

Year 10 History



What will students know and be able to do:

In Year 10 students will use the skills they have learnt in years 7, 8 and 9, and apply them to their remaining GCSE modules; Superpower Relations and the Cold War, 1941-1991, and USA at home and abroad, 1954-75. Students will be able to analyse and evaluate the information from the new topics using the key concepts they have learnt, including cause and consequence, change and continuity, similarity and difference, and significance. Students will begin by learning about Superpower Relations from 1941-1991, which examines the events of the Cold War. This paper has a real focus on the concept of cause and consequence and so students will be expected to build upon their prior learning and develop it further. They will follow this with the study of USA at home and abroad, 1954-75, which has a large focus on the use of interpretations that allows them to recall skills they learnt at KS3 and apply to academic writing, as well as the same source skills they would have been perfecting in year 9. They will also be able to use some of the exam question structures they have been practising throughout years 7, 8 and 9, and understand how to adapt this to be suitable for their new topics.

By the end of the year, students will have a good understanding of all of the contextual information of both the new and previous topics, as well as being able to confidently structure answers to exam questions and be prepared with a variety of revision resources.

Key concepts	Factors
Cause and consequence	Religion
Change and continuity	Technology
Similarity and difference	Urbanisation
Significance	Travel
Sources and interpretations	Media
	Individuals
	Government

How will they learn this:

To ensure students use the skills they have been learning to become historians, the structure of the lessons will be similar to those in year 7, 8 and 9. Lessons continue to be built around 'Enquiry Questions', which are developed to encourage students to really challenge their thinking and be able to 'explain' rather than just 'know'. Students will continue to partake in a variety of activities, including discussions and debates, collecting and sequencing information, asking and answering questions, and further creative and written tasks. In Year 10 there will be an even bigger focus on sources and interpretations; a skill students were introduced to in Years 7 and 8 and would have been evolving in year 9. Lessons will continue to help students structure exam questions and they will be asked to attempt these at regular intervals throughout the year. They will also complete regular short answer tests on their current and previous topics to ensure they are able to recall key facts and to act as a reminder that they will be tested on all four topics at the end of year 11.

How will they be assessed:

Students will focus on the questions that they will get in this exam specifically. These questions include:

Paper 2:

Superpower Relations and the Cold War, 1941-1991:

- Describe two consequences of... (8 marks)
- Write an narrative account of... (8 marks)
- Explain the importance of two of the following... (16 marks – 8 marks each)

Paper 3:

USA at home and abroad, 1954-1975:

- What can you infer from the source about... (4 marks)
- Explain why... (12 marks)
- How useful are sources A and B for an enquiry into... (8 marks)
- What is different between Interpretation 1 and Interpretation 2? (4 marks)
- Why are they different? (4 marks)
- How far do you agree with Interpretation 2 about... (16 marks)

Practising these questions ensures students can confidently answer them and be prepared for the questions they will get in their other GCSE questions. They will practise them regularly but will only be formally assessed at the end of each half term.

Paper 2
From September until February half term

Students will learn all of the contextual knowledge they need on the Superpower Relations, as well as practising questions they will be expected to answer when they do their GCSEs.

Homework: Students will complete knowledge organisers for the different time periods that they will be able to use for revision in the future.

Key Question	Content from specification	Activities	End task
What and where was the Cold War?		Overview	N/A
Was a 1980 hit song right about the bombing by the Enola Gaye?	The impact on US-Soviet relations of the development of the atomic bomb.	Analysing song lyrics and comparing them to events and leaders views	Write a review for OMD song for a newspaper / music magazine
Why was it so hard for the USA and USSR be friends?	The ideological differences between the superpowers	Mind map, Venn Diagram	
Why did the Grand Alliance begin to fall apart in 1945?	The ideological differences between the superpowers The Grand Alliance. The outcomes of the Tehran, Yalta and Potsdam conferences and the attitudes of Stalin, Truman and Churchill.	Role play with students making decisions on the future of Europe.	Whole class discussion/debate
Who did the most to develop the Cold War 1945-47?	The impact on US-Soviet relations of the development of the atomic bomb, the Long and Novikov telegrams and the creation of Soviet satellite states in Eastern Europe. The impact on US-Soviet relations of the Truman Doctrine and the Marshall Plan, 1947. The significance of Cominform (1947), Comecon (1949)	Table	Links diagram Write a narrative account analysing the key events of the Soviet takeover of the satellite states in the period 1944-1948.
How much can we trust internet sites to tell us the truth about the Berlin blockade?	Berlin: its division into zones. The Berlin Crisis (blockade and airlift) and its impact. The formation of the Federal Republic of Germany and German Democratic Republic and the formation of NATO (1949).	Cross referencing information from a history site with textbook accounts.	Write an explained narrative account of the Berlin Blockade crisis. Include in your narrative Stalin's fears, the impact of the blockade and the response of the western allies.

