Subject: History Year Group: 10

	History		•		Ц		
		Part two: Bust – Americans'					
	Part one: American people and the	experiences of the Depression and			Part 2 – Escalation of Tension in	Part 3 – The Ending of Conflict in	Part one: Elizabeth's court and
Scheme title	'Boom'	New Deal	Part three: Post War America	Part 1 – The Korean War	Vietnam	Vietnam	Parliament
Knowledge in	Students will learn about the reasons	Students will learn about America	Students will learn about American	We will teach about the causes of the	We will teach about the background to	We will teach about how the Vietnam	We will teach about Elizabeth's early
sequence	America experienced an economic boom in the 1920s, including:	during the Great Depression, including: •The long term problems that led to	Society after WW2, including: •Reasons for Post WW2 economic	Korean War, including: •What was communism and how did it	the Vietnam war, including: •French rule in Inchochina before WW2	war changed after Nixon became president, including:	life, including: •the relationship she had with her
	Republican policies- Laissez faire,	the Great Depression	boom	cause tension after WW2	•Japanese occupation during WW2 and		family
	isolationism, low taxes, tariffs	•The short term problems that	Consumerism and the American	Korea during WW2 and the split of	the creation of the Vietminh	withdrawl US troops	•her treatment under Mary I's reign
	Mass production and the impact of	triggered the Depression	Dream – what did this look like	Korea along the 38th Parallel	Conflict between Vietnam and France	 Nixon's policy of renewed bombing 	and how this impacted her character
	the motor industry	American people's experiences of the	Popular Culture – rock & roll, cinemas,	Key figures: Kim II Sung, Syngmann	after WW2 - French defeat at Dien Bien	and widening bombing into Laos and Cambodia	•how her character made her suited to
	How the stock market led to individual wealth and economic success	Depression – different groups (farmers, businessmen, African Americans etc.)	celebrities •The growth of the "teenager"	Rhee, Stalin, Truman •Kim Il Sung's ambitions and actions in	Phu and the division of Vietnam along 17th Parallel	Nixon's policy of negotiation – both	rule England
	Consumerism and advertising	How and why blame was given to	The glowth of the teenager	the lead up to the Korean War	Key figures including Ho Chi Minh &	with South Vietnam and China & Russia	We will teach about how Elizabeth ran
	•Groups of people who didn't benefit	president Hoover – loss of faith in	Students will learn about ideological	•The invasion of South Korea and the	Ngo Dinh Diem		the country, including:
	from the boom	Republicanism	tension after WW2, including:	UN reaction	•South Vietnam under Diem & the	We will teach about opposition to the	•importance of the Royal Court
		• Why Roosevelt won the 1932 election	•The Fear of Communism & The Cold	•How the UN works – link to why the	creation of the Vietcong	Vietnam War under Nixon, including:	the political system of England in the 16th Century – the roles of different
	Students will learn about the cultural changes during the 1920s including:	Students will learn about America's	War McCarthyism & the hunts for	USSR couldn't stop the UN getting involved in the conflict	We will teach about early US	How the media influenced public opinion on the war	groups like parliament and JPs
	New forms of entertainment: cinema.	recovery from the Great Depression,	communists in the government and	The connect	intervention in the Vietnam War.	Why people continued to oppose the	•how she used patronage to keep
	jazz, dances, celebrities	including:	public	We will teach about the Korean War up		Vietnam War	control of people around her
	Changes in the lives of women	Roosevelt's New Deal	•The fall of senator McCarthy	to 1951, including:	•The reasons for intervention and the	The Kent State University shooting	•the role of the Privy Council
	Opposition to new women	•The Alphabet Agencies and their	5	•The Early successes of the UN forces in		The impact of the Watergate affair on the Vietnam War	•key ministers on the Privy Council
	Students will learn about how America	effectiveness Opposition to the New Deal from	Students will learn about Racial Tension & the Civil Rights Movement, including:	fighting the North Korean Army The UN's attempts to rollback	 How the US helped South Vietnam under Eisenhower 	the Vietnam War	(Cecil, Walsingham, Dudley and Hatton)
	was divided in the 1920s (dark side of	Republicans, Radical Politicians and the	Recap segregation laws & early protest		How the US helped South Vietnam	We will teach about how peace was	We will teach about the difficulties
