

Subject :	History	Year Group:		10			
Scheme title	Part one: American people and the 'Boom'	Part two: Bust – Americans' experiences of the Depression and New Deal	Part three: Post War America	Part 1 – The Korean War	Part 2 – Escalation of Tension in Vietnam	Part 3 – The Ending of Conflict in Vietnam	Part one: Elizabeth's court and Parliament
Knowledge in sequence	Students will learn about the reasons America experienced an economic boom in the 1920s, including: •Republican policies- Laissez faire, isolationism, low taxes, tariffs •Mass production and the impact of the motor industry •How the stock market led to individual wealth and economic success •Consumerism and advertising •Groups of people who didn't benefit from the boom Students will learn about the cultural changes during the 1920s including: •New forms of entertainment: cinema, jazz, dances, celebrities •Changes in the lives of women •Opposition to new women Students will learn about how America was divided in the 1920s (dark side of the boom) including: •Reasons for Prohibition being introduced •Reasons for the failure of Prohibition – gangsters and organised crime	Students will learn about America during the Great Depression, including: •The long term problems that led to the Great Depression •The short term problems that triggered the Depression •American people's experiences of the Depression – different groups (farmers, businessmen, African Americans etc.) •How and why blame was given to president Hoover – loss of faith in Republicanism •Why Roosevelt won the 1932 election Students will learn about America's recovery from the Great Depression, including: •Roosevelt's New Deal •The Alphabet Agencies and their effectiveness •Opposition to the New Deal from Republicans, Radical Politicians and the Supreme Court •Popular Culture under Roosevelt Students will learn about America in the Second World War, including:	Students will learn about American Society after WW2, including: •Reasons for Post WW2 economic boom •Consumerism and the American Dream – what did this look like •Popular Culture – rock & roll, cinemas, celebrities •The growth of the "teenager" Students will learn about ideological tension after WW2, including: •The Fear of Communism & The Cold War •McCarthyism & the hunts for communists in the government and public •The fall of senator McCarthy Students will learn about Racial Tension & the Civil Rights Movement, including: •Recap segregation laws & early protest – Brown vs Board, Little Rock 9 •Key figures: Martin Luther King, Malcolm X, Rosa Parks. •Key organisations: NAACP, SCLC, SNCC •Peaceful protest under Martin Luther	We will teach about the causes of the Korean War, including: •What was communism and how did it cause tension after WW2 •Korea during WW2 and the split of Korea along the 38th Parallel •Key figures: Kim Il Sung, Syngmann Rhee, Stalin, Truman •Kim Il Sung's ambitions and actions in the lead up to the Korean War •The invasion of South Korea and the UN reaction •How the UN works – link to why the USSR couldn't stop the UN getting involved in the conflict We will teach about the Korean War up to 1951, including: •The Early successes of the UN forces in fighting the North Korean Army •The UN's attempts to roll back communism •How and why China enter the Korean War •Why General Douglas MacArthur was sacked	We will teach about the background to the Vietnam war, including: •French rule in Indochina before WW2 •Japanese occupation during WW2 and the creation of the Vietnam •Conflict between Vietnam and France after WW2 – French defeat at Dien Bien Phu and the division of Vietnam along 17th Parallel •Key figures including Ho Chi Minh & Ngo Dinh Diem •South Vietnam under Diem & the creation of the Vietcong We will teach about early US intervention in the Vietnam War, including: •The reasons for intervention and the Domino Theory •How the US helped South Vietnam under Eisenhower •How the US helped South Vietnam under Kennedy •How effective these two presidents were in their intervention We will teach about the US	We will teach about how the Vietnam war changed after Nixon became president, including: •Nixon's policy of Vietnamisation to withdraw US troops •Nixon's policy of renewed bombing and widening bombing into Laos and Cambodia •Nixon's policy of negotiation – both with South Vietnam and China & Russia We will teach about opposition to the Vietnam War under Nixon, including: •How the media influenced public opinion on the war •Why people continued to oppose the Vietnam War •The Kent State University shooting •The impact of the Watergate affair on the Vietnam War We will teach about how peace was achieved to end the Vietnam War, including: •Key negotiators: Henry Kissinger & Le Duc Tho •The Paris Peace Talks & the terms	We will teach about Elizabeth's early life, including: •the relationship she had with her family •her treatment under Mary I's reign and how this impacted her character •how her character made her suited to rule England We will teach about how Elizabeth ran the country, including: •importance of the Royal Court •the political system of England in the 16th Century – the roles of different groups like parliament and JPs •how she used patronage to keep control of people around her •the role of the Privy Council (Cecil, Walsingham, Dudley and Hatton) We will teach about the difficulties Elizabeth faced as a female ruler, including: •the problem of marriage and the succession •her relationship with Parliament