How did the Arms race affect Cold War relations?	Overview of the Arms Race from 1945-1960, including the U2 spy plane	Decision making activity creating a living graph	Living graph
What caused the Hungarian uprising?	Formation of the Warsaw Pact. Events in 1956 leading to the Hungarian Uprising, and Khrushchev's response.	Clock face to decide which cause took precedence.	Clock face annotation
What were the consequences of the Hungarian uprising?	The international reaction to the Soviet invasion of Hungary.	Ripple diagram	Annotated ripple diagram to show and exam question: Explain the importance of the events in Hungary in 1956 for the development of the Cold War? Explain two consequences of the Hungarian Uprising.
Why was the Berlin Wall built?	The refugee problem in Berlin, Khrushchev's Berlin ultimatum (1958), and the summit meetings of 1959-61. The construction of the Berlin Wall, 1961.	Using sources to construct answer.	Short video voice over explaining reasons for the wall.
What were the consequences of the Berlin Wall?	Impact of the construction of the Berlin Wall on US-Soviet relations. Kennedy's visit to Berlin in 1963. The significance of the fall of the Berlin Wall.	How would you tell the story of the Berlin Wall in a one hour documentary? Students decide on % of time to devote to different aspects.	Pie chart with annotations. 1 minute trailer script for film.
What went wrong at the Bay of Pigs?	Soviet relations with Cuba, the Cuban Revolution and the refusal of the USA to recognise Castro's government. The significance of the Bay of Pigs incident.	Write voice over for cartoon to be displayed on-line by the JFL library in Boston	Cartoon voice over (annotated cartoon)
Would you have survived the Cuban Missile Crisis?	The events of the Cuban Missile Crisis.	Decision making game based around the events of October 1962	Whole class debate on the best course of action for Kennedy
What really prevented war during the Cuban Missile Crisis?	The events of the Cuban Missile Crisis.		Explain 2 consequences of the Cuban Missile Crisis 8 marks

Was Cuba the closest the World came to nuclear war?	The significance of the arms race. The consequences of the Cuban Missile Crisis: the 'hotline', the Limited Test Ban Treaty 1963; the Outer Space Treaty 1967; and the Nuclear Non-Proliferation Treaty 1968.	Song annotation Living graph	Short summary: Write email to website evaluating their interpretation of the missile crisis.
Was the Prague Spring just another Hungary?	The Brezhnev Doctrine and the re-establishment of Soviet control in	Comparison against the events in Hungary.	Completed similarities and differences table
What were the consequences of the Prague Spring?	Opposition in Czechoslovakia to Soviet control: the Prague Spring. International reaction to Soviet measures in Czechoslovakia.	Ripple diagram	Annotated ripple diagram to show and explain 2 consequences of the Prague Spring
How real was the detente of the 1970s?	Détente in the 1970s, SALT 1, Helsinki, and SALT 2.	Living graph	Explained narrative exam practise
Who was to blame for the second Cold War?	Reagan and the 'Second Cold War', the Strategic Defence Initiative.	Threat assessment graph. Worksheet for writing an explained narrative.	Explained narrative answer
Why were the people of Berlin able to dismantle the wall in 1989?	The significance of the fall of the Berlin Wall.	Mystery approach to answering the big question.	
Why did the Soviet Union invade Afghanistan?	The significance of the Soviet invasion of Afghanistan, the Carter Doctrine and the Olympic boycotts.	Matching activity Links diagram	Links diagram and short summaries for US and Soviet audiences
What were the consequences of the Soviet invasion of Afghanistan?	The significance of the Soviet invasion of Afghanistan, the Carter Doctrine and the Olympic boycotts.	Ripple diagram showing implications for Afghanistan, US/Soviet relations and the World.	Choice of activity.
Did Gorbachev kill the Soviet Union?	The significance of Gorbachev's 'new thinking' and the Intermediate-Range Nuclear Force (INF) Treaty 1987. The impact of Gorbachev's 'new thinking' on Eastern Europe: the loosening of Soviet grip on Eastern Europe. The collapse of the Soviet Union.	Sort evidence onto a Venn diagram and decide which historian is correct.	Explanatory answer to the question based on the evidence.

Paper 3 – USA at home and abroad, 1954-1975
From February half term until the end of the summer term

Students learn the contextual information needed for the exam questions on USA civil rights and the war in Vietnam. They will develop their learning on source and interpretation analysis and carry out practise questions. Once students have all of the necessary knowledge, they will use lessons recapping information and practising questions from the entirety of the paper.

Homework: Students will complete knowledge organisers for the different time periods that they will be able to use for revision in the future.