	the boom) including:	Supreme Court	- Brown vs Board, Little Rock 9	•How and why China enter the Korean	under Kennedy	achieved to end the Vietnam War,	Elizabeth faced as a female ruler,
	•Reasons for Prohibition being	Popular Culture under Roosevelt	Key figures: Martin Luther King,	War	 How effective these two presidents 	including:	including:
	introduced	St. do. at	Malcolm X, Rosa Parks.	Why General Douglas MacArthur was	were in their intervention	Key negotiators: Henry Kissinger & Le	•the problem of marriage and the
	 Reasons for the failure of Prohibition – gangsters and organised crime 	Students will learn about America in the Second World War, including:	Key organisations: NAACP, SCLC, SNCC Peaceful protest under Martin Luther	sacked	We will teach about the US	Duc Tho The Paris Peace Talks & the terms	•her relationship with Parliament
Skills	Historical Concepts:	Historical Concepts:		Historical Concepts:	Historical Concepts:	Historical Concepts:	Historical Concepts:
SKIIIS	Change & continuity, Similarity &	Change & continuity, Similarity &	Change & continuity, Similarity & difference, Cause & consequence,	Change & continuity, Similarity &			
	difference, Cause & consequence,	difference, Cause & consequence,	Significance, Historical Debate	difference, Cause & consequence,			
	Significance, Historical Debate	Significance, Historical Debate		Significance, Source Analysis	Significance, Source Analysis	Significance, Source Analysis	Significance, Historical Debate
	L	L	Students will utilise the following skills:				L
	Students will utilise the following skills: Using a chain of reason to explain the	Students will utilise the following skills: Using a chain of reason to explain the	Using a chain of reason to explain the	Students will utilise the following skills: Using a chain of reason to explain the	Students will utilise the following skills: Using a chain of reason to explain the	Students will utilise the following skills: Using a chain of reason to explain the	Students will utilise the following skills: Using a chain of reason to explain the
	link between events and consequences	link between events and consequences	link between events and consequences to form a historical account.	link between events and consequences			
	to form a historical account.	to form a historical account.	Some mistorical account.	to form a historical account.	to form a historical account.	to form a historical account.	to form a historical account.
			Engaging in historical debate and				Engaging in historical debate and
	Engaging in historical debate and	Engaging in historical debate and	coming to a balanced judgement -	Engaging in historical debate and	Engaging in historical debate and	Engaging in historical debate and	coming to a balanced judgement
	coming to a balanced judgement - evaluating interpretations of the past	coming to a balanced judgement - evaluating interpretations of the past	evaluating interpretations of the past	coming to a balanced judgement	coming to a balanced judgement	coming to a balanced judgement	Historical significance, Evaluating historical interpretations
	evaluating interpretations of the past	evaluating interpretations of the past	Historical significance	Historical significance	Historical significance	Historical significance	nistorical interpretations
	Historical significance	Historical significance	nistorical significance	Tilstorical significance	Tilstorical significance	Tristorical significance	Structures to support learning:
			Compare and contrast the experiences	Source analysis	Source analysis	Source analysis	PEEL: Develop extended writing skills
	Compare and contrast the experiences	Compare and contrast the experiences	of different groups living in a time				to include a point, evidence or
	of different groups living in a time	of different groups living in a time	period	Structures to support learning:	Structures to support learning:	Structures to support learning:	example, explain it and link it to the
	period	period		PEEL: Develop extended writing skills	PEEL: Develop extended writing skills to include a point, evidence or	PEEL: Develop extended writing skills	overall point. This is helpful across all written subjects and reinforces literacy
	Structures to support learning:	Structures to support learning:	Structures to support learning: •PEEL: Develop extended writing skills	to include a point, evidence or example, explain it and link it to the	example, explain it and link it to the	to include a point, evidence or example, explain it and link it to the	skills.
