

History Curriculum Mapping – 'Diminishing differences and shaping futures by learning lessons from the past' – Year 10

Year 10 Curriculum Intent						
Half Term	Intent and Rationale	Links to Key Skill	Assessment	Development of schemata within History	Development of schemata in the wider curriculum	Opportunities for Personal Development in Year 10
1	Crime and Punishment through Time Engaging unit throughout which students assess the changes and continuities in crime, law enforcement and punishments in the medieval, early modern, industrial and modern periods.	Change and Continuity 	GCSE Paper 1 – Section B: 4-mark, 12-mark and 16-mark question. Assessment of change and continuity from medieval to modern period.	Previous preparation of chronology in Year 7 Medicine through Time and Year 9 Warfare through Time units. Medieval crime and punishment studied in Year 7.	Links with GCSE RE Crime and Punishment units – particularly the use of the death penalty and miscarriages of justice.	Half termly enrichment activities – free historical activities for students and their families in York. ‘This Week in History’, linked to literacy and extension of extra-curricular historical knowledge
2	Whitechapel Depth Study 1870-1900 Students undertake a depth study of the Whitechapel area from 1870-1900, studying living conditions, immigration, crime (Jack the Ripper) and poverty. Clear links to our School Value of Compassion.	Sources 	GCSE Paper 1 – Section A: 4-mark, 8-mark and 4-mark questions. Source analysis key, with use of source content, specific own knowledge and provenance.	Previous preparation of depth study with the Year 9 unit of the London during WWII. Students have contextual knowledge from Year 8 Industrial Revolution unit and from Industrial Crime and Punishment.	Links to Year 10 English – study of Dickens’ A Christmas Carol’, with themes of poverty. Also links to Year 9 English study of Jekyll and Hyde, with themes of class and social divisions.	
3	Anglo-Saxon and Norman England 1060-1088 An era of History with close local ties for many students, with key landmarks such as Stamford Bridge, Fulford and Clifford’s Tower known to many students. A lot of York industry is centred on historical attractions, and this unit presents future opportunities in the tourism industry.	Causation 	GCSE Paper 2 – Section B: 4-mark, 12-mark and 16-mark questions on content from 1060 – 1075.	Previous contextual knowledge gained in Year 7 in the Anglo-Saxons and Normans unit, also greater knowledge gained of changes between the Anglo-Saxon and Norman period in the study of medieval crime and punishment in Year 10.	Links to KS3 RE with the structures and organization of the Catholic Church in England in the medieval period.	
4		Causation 	GCSE Paper 2 – Section B: 4-mark, 12-mark and 16-mark questions on content from 1075 – 1088.			
5	Weimar and Nazi Germany 1918-1939 Students engage with the fledging Weimar Government and its early challenges and later collapse with the rise of the Nazis. Clear links to our School Values of Justice, Compassion and Trust, when studying Nazi policy and changes to German society in the era.	Sources and Interpretations 	GCSE Paper 3 – Section A and part of Section B: 4-mark, 12-mark and 8-mark questions. A mixture of knowledge and source questions.	Previous contextual knowledge gained in Year 8 20 th Century Conflict and Holocaust units, particularly Hitler’s persecution of minorities.	Links to English Year 8 English with studies of WWI and the Holocaust.	
6	Preparation for Year 10 Pre-Public Exams (PPEs), with a series of revision lessons, focusing on content and skills learnt throughout the year. This is key preparation of external examinations students will face in GCSE studies the following summer.	Retention and Recall 	PPE Exams: -Complete GCSE Paper 1 -Section B of Paper 2 -Paper 3 with content assessed up to 1933.	Skills revised and undertaken will be GCSE skills that students will face in their GCSE History exams.	Preparation for formal GCSE assessment in all subjects.	



JUSTICE



COMPASSION

'You yourselves like living stones are being built up as a spiritual house.' 1 Peter 2.5
'Your present circumstances don't determine where you can go; they merely determine where you start.'



FORGIVENESS



TRUST



Archbishop Holgate's School

A Church of England Academy Founded 1546

Values, Care, Achievement

'A cord of three strands is not easily broken.' Ecclesiastes 4:12

'I have come that they may have life, and have it to the full.' John 10:10



Pathfinder

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