the rich and poor: what were the differences?</li> <li>Why was the Elizabethan theatre so popular?</li> </ul>	<ul style="list-style-type: none"> <li>Why did some people dislike the theatre?</li> <li>Why was there a rapid rise in poverty during the Elizabethan Age?</li> <li>Did the treatment of the poor improve during the Elizabethan Age?</li> <li>Did the Catholics become a threat to Elizabeth after the Via Media?</li> <li>Did Mary Queen of Scots really plot to remove Queen Elizabeth?</li> <li>Why was Elizabeth reluctant to execute Mary Queen of Scots (and why did she?)</li> <li>Why did Spain attack England?</li> <li>Was bad weather the main reason for the defeat of the Armada?</li> <li>How much of a threat were the Puritans to Elizabeth?</li> </ul>	<ul style="list-style-type: none"> <li>Overview: What were the main issues and problems facing the USA between 1910-29?</li> <li>Why did the USA have an economic boom?</li> <li>Why was the Ford car company so successful?</li> <li>Why did Americans repeatedly vote Republican?</li> <li>Did the 'Open Door' policy welcome all immigrants?</li> <li>Did the 'melting pot' really exist?</li> <li>The Red Scare: What is communism?</li> <li>The Red Scare: What were the causes and consequences?</li> <li>Was justice done to Sacco and Vanzetti?</li> </ul>
Acquired Knowledge/Skills	Chronology Source analysis Interpretation analysis Significance Causation	Chronology Source analysis Interpretation analysis Significance Causation	Chronology Source analysis Interpretation analysis Causation Change and Continuity
Assessments	Summative Assessments	Summative Assessments	Summative Assessments
Citizenship	<ul style="list-style-type: none"> <li><b>PSHE Development:</b> <ul style="list-style-type: none"> <li>Encouraging students to reflect on leadership, power and responsibility by examining the challenges faced by Elizabeth I, including poverty, religion and threats to national security.</li> <li>Supporting the development of empathy and personal reflection through exploring social inequality in Elizabethan England, including the experiences of the poor and debates around deserving vs undeserving poverty.</li> <li>Building awareness of identity, prejudice and discrimination by studying immigration, racism and the 'melting pot' myth in the USA during the 1919–29 period.</li> <li>Developing critical thinking around justice through case studies such as Sacco and Vanzetti, helping students consider fairness, bias and the impact of public opinion.</li> </ul> </li> <li><b>Careers Education:</b> <ul style="list-style-type: none"> <li>Highlighting links between historical thinking and careers in law, politics, public service, social research, journalism and education.</li> <li>Demonstrating how knowledge of political decision-making, government structures and social change relates to roles in the civil service, charity sector and international organisations.</li> </ul> </li> </ul>		

- Showing how analysis of immigration, economic policy and propaganda in 1920s America supports career pathways in sociology, economics, criminology and the media.
- Emphasising transferable skills such as interpreting evidence, constructing arguments and evaluating leadership—valuable in business, management and policy development.
- **Fundamental British Values:**
  - Democracy: Understanding how political participation and representation were shaped in Elizabethan England and comparing these to modern democratic expectations.
  - Rule of Law: Considering treason laws, religious settlement enforcement, and the legal treatment of radicals in both Elizabethan England and 1920s America.
  - Individual Liberty: Exploring how freedoms were restricted or protected—for example, religious choices under Elizabeth and civil liberties in the USA during the Red Scare.
  - Mutual Respect & Tolerance: Examining religious conflict, anti-immigrant sentiment, racism and xenophobia to promote respect for diversity and challenge prejudice.
- **SMSC Development:**
  - Spiritual: Reflecting on how religion shaped national identity during the Elizabethan settlement and how belief systems influenced communities in both Britain and America.
  - Moral: Debating the morality of Elizabeth’s decisions (e.g., executing Mary Queen of Scots), the treatment of immigrants and political radicals, and controversial trials like Sacco and Vanzetti.
  - Social: Understanding how societies respond to poverty, economic instability, immigration and political fear, and relating these themes to modern society.
  - Cultural: Appreciating the cultural importance of Elizabethan theatre, the growth of mass culture in 1920s America, and the role of cultural expression in shaping identity.

