ICKNIELD HIGH SCHOOL **KEY STAGE 4 CURRICULUM MAP**

'Raising the Achievement of All'

WELL-SEQUENCED **CONTEXUALISED/INCLUSIVE** **AMBITIOUS**

SUBJECT: History **Year: 10**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	**How did Hitler come to power in Germany in 1933?**	**What was life like in Nazi Germany?**	**Migration to the American West**	**Conflict in the American West**	**Crime and Punishment 1000 CE to 1750 CE**	**Crime and Punishment 1750CE to 2000 CE**
Content: 'Know what'	• **The problems facing the Weimar government 1918-23** • **Stresemann and "The Golden Age"** • **The early NSDAP 1919-29** • **The impact of the Wall Street Crash and the Great Depression on the NSDAP**	• **Methods of control in Nazi Germany** • **Life for women and Children in Nazi Germany** • **The Nazi economic "miracle"** • **Life for Jews and minorities in Nazi Germany**	• **Life for the Sioux in the American West** • **The relationship between Native Americans and the US government** • **The Oregon Trail** • **Gold Mining in California** • **The Mormon Migration** • **Homesteaders** • **Cattle Ranching in the American West**	• **Law and Order in the West** • **The Johnson County War** • **Little Crows War** • **The Cheyenne Wars** • **The Battle of the Little Bighorn** • **Consequences of Bighorn** • **The massacre at Wounded Knee** • **The end of the Frontier**	• **The impact of the Norman Conquest on Crime and Punishment** • **The role of religion as a cause of crime and a reason for punishment** • **Impact of an increasingly mobile population on crime, punishment and policing**	• **Impact of changes in technology on Crime and Punishment** • **The impact of changing attitudes towards individuals on Crime, punishment and policing** • **The impact of the growth of cities on crime, punishment and policing** • **Case Study: Whitechapel in the 18880s**
Expertise: Know how'	• Examination of the utility of primary sources • Using evidence to formulate judgements • Examination of Historians interpretations of key events	• Examination of the utility of primary sources • Using evidence to formulate judgements • Examination of Historians interpretations of key events	• Identify and explain the consequences of key events • Use evidence to create a narrative of key events • To sue evidence to explain the	• Identify and explain the consequences of key events • Use evidence to create a narrative of key events • To sue evidence to explain the	• Explanation of change and continuity in Crime and punishment over time • Using evidence to formulate judgements	• Explanation of change and continuity in Crime and punishment over time • Using evidence to formulate judgements • Assessment of significance in History

	• Assessment of significance in History	• Assessment of significance in History	importance of key individuals and events	importance of key individuals and events	• Assessment of significance in History	
Literacy/ Numeracy/ SMSC/	• Opportunities for extended reading • Key Tier 2 and Tier 3 words identified and defined • Opportunities for extended writing • Modelled writing "I do, we do, you do" • Debate on the main reason why Hitler came to power in 1933	• Opportunities for extended reading • Key Tier 2 and Tier 3 words identified and defined • Opportunities for extended writing • Modelled writing "I do, we do, you do" • Debate: the main reason the Nazis maintained control over Germany	• Opportunities for extended reading • Key Tier 2 and Tier 3 words identified and defined • Opportunities for extended writing • Modelled writing "I do, we do, you do" Debate on the main reason why Americans went west	• Opportunities for extended reading • Key Tier 2 and Tier 3 words identified and defined • Opportunities for extended writing • Modelled writing "I do, we do, you do" Debate on the main reason why the Native Americans were defeated	• Opportunities for extended reading • Key Tier 2 and Tier 3 words identified and defined • Opportunities for extended writing • Debate: Reasons for the end of Transportation	• Opportunities for extended reading • Key Tier 2 and Tier 3 words identified and defined • Opportunities for extended writing • Debate: Why did the police fail to catch Jack the Ripper?
Careers	• Each unit has an introduction to a career in History					