Key question	Approach	Content covered from specification	End product / assessment opportunities
Why were attitudes the way they were in the South?	Students recap their understanding of the slave trade and examine the connection between the two topics.		
How were people segregated?	Students start by learning the definitions of segregation and discrimination. They then look at the Jim Crow laws and take an example of a literacy test that black people would have had to pass to be able to vote in certain states.	Segregation, discrimination and voting rights in the Southern states.	Notes.
Who campaigned for civil rights?	Students learn about the different groups that fought for civil rights and complete a table on who they were and their aims.	The work of civil rights organisations, including the NAACP and CORE.	Table.
What is the significance of Brown Vs Topeka?	Students begin by examining Plessy vs Ferguson and gaining an understanding of the American constitution. They then read through different sources on Linda Brown and the Brown vs Topeka case and complete a comprehension task.	The key features of the Brown v. Topeka case (1954). The immediate and long term significance of this case.	Explain why Brown vs Board of Education of Topeka was significant
How successful was desegregation in Little Rock?	Students investigate a source on Elizabeth Eckford before considering how they felt on their first day of school. Students create a concept map on the key points and then analyse an interpretation.	The significance of the events at Little Rock High School, 1957.	Concept map. Interpretation question.
Why do we all know the name 'Rosa Parks'?	Students share what they already know about Rosa Parks before looking at her story and comparing it to the story of Claudette Colvin. They look at the consequences of the actions of Rosa Parks and outline the events of the Montgomery Bus Boycott.	Causes and events of the Montgomery Bus Boycott. The significance of Rosa Parks.	Lotus map on Montgomery Bus Boycott

Explain why the Montgomery Bus Boycott was successful.	Students use an example exam question to discover the consequences of the MBB and what it led to. They then use the information to attempt to answer the exam style question.	Reasons for the success and importance of the boycott. The Supreme Court ruling. The Civil Rights Act 1957. The significance of the leadership of Martin Luther King. The setting up of the SCLC.	Explain why the Montgomery Bus Boycott was successful.
What is the significance of Emmett Till and Mamie Bradley?	Students use a Bob Dylan song to learn about the events of Emmett Till. They outline the significance of the events and then look at the beliefs and actions of the KKK.	The Ku Klux Klan and violence, including the murder of Emmet Till in 1955.	Card sort of events.
What help and opposition was there to integration from political groups?	Students look at the different groups that oppose desegregation and organise them into the different groups. They then complete an interpretations activity.	Opposition to desegregation in the South. The setting up of White Citizens' Councils. Congress and the 'Dixiecrats'.	What are the differences between the two interpretations? Why are they different?
What is the significance of a Woolworths lunch counter?	Students start by reading the beginning of a story that leads up to the Greensboro sit in. They then use sources to investigate the rest of the story, before writing the ending in the same style.	The significance of Greensboro and the sit-in movement.	Source analysis. Creative writing.
Was there progression from 1961-1962?	Students recap Browder vs Gayle. They analyse sources to find out what happened in Anniston before evaluating the extent of progression.	The Freedom Riders. Ku Klux Klan violence and the Anniston bomb.	Source analysis.
Had the desegregation of education progressed by 1962?	Students recap the previous lessons on desegregating education and then learn about the story of James Meredith. They use sources to answer key questions and then create a newspaper article on events.	The James Meredith case, 1962.	Newspaper article.
How did people protest and what was their impact?	Students create a foldable on the different peaceful protests. They then use these at context to help them evaluate the usefulness of sources.	King and the peace marches of 1963 in Birmingham, Alabama, and Washington. Freedom summer and the Mississippi murders.	Foldable. How useful are sources A and B for an enquiry into how people protested?
Who had the biggest impact; Kennedy or Johnson?	Students create Top Trump cards on each of the Presidents before carrying out a debate in class.	The roles of Presidents Kennedy and Johnson and the passage of the Civil Rights Act 1964.	Top Trumps.
What happened at the Edmund Pettus bridge?	Students complete an online simulation that looks at the events at Selma.	Selma and the Voting Rights Act 1965.	
What were the differences and similarities between Malcolm X and Martin Luther King?	Students learn about Malcolm X before investigating interpretations on Malcom X and Martin Luther King.	Malcolm X, his beliefs, methods and involvement with the Black Muslims. His later change of attitude and assassination.	Interpretations questions