	Spring 2	Summer 1	Summer 2
Topic(s)	Development of Germany 1919-91	USA: A divided nation 1919-29 Development of Germany 1919-91	Development of Germany 1919-91 USA: A divided nation 1919-29
Topic Objectives	<ul style="list-style-type: none"> <li>● Overview: What were the issues and problems facing Germany 1919-91?</li> <li>● Why did the German army believe they were ‘stabbed in the back’?</li> <li>● How did the Germans feel about the Treaty of Versailles?</li> <li>● Who were the biggest threat to the new Weimar Republic, 1919-21?</li> <li>● Why was 1923 a ‘Year of Crisis’ for Weimar Germany?</li> <li>● Did Gustave Stesemann solve the problems of Germany?</li> <li>● Was 1924-29 truly a ‘Golden Age’ for Weimar Germany?</li> </ul>	<ul style="list-style-type: none"> <li>● How far had the lives of black Americans changed by the 1920s?</li> <li>● Was racism the main reason why the Ku Klux Klan became popular in the 1920s?</li> <li>● How far did the lives of American women change by the 1920s?</li> <li>● Wall Street Crash: What is a stock market?</li> <li>● Wall Street Crash: Was panic selling of shares the main reason for the crash?</li> <li>● Why did the Nazi Party become popular after 1929?</li> <li>● How did Hitler become German Chancellor in January 1933?</li> <li>● How did Hitler end democracy and become der Fuhrer?</li> </ul>	<ul style="list-style-type: none"> <li>● How did Hitler use a Police State to control the people?</li> <li>● Did the lives of the Germans improve under the Nazis?</li> <li>● Why were the 1920s known as the ‘Roaring Twenties’?</li> <li>● Prohibition: What were the causes?</li> <li>● Prohibition: What was the impact?</li> <li>● Prohibition: Was Al Capone a ‘Robin Hood’ figure?</li> <li>● Prohibition: Was gang violence the reason for the ending of prohibition?</li> <li>● How far did the Monkey Trial change the USA?</li> <li>● What caused Albert to fall?</li> </ul>
Acquired Knowledge/Skills	Chronology Causation	Chronology Source analysis	Chronology Source analysis

	Change and Continuity	Interpretation analysis Causation Change and Continuity	Interpretation analysis Causation Change and Continuity
Assessments	Summative Assessments	Summative Assessments	Summative / Year 10 Mock Assessments
Citizenship	<ul style="list-style-type: none"> <li>● <b>PSHE Development:</b> <ul style="list-style-type: none"> <li>○ Encouraging students to explore issues of identity, fear and political instability by studying the Weimar Republic, the impact of the Treaty of Versailles and the rise of extremist groups.</li> <li>○ Developing empathy and ethical awareness through consideration of life under the Nazi regime, including propaganda, policing and the suppression of freedoms.</li> <li>○ Supporting understanding of prejudice, discrimination and racism through the study of 1920s America, including the treatment of Black Americans and the popularity of the Ku Klux Klan.</li> <li>○ Reflecting on social pressures, inequality and economic hardship by examining poverty, prohibition, crime and cultural division in the USA and Germany.</li> </ul> </li> <li>● <b>Careers Education:</b> <ul style="list-style-type: none"> <li>○ Demonstrating how historical knowledge links to careers in criminology, policing, law, politics, public administration and international relations.</li> <li>○ Highlighting roles connected to human rights, community cohesion and social justice by studying persecution, propaganda and authoritarian control.</li> <li>○ Introducing students to economic and business-related careers through analysis of the Wall Street Crash, industrial development, and economic crises in Germany.</li> <li>○ Reinforcing transferable skills—analysis, evaluation, interpretation—that are valuable in journalism, public policy, civil service work and humanitarian organisations.</li> </ul> </li> <li>● <b>Fundamental British Values:</b> <ul style="list-style-type: none"> <li>○ Democracy: Exploring the collapse of democracy in Weimar Germany and understanding the importance of political participation and safeguarding democratic institutions today.</li> <li>○ Rule of Law: Examining how both Germany under Nazi rule and 1920s America used legal systems to enforce control or restrict rights, reinforcing why impartial justice is essential.</li> <li>○ Individual Liberty: Considering how freedoms were restricted under dictatorship and how social groups in 1920s America fought for greater rights and equality.</li> <li>○ Mutual Respect &amp; Tolerance: Learning about antisemitism, racism, xenophobia and political intolerance to challenge prejudice and build respect for diverse communities.</li> </ul> </li> <li>● <b>SMSC Development:</b> <ul style="list-style-type: none"> <li>○ Spiritual: Reflecting on how individuals and communities respond to political turmoil, oppression and rapid social change, helping students consider resilience and belief systems.</li> <li>○ Moral: Debating moral issues linked to extremist movements, police states, gang culture, and prohibition, encouraging critical thinking about right and wrong.</li> <li>○ Social: Understanding how economic crisis, political unrest and social inequality shaped everyday life in Germany and the USA, linking these themes to modern social issues.</li> <li>○ Cultural: Appreciating the cultural developments of the 1920s (e.g., jazz age, mass entertainment) and examining how culture was manipulated or controlled under Nazi rule.</li> </ul> </li> </ul>		

# History Overview – Year 11



If studying as an option, students receive five hours of History lessons a fortnight.