	PEEL: Develop extended writing skills	PEEL: Develop extended writing skills	to include a point, evidence or	overall point. This is helpful across all	overall point. This is helpful across all	overall point. This is helpful across all	
	to include a point, evidence or	to include a point, evidence or	example, explain it and link it to the	written subjects and reinforces literacy	written subjects and reinforces literacy	written subjects and reinforces literacy	PEKL: Designed to help students
	example, explain it and link it to the	example, explain it and link it to the	overall point. This is helpful across all	skills.	skills.	skills.	analyse sources and evaluate
	overall point. This is helpful across all						
		overall point. This is helpful across all	written subjects and reinforces literacy	DEW Decision des balants	DEM. Builded to be desired as	BEN Builder to be to the state of	interpretations (historical debates)
	written subjects and reinforces literacy	written subjects and reinforces literacy	skills.	PEKL: Designed to help students	PEKL: Designed to help students	PEKL: Designed to help students	interpretations (historical debates)
		written subjects and reinforces literacy skills.	skills.	analyse sources and evaluate	analyse sources and evaluate	analyse sources and evaluate	interpretations (historical debates) Catholic
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Students can complete a full Asia exam Progress points: Lesson 18: Ssay 16 mark question – 15 minutes Lesson 18: Source 12 mark question – 15 minutes Lesson 18: Source 12 mark question – 15 minutes Lesson 18: Source 12 mark question – 15 minutes Lesson 18: Source 12 mark question – 15 minutes Lesson 18: Source 12 mark question – 15 minutes Lesson 18: Source 12 mark question – 15 minutes Lesson 18: Source 12 mark question – 15 minutes Lesson 18: Source 12 mark question – 15 minutes Lesson 18: Source 12 mark question – 15 minutes Lesson 18: Source 10 mark question – 15 minutes Lesson 18: Source 10 mark question – 15 minutes Lesson 18: Source 10 mark question – 15 minutes Lesson 18: Source 10 mark question – 15 minutes Lesson 18: Source 10 mark question – 15 minutes Lesson 18: Source 10 mark question – 16 minutes Lesson 18: Source 10 mark question – 17 minutes Lesson 18: Source 10 mark question – 18 minutes Lesson 18: Source 10 mark question – 19 minutes Lesson 18: Source 10 mark question – 19 minutes Lesson 18: Source 10 mark question – 19 minutes Lesson 18: Source 10 mark question – 19 minutes Lesson 18: Source 10 mark question – 19 minutes Lesson 18: Source 10 mark question – 19 minutes Lesson 18: Source 10 mark question – 19 minutes Lesson 18: Source 10 mark question – 19 minutes Lesson 18: Source 10 mark question – 19 minutes Lesson 18: Source 10 mark question – 19 minutes Lesson 18: Source 10 mark question – 19 minutes Lesson 18: Source 10 mark question – 19 min	analyse sources and evaluate 12th Parallel Agent Blue/Orange Army of the Republic of Vietnam (ARVN), Bouncing Betty Containment Democratic Republic of Vietnam (DRV) Domino Theory Domino Theory Domino Theory Domino Theory Oraft Dodger Fragging Guerrilla Tactics Napalm National Liberation Front (NLF) Operation Rolling Thunder Republic of Vietnam (RVN) Search and Destroy Superpower Viet Cong (VC) Viet Minia Vietnamisation Watergate Zippo raid Students will have knowledge of Paper 18 - Part 1-3. Students will be able to analyse sources, explain consequences and assess causes. Students can complete a full Asia exam Progress points: Lesson 8: Essay 16 mark question – 20 minutes Lesson 18: Ssay 16 mark question – 215 minutes Lesson 18: Ssay 16 mark question – 15 minutes Lesson 18: Source 12 mark question – 15 minutes Lesson 18: Source 12 mark question – 15 minutes Lesson 18: Source 12 mark question – 15 minutes Lesson 18: Source 12 mark question – 15 minutes Lesson 18: Source 12 mark question – 15 minutes Lesson 18: Source 12 mark question – 15 minutes Lesson 18: Source 12 mark question – 15 minutes Lesson 18: Source 12 mark question – 15 minutes Lesson 18: Source 10 mark question – 15 minutes Lesson 18: Source 10 mark question – 15 minutes Lesson 18: Source 10 mark question – 15 minutes Lesson 18: Source 10 mark question – 15 minutes Lesson 18: Source 10 mark question – 15 minutes Lesson 18: Source 10 mark question – 15 minutes Lesson 18: Source 10 mark question – 15 minutes Lesson 18: Source 10 mark question – 15 minutes Lesson 18: Source 10 mark question – 15 minutes Lesson 18: Source 10 mark question – 15 minutes Lesson 18: Source 10 mark question – 15 minutes Lesson 18: Source 10 mark question – 15 minutes Lesson 18: Source 10 mark question – 15 minutes Lesson 18: Source 10 mark question – 15 minutes Lesson 18: Source 10 mark question – 15 minutes Lesson 18: Source 10 mark question – 15 minutes Lesson 18: Source 10 mark question – 15 minutes Lesson 18: Source 10 mark question – 15 minutes Lesson 18: Source 10	Catholic Catholic Cerry Court Courtier Courtier Gentry Heir Illigatimate Justices of the Peace (JPs) Legislation Monopolies Patriarchy Patronage Privy Council Progress Suitor Students will have knowledge of Paper 28 - Part 1. Students will be able to evaluate interpretations, explain significance, explain consequences. Students can complete questions 1-3 of a full Elizabeth paper Progress points: Lesson 4. Explain importance 8 mark exam question – 10 minutes (whole class feedback) Final Assessment: Enam Q 1-3 (a including Historic Environment, which can't be done until Whole course covered) based on Part 1 Elizabeth & a Q 4.16 mark exsay from