Skills	Historical Concepts: Change & continuity, Similarity & difference, Cause & consequence, Significance, Historical Debate Students will utilise the following skills: Using a chain of reason to explain the link between events and consequences to form a historical account. Engaging in historical debate and coming to a balanced judgement - evaluating interpretations of the past Historical significance Compare and contrast the experiences of different groups living in a time period Structures to support learning: •PEEL: Develop extended writing skills to include a point, evidence or example, explain it and link it to the overall point. This is helpful across all written subjects and reinforces literacy skills.	Historical Concepts: Change & continuity, Similarity & difference, Cause & consequence, Significance, Historical Debate Students will utilise the following skills: Using a chain of reason to explain the link between events and consequences to form a historical account. Engaging in historical debate and coming to a balanced judgement - evaluating interpretations of the past Historical significance Compare and contrast the experiences of different groups living in a time period Structures to support learning: •PEEL: Develop extended writing skills to include a point, evidence or example, explain it and link it to the overall point. This is helpful across all written subjects and reinforces literacy skills.	Change & continuity, Similarity & difference, Cause & consequence, Significance, Historical Debate Students will utilise the following skills: Using a chain of reason to explain the link between events and consequences to form a historical account. Engaging in historical debate and coming to a balanced judgement - evaluating interpretations of the past Historical significance Compare and contrast the experiences of different groups living in a time period Structures to support learning: •PEEL: Develop extended writing skills to include a point, evidence or example, explain it and link it to the overall point. This is helpful across all written subjects and reinforces literacy skills.	Historical Concepts: Change & continuity, Similarity & difference, Cause & consequence, Significance, Source Analysis Students will utilise the following skills: Using a chain of reason to explain the link between events and consequences to form a historical account. Engaging in historical debate and coming to a balanced judgement Historical significance Source analysis Structures to support learning: •PEEL: Develop extended writing skills to include a point, evidence or example, explain it and link it to the overall point. This is helpful across all written subjects and reinforces literacy skills. PEKL: Designed to help students analyse sources and evaluate	Historical Concepts: Change & continuity, Similarity & difference, Cause & consequence, Significance, Source Analysis Students will utilise the following skills: Using a chain of reason to explain the link between events and consequences to form a historical account. Engaging in historical debate and coming to a balanced judgement Historical significance Source analysis Structures to support learning: •PEEL: Develop extended writing skills to include a point, evidence or example, explain it and link it to the overall point. This is helpful across all written subjects and reinforces literacy skills. PEKL: Designed to help students analyse sources and evaluate	Historical Concepts: Change & continuity, Similarity & difference, Cause & consequence, Significance, Source Analysis Students will utilise the following skills: Using a chain of reason to explain the link between events and consequences to form a historical account. Engaging in historical debate and coming to a balanced judgement Historical significance Source analysis Structures to support learning: •PEEL: Develop extended writing skills to include a point, evidence or example, explain it and link it to the overall point. This is helpful across all written subjects and reinforces literacy skills. PEKL: Designed to help students analyse sources and evaluate	Historical Concepts: Change & continuity, Similarity & difference, Cause & consequence, Significance, Historical Debate Students will utilise the following skills: Using a chain of reason to explain the link between events and consequences to form a historical account. Engaging in historical debate and coming to a balanced judgement Historical significance Structures to support learning: •PEEL: Develop extended writing skills to include a point, evidence or example, explain it and link it to the overall point. This is helpful across all written subjects and reinforces literacy skills. PEKL: Designed to help students analyse sources and evaluate interpretations (historical debates)