	Autumn 1	Autumn 2	Spring 1
Topic(s)	Development of Germany 1919-91	Health and Medicine c500-present day	Health and Medicine c500-present day
Topic Objectives	<ul style="list-style-type: none"> <li>• What was the impact of WW2 on Germany?</li> <li>• How far did the lives of German Jews change between 1933-45?</li> <li>• How far did German opposition come to destroying the Nazis?</li> <li>• What did the Allies agree to do to Germany after WW2?</li> <li>• Why was Germany permanently divided in 1949?</li> <li>• Who was best East or West?</li> <li>• Why was the Berlin Wall built in 1961?</li> <li>• Why did Willie Brandt win the Nobel Peace Prize?</li> <li>• Was East German people power the main reason for the fall of the Berlin Wall?</li> <li>• Was Die Wende an easy task?</li> </ul>	<ul style="list-style-type: none"> <li>• Overview: Did health and medicine improve over time?</li> <li>• What were the causes of illness and disease and the Medieval Times?</li> <li>• What were the causes of illness and disease and the Early Modern Times?</li> <li>• Were living conditions the main reason for poor health at the start of Modern Times?</li> <li>• What are the main causes of illness and disease today?</li> <li>• How far did preventions for illness and disease change from the Medieval Times to the Early Modern Times?</li> </ul>	<ul style="list-style-type: none"> <li>• Were ‘fads’ the main prevention at the start of the Modern Times?</li> <li>• Why was Edward Jenner ridiculed?</li> <li>• Who won the Battle of the Bacteria?</li> <li>• Are anti-vaxxers justified?</li> <li>• How far did treatments and cures change from the Medieval Times to the Early Modern Times?</li> <li>• How did surgery improve during the Modern Times?</li> <li>• Is penicillin the most important treatment in the Modern Times?</li> <li>• How far did medical knowledge change between Medieval and Early Modern Times?</li> <li>• What were the important advancements medical knowledge in the Modern Times?</li> </ul>
Acquired Knowledge/Skills	Chronology Causation Change and Continuity	Chronology Causation Significance Source analysis Change and Continuity	Chronology Causation Significance Source analysis Change and Continuity
Assessments	Summative Assessments	Summative / Mock GCSE Assessments	Summative Assessments
Citizenship	<ul style="list-style-type: none"> <li>• <b>PSHE Development:</b> <ul style="list-style-type: none"> <li>○ Encouraging personal reflection on how societies respond to conflict, trauma and political division by studying post-war Germany, the Cold War and the resilience of communities affected by dictatorship.</li> <li>○ Supporting students to consider the wellbeing of individuals across history—such as those affected by poor living conditions, epidemics and limited medical knowledge—and linking this to modern health choices and public health issues.</li> <li>○ Developing empathy and ethical thinking by exploring moral debates around vaccinations, surgery, disease prevention and the responsibilities of governments in protecting public health.</li> <li>○ Helping students understand changing attitudes to risk, safety, inequality and access to healthcare, enabling informed reflections on their own health and wellbeing.</li> </ul> </li> <li>• <b>Careers Education:</b></li> </ul>		

- Demonstrating how historical understanding supports careers in public health, medicine, nursing, social care, epidemiology and community health roles.
- Highlighting careers connected to political science, diplomacy, human rights and peace-building through the study of Cold War tensions, divided Germany and international cooperation after 1945.
- Showing how studying medical advancements and scientific breakthroughs links to careers in biomedical science, research, pharmaceuticals and medical technology.
- Reinforcing core skills—critical thinking, analysis, evidence-evaluation—needed in law, public policy, education, journalism and heritage sectors.
- **Fundamental British Values:**
  - Democracy: Exploring how democratic institutions were rebuilt in West Germany after 1945 and understanding why democratic participation and political accountability are vital today.
  - Rule of Law: Studying the role of international agreements, war crimes trials and Cold War treaties reinforces the importance of legal frameworks in maintaining peace and justice.
  - Individual Liberty: Discussing medical ethics, vaccination debates, patient choice and human rights under authoritarian regimes encourages respect for personal freedoms and informed decision-making.
  - Mutual Respect & Tolerance: Learning about inequalities in past healthcare systems, prejudice during the Nazi era and differing cultural approaches to medicine helps students build respect for diversity and challenge discrimination.
- **SMSC Development:**
  - Spiritual: Reflecting on the motivations, beliefs and human experiences that shaped people’s responses to war, illness, healing and scientific progress across more than a thousand years.
  - Moral: Debating ethical questions around medical experimentation, vaccination, surgery, and the responsibilities of governments in safeguarding public health.
  - Social: Understanding how societies rebuilt after war, how public health systems developed over time and how medical change impacted families, communities and social structures.
  - Cultural: Appreciating medical traditions from different cultures, recognising Germany’s divided cultural identities during the Cold War, and understanding how global medical discoveries shaped the modern world.