Did Black Power help or hinder the civil rights movement?	Students use a card sort to complete the causes and consequences of events. They evaluate a source from the Mexico Olympics and annotate it with contextual information. They investigate the role of Stokely Carmichael before looking at a variety of sources outlining how Black Power may have helped or hindered the movement. They then carry out a class debate and write a judgement using interpretations.	Reasons for the emergence of Black Power. The significance of Stokely Carmichael and the 1968 Mexico Olympics. The methods and achievements of the Black Panther movement.	Source analysis. Interpretations questions.
What were the causes and consequences of the Watts Riots?	Students complete a flow diagram on the Watts Riots and outline the causes and consequences.	The riots of 1965–67 and the Kerner Report, 1968.	Flow diagram
How much progress was there in the CRM from 1965-75?	Students are given a diagram and some cards, which they need to categorise and glue in. They investigate interpretations on the success of King's campaign and come to a judgement.	King's campaign in the North. The assassination of Martin Luther King and its impact.	Diagram. Interpretation analysis.
What happened at Dien Bien Phu in 1954?	Students watch a clip to understand the context of France and Vietnam. They then annotate a map to show the events and explain what happened at Dien Bien Phu and the outcome.	The battle of Dien Bien Phu and the end of French rule in Vietnam.	Annotated map.
What happened under the involvement of Eisenhower and Kennedy?	Students recap what they remember about Kennedy from the CRM and their studies of the Cold War. They create a living graph of his presidency and highlight significant points.	Reasons for greater US involvement under Eisenhower, including the domino theory and weaknesses of the Diem government.	Living graph.
What are the different interpretations of the Strategic Hamlet Program?	Students learn about the Strategic Hamlet Program using different sources and then compare two interpretations and answer exam style questions,	Greater involvement under Kennedy, including the overthrow of Diem and the Strategic Hamlet Program.	What is different about the interpretations? How are they different? How far do you agree with interpretation 2?
Should the Vietcong be underestimated?	Students are introduced to the tactics used by the Vietcong, as well as the support they have and recruitment techniques. They will look at the Vietcong tunnels and annotate a picture to show the different aspects. They will study sources and structure an exam question.	The increasing threat of the Vietcong. The guerrilla tactics used by the Vietcong.	How far do you agree with sources A and B about the strength of the Vietcong?
Did President Johnson lie to Congress about the Gulf of Tonkin?	Students look at the sequence of events of the Gulf of Tonkin. They then complete a card sort	The Gulf of Tonkin incident, 1964, and increased US involvement in Vietnam.	Card sort.

	looking at the short and long term impact of the incident.		
What tactics were used by the US?	Students complete a table on the different operations used by the USA. They then complete a source analysis.	The methods used by the USA, including Search and Destroy, Operation Rolling Thunder and chemical weapons.	How useful are sources A and B for an enquiry into the tactics of the USA?
How did the Tet Offensive effect America winning the war?	Students use past exam answers to learn about the Tet Offensive and evaluate the different answers to help them develop their own exam technique.	The key features and significance of the Tet Offensive, 1968.	Example answers.
How did the Vietnam war change with Nixon's presidency?	Students use the structure of an 'Explain why...' question to evaluate the changes made under Nixon. They then make a living graph of his presidency.	The key features of Vietnamisation. Reasons for its failure. The Nixon Doctrine and the withdrawal of US troops.	Explain why the Vietnam war changed under President Nixon. Living graph.
Why did Vietnamisation fail?	Students categorise the different views of Vietnamisation before answering an 'Explain why' question. They also look at two different interpretations and create a plan to help them with the answer.	Attacks on Cambodia, 1970, and Laos, 1971, and the bombing of North Vietnam, 1972.	Explain why Vietnamisation failed. How far do you agree with interpretation 2 about the failure of Vietnamisation?
How and why did opposition increase?	Students spend a couple of lessons researching the different reasons for opposition to the Vietnam war and creating a visual timeline of opposition.	Reasons for the growth of opposition, including the student movement, TV and media coverage of the war and the draft system. Public reaction to the My Lai Massacre, 1968. The trial of Lt. Calley. The Kent State University shootings, 1970.	Timeline of opposition
Who were the 'Silent Majority'?	Students spend a couple of lessons researching the different groups who supported the Vietnam war and creating a visual timeline of support.	Reasons for support for the war, including the fear of communism. The 'hard hats' and the 'silent majority'. Reasons for, and features of, the peace negotiations, 1972–73. The significance of the Paris Peace Agreement 1973. The economic and human costs of the war for the USA.	Timeline of support
What happened when the USA left Vietnam?	Students look a variety of sources that outline what happened to Vietnam when the USA left. They then recap key points and come to a decision about why the war ended the way it did. They will work in groups to create an argument explaining their belief, which they will deliver to the rest of the class before a class vote.	The strengths of North Vietnam, including the significance of Russian and Chinese support, Vietcong tactics and the Ho Chi Minh Trail. The weaknesses of the US armed forces. The failure of US tactics. The impact of opposition to the war in the USA.	Debate.

