

Year 10

Timing	Unit Title	Key Question	Knowledge	Assessing Understanding
Autumn and Spring 1	International Relations	<p>How successful was international cooperation in the inter-war years?</p> <p>Why did the Cold War break out and what were the key events?</p>	<p>Students will study:</p> <ul style="list-style-type: none"> The Versailles Peace Settlement; the League of Nations in the 1920s; international agreements in the 1920s (Dawes Plan 1924, Locarno 1925, Kellogg-Briand 1928, Young Plan 1929); attempts at disarmament. The impact of the worldwide economic depression. Tension in Europe in the 1930s, including the failure of the League of Nations, the policy of Appeasement and outbreak of war in 1939. Emerging super-power rivalry 1945–1949; actions of the USSR in Eastern Europe 1945–1948 and response of USA and its allies. Cold War confrontations: Berlin Wall 1961 and the Cuban Missile Crisis 1962; Cold War conflicts: Vietnam War. 	<p>How understanding is assessed:</p> <ul style="list-style-type: none"> Students will be able to explain and assess the impact of the Treaty of Versailles on Europe and the extent to which nationalism or internationalism prevailed in the 1920s. Pupils will be able to explain and reach a judgement about the extent of the impact of the Great Depression on international relations 1929-1934. Pupils will examine and evaluate the failure of the League of Nations, Appeasement and the drift to war. Pupils will be examine key interpretations which have emerged around Appeasement. Pupils will understand and explain why the Cold War broke out in 1945. Pupils will analyse and explain the significance of the Cold war crises and confrontations 1961-90. Pupils will be examine key interpretations which have emerged around the Cold War. <p>Skills:</p> <p>AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2: Explain and analyse historical events and periods studied using second-order historical concepts.</p> <p>AO3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p> <p>AO4: Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p>

				Assessment point information: 5, 10, 20 and 25 mark questions.
Spring 2 and Summer	Depth Study: China 1950-81.	How was communism established in China?	Background to 20 th century China and reasons for the communist victory in civil war. Agricultural, social and industrial policies and their effects on the Chinese people.	<p>How understanding is assessed: Pupils will be able to:</p> <ul style="list-style-type: none"> ● explain the problems facing Mao when he first came to power and how he established control over the country ● explain the reasons for and impact of the Hundred Flowers Campaign ● explain his policies towards women and young people and the changes that he brought to these groups of people ● describe and explain the changes that Mao made to agricultural policy ● describe and explain the changes made to industrial policy. ● assess the impact of the changes made to agricultural and industrial policy ● analyse the impact of the Great Leap Forward ● explain the economic developments in the Dazhai commune. ● explain the reasons for the start of the Cultural Revolution ● explain the role of the Red Guard ● assess the impact the Cultural Revolution had on society ● describe and assess the impact of Communism on Tibet ● describe different types of Communist propaganda and the impact it had on China ● assess the development of Mao's cult of personality ● examine the Dazhai community and assess how far it reflects Communist policies in the rest of China
		China during the Cultural Revolution	The aims, events and impact of the Cultural Revolution. Interpretations of the aims of the Cultural Revolution.	

	<p>Migration to Britain c1000-c2010</p>	<p>Communism in China after Chairman Mao 1976-81</p> <p>Why did people migrate to Britain</p>	<p>Possible leaders after Mao; Profile of Deng Xiaoping; Social and economic changes after Mao; Propaganda use</p> <ul style="list-style-type: none"> ● Population diversity in England before 1066; the impact of the ● Norman Conquest; resistance to the Normans in William’s reign. 	<ul style="list-style-type: none"> ● explore the story of Dazhai and to what extent the changes were true. ● explain how Deng became the leader of China ● evaluate the economic changes, in both agricultural and industry, that Deng made ● assess the political changes that Deng made to China between 1976 and 1981, including the trial of the Gang of Four and his attitude to the Democracy Wall ● describe the nature of propaganda under Deng ● explain and assess the social changes made by Deng, especially in terms of the position of women and young people. <p>Skills: AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2: Explain and analyse historical events and periods studied using second-order historical concepts. AO3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. AO4: Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p> <p>Assessment point information: Exam style questions including: Describe (2m) Explain (5m) How far do the sources agree with each other...? (18m)</p> <p>How understanding is assessed: Pupils will be able to explain:</p> <ul style="list-style-type: none"> ● Reasons for immigration
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		between c1000 and c1500?	<ul style="list-style-type: none">• Jews in England: their first arrival in 1066 and their treatment and experiences until their expulsion in 1290.• Immigrants in England during the Middle Ages: the lives and impact of resident 'aliens'; their treatment by the authorities and the population generally; the extent to which they integrated.	<ul style="list-style-type: none">• The experience and actions of immigrants• Responses to immigration• Impact of immigration• The impact on immigration of England's relationship with the wider world
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