	Spring 2	Summer 1	Summer 2
Topic(s)	Health and Medicine c500-present day	Revision for GCSE examinations	
Topic Objectives	<ul style="list-style-type: none"> <li>● How far did patient care change from the Medieval Times to the Early Modern Times?</li> <li>● What was the patient care at the start of the Modern Times?</li> <li>● Why has patient care improved in the Modern Times?</li> <li>● How far did public health change from the Medieval to Early Modern Times?</li> <li>● What were the advancements in patient care in the Modern Times?</li> <li>● Case study of a significant site in health and medicine.</li> </ul>	<ul style="list-style-type: none"> <li>● Paper 1 USA 1910-29 and Elizabethan Age 1558-1603</li> <li>● Paper 2 Development of Germany and Health and Medicine</li> </ul>	
Acquired Knowledge/Skills	Chronology Causation Significance	Chronology Causation Significance	

	Source analysis Change and Continuity	Source analysis Interpretation analysis Change and Continuity	
Assessments	Summative / Mock GCSE Assessments	GCSE Assessments	
Citizenship	<ul style="list-style-type: none"> <li>● <b>PSHE Development:</b> <ul style="list-style-type: none"> <li>○ Supporting students to reflect on how access to healthcare, living conditions and medical knowledge affected wellbeing throughout history, helping them understand modern health challenges and the importance of informed personal choices.</li> <li>○ Encouraging critical thinking about patient care, ethics and responsibility in medical decision-making, including debates around vaccination, public health, and treatment access.</li> <li>○ Helping students develop emotional resilience and revision strategies during the GCSE preparation period, promoting self management, wellbeing and effective organisation.</li> <li>○ Strengthening awareness of how societal attitudes toward illness and disability have changed, encouraging empathy and respect for those facing health inequalities across time.</li> </ul> </li> <li>● <b>Careers Education:</b> <ul style="list-style-type: none"> <li>○ Demonstrating clear links between the history of medicine and careers in healthcare, including nursing, medicine, public health, epidemiology, laboratory sciences and medical research.</li> <li>○ Highlighting career pathways connected to community health, social care, mental health services and allied health professions through the study of patient care over time.</li> <li>○ Showing how analytical, evaluative and communication skills developed during GCSE revision support careers in law, business, journalism, education and the civil service.</li> <li>○ Reinforcing the importance of medical ethics and scientific research, linking to careers in biomedicine, pharmaceuticals, forensics and health policy.</li> </ul> </li> <li>● <b>Fundamental British Values:</b> <ul style="list-style-type: none"> <li>○ Democracy: Exploring how public health reforms were influenced by political will, voting, and democratic accountability, such as changes in sanitation, vaccination policy and NHS development.</li> <li>○ Rule of Law: Understanding how legal frameworks shaped medical practice—e.g., regulation of surgeons, public health acts, and ethical guidelines—reinforcing the importance of the law in protecting society.</li> <li>○ Individual Liberty: Considering debates about vaccination, patient rights, bodily autonomy and informed consent, helping students understand the balance between freedom and public safety.</li> <li>○ Mutual Respect &amp; Tolerance: Studying how attitudes to disease, disability and mental health have evolved encourages respect for diversity, reducing stigma and challenging discrimination.</li> </ul> </li> <li>● <b>SMSC Development:</b> <ul style="list-style-type: none"> <li>○ Spiritual: Encouraging students to reflect on the human desire for healing, progress and compassion from medieval spirituality to modern medical science.</li> <li>○ Moral: Exploring moral dilemmas such as vaccination debates, early surgery, experimental treatments and patient rights, helping students develop informed ethical reasoning.</li> <li>○ Social: Understanding how improvements in public health, sanitation and welfare transformed society, and how health provision today affects communities and social cohesion.</li> <li>○ Cultural: Appreciating medical contributions from different cultures across history—including Islamic medical advancements and global scientific cooperation—and recognising their continued influence on modern healthcare.</li> </ul> </li> </ul>		