Key Words	Anarchist Assembly Line Buying on the Margin Capitalism Communism Constitution Consumer Society Democrat Flapper Hire Purchase Isolationism Jazz Jim Crow Laws KKK Laissez-faire Lynch Mass Production Melting Pot Racism Red Scare Republican Share Stock Market Supreme Court Tariffs White Supremacy	Buying on the Margin Cash & Carry Crash Democrat Depression Dust Bowl GDP Hire Purchase Isolationism Lend Lease Over Production Radical Recovery Recovery Reform Relief Republican Segregation Share Stock market Supreme Court Unconstitutional	American Dream Black Power Boycott Cold War Communism Consumerism Democrat Great Society MAD (Mutually Assured Destruction) McCarthyism NAACP New Frontier Peaceful protest Republican SCLC Segregation SNCC Superpower Supreme Court Teenager Unconstitutional	38th Parallel Capitalism Communism Containment Demilitarized Zone (DMZ) Intervention Mutually Assured Destruction (M.A.D.) Napalm Proxy War Rollback Stalemate Superpower United Nations Veto	17th Parallel Agent Blue/Orange Army of the Republic of Vietnam (ARVN) Bouncing Betty Cluster Bomb Containment Democratic Republic of Vietnam (DRV) Domino Theory Draft Dodger Fragging French Indochina Guerrilla Tactics Gulf of Tonkin Resolution Napalm National Liberation Front (NLF) Operation Rolling Thunder Republic of Vietnam (RVN) Search and Destroy Superpower Viet Cong (VC) Viet Minh Zippo raid	17th Parallel Agent Blue/Orange Army of the Republic of Vietnam (ARVN) Bouncing Betty Cluster Bomb Containment Democratic Republic of Vietnam (DRV) Domino Theory Draft Dodger Fragging Guerrilla Tactics Napalm National Liberation Front (NLF) Operation Rolling Thunder Republic of Vietnam (RVN) Search and Destroy Superpower Viet Cong (VC) Viet Minh Vietnamisation Watergate Zippo raid	Catholic Clergy Court Courtier Gentry Heir Illegitimate Justices of the Peace (JPs) Legislation Monopolies Patriarchy Patronage Privy Council Progress Suitor
End Point Assessment method	Students will have knowledge of Paper 1A - Part 1. Students will be able to evaluate interpretations, explain changes and assess causes. Students can complete a full America exam paper. Progress points: Lesson 6: 8 mark explain exam question – 10 minutes Lesson 10: 3 interpretation questions worth 16 marks– 20 minutes Lesson 13: 12 mark essay question – 20 minutes (whole class feedback) Final Assessment: Full exam paper based on America Part 1 – Q1-6 1 Hour paper with 40 marks available	Students will have knowledge of Paper 1A - Part 1-2. Students will be able to evaluate interpretations, explain changes and assess causes. Students can complete a full America exam paper. Progress points: Lesson 5: 12 mark essay question – 20 minutes Lesson 9: 8 mark explain question – 10 minutes Lesson 11: 8 mark explain question – 10 minutes (whole class feedback) Final Assessment: Full exam paper based on America Part 1 & Part 2 – Q1-6 1 Hour paper with 40 marks available	Students will have knowledge of Paper 1A - Part 1-3. Students will be able to evaluate interpretations, explain changes and assess causes. Students can complete a full America exam paper. Progress points: Lesson 2: 8 mark interpretation question – 10 minutes Lesson 4: 8 mark explain question – 10 minutes Lesson 8: 12 mark essay question – 20 minutes Lesson 11: 8 mark explain question – 10 minutes (whole class feedback) Final Assessment: Full exam paper based on full America content (Part 1-3) – Q1-6 1 Hour paper with 40 marks available	Students will have knowledge of Paper 1B - Part 1. Students will be able to analyse sources, explain consequences and assess causes. Students can complete a full Asia exam Progress points: Lesson 6: Account 8 mark exam question– 10 minutes Lesson 8: Essay 16 mark question – 20 minutes (whole class feedback) Final Assessment: Full exam paper based on Korea part of Conflict and Tension in Asia Q1-4 1 Hour paper with 44 marks available	Students will have knowledge of Paper 1B - Part 1-2. 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 13: Source 12 mark question – 15 minutes Lesson 18: Source 12 mark question – 15 minutes (whole class feedback) Final Assessment: Full exam paper based on Part 1 & Part 2 of Conflict and Tension in Asia Q1-4 1 Hour paper with 44 marks available	Students will have knowledge of Paper 1B - 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 13: Source 12 mark question – 15 minutes Lesson 18: Source 12 mark question – 15 minutes (whole class feedback) Final Assessment: Full exam paper based on Part 1 & Part 2 of Conflict and Tension in Asia Q1-4 1 Hour paper with 44 marks available	Students will have knowledge of Paper 2B - 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 Lesson 6: Interpretation 8 mark exam question – 10 minutes (whole class feedback) Final Assessment: Exam Q 1-3 (4 including Historic Environment, which can't be done until whole course covered) based on Part 1 Elizabeth & a Q4 16 mark essay from Britain: Health and the People paper 1 hour assessment worth 44 marks