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| **GCSE History – Year 10 Medium Term Plan/SOW**  **Germany 1919 - 1919** | | | | **The Academy of St Francis of Assisi** | |
| **UNIT 1 & 2** | How successful was the Weimar Government in dealing with Germany`s problems between 1919 and 1933 and how did the Nazis take total control of Germany by 1934? | | | **Number of lessons in sequence** | **16** |
| **Overarching Curricular Goals** | **By the end of this unit students will:**  This option focuses on the key trends and turning points that have affected the development of Germany between 1919 and 1991. Candidates will be required to consider the developments, events and personalities which have shaped the recent history of Germany. Candidates will be required to examine the major political, social, economic and cultural perspectives which have affected the lives of the German people over the whole of this period  **Knowledge Learners will:** Study the impact of war and impact of the Treaty of Versailles; opposition to the government; economic and political reform under Stresemann; improved foreign relations; reasons for Nazi support; Hitler as Chancellor; steps to dictatorship; the creation of the police state  **Skills: Learners will:**  AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.  AO2 Explain and analyse historical events and periods studied using second-order historical concepts.  AO3 Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.  AO4 Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. | | **Links to National Curriculum**  **Links to & building upon prior learning Including KS2 if Yr7** | GCSE Eduqas GCSE Unit Breadth Study  See ‘recall or prior or future topics’ | |
| **Outcomes/Success criteria** |
| **2/3 tier vocabulary**  **See Knowledge Organiser** | **Differentiation/Scaffolding/Support** | **Stretch and challenge opportunities in class, enrichment and home learning.** | **Opportunities for wider reading/listening/watching.** | | |
| see knowledge organiser | **Knowledge Support-** A common misconception in this unit is that students confuse Hitler’s Rise to Power with Hitler’s Consolidation of Power. Use of mnemonics e.g. ‘LIMPPAPER and FENDO’ can address this. Ensure students have a clear understanding of key concepts e.g. communism, dictatorship, democracy.  **Reading support –** Writing frames, key words and definitions, refer back continuously to knowledge organisers to address key terms. Loom videos created and added to MS Teams to aid revision and recapping.  **Skills support –** Ensure the Q5 essay focuses clearly on the matter in the title with only the conclusion used for a discussion of ‘other factors’. | Opportunity for wider knowledge and research, particularly on Hitler’s ideas and the background to the Nazi party.  **Scholarship:**  [‘The Knowledge Illusion’](file:///T:\History\HISTORY%20Lesson%20Resources\GCSE\4.%20Germany%201919-1991) – HA article on pitfalls of teaching ‘Hitler’s Rise to Power’  Lawrence Rees, ‘A Warning From History’, 2006 | BBC Documentary: ‘Rise of the Nazis’  <https://www.bbc.co.uk/mediacentre/proginfo/2019/36/rise-of-the-nazis>  Historical Association Podcasts on Weimar Germany:  <https://www.history.org.uk/secondary/module/4373/podcast-series-german-history-1918-1948>  The Nazis ‘A Warning from History’ DVD  These will be shared with students as challenges during HWKS  All resources on [SHARED AREA](file:///T:\History\HISTORY%20Lesson%20Resources\GCSE\4.%20Germany%201919-1991\Unit%201%20and%202) | | |

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|  | Content | **Skills and Key Concepts** | **Assessment** | **HWK** | **Furthering Cultural Capital** | **Recall of prior or future topics** |
| 1 | Introduction: The Big Picture. The Impact of the First World War and the Treaty of Versailles | Change and Continuity; Source Analysis - cartoon | 5 mark question - Germany reactions to Versailles - self mark -Students self mark | Knowledge Checker questions | Geographical location of Germany and its borders on map | Recap of Y8 - Empire and colonies |
| 2-3 | What problems did the Weimar Republic face in its early years? | Essay Writing - Analysis of importance of different factors | How important was the Treaty of Versailles in the problems faced by the German people in the 1920s - Teacher Marked i- depth  **STUDENTS SELF-IMPROVE** | Complete essay question for HWK if necessary | Discussion of hyperinflation and British economic policy; link to other countries where this may be happening | Recap on knowledge of rebellions and protests from KS3 and C&P |
| 4-5 | How far did Stresemann reform Germany? | Interpretations | Debate Mate peer discussions of how Stresemann successfully reformed Germany |  | Starter: discussion of current priorities in British foreign policy and the ; divide into political/economic/social | Recap of 'reform' Y8. |
| 6 | Revision, Assessment, Improvement | Dual Coding/Memory Techniques and Mnemonics | 5 marks/12 mark questions on the Weimar Republic.  **STUDENTS SELF-IMPROVE** | Revision HWK |  |  |
| 7 | Hitler and the Early Nazi Party | Knowledge |  |  | Discussion of ideology and loose difference between right-wing and left-wing | Recap on Communism from USA Y9. Recap on role of parliament and elections and propaganda from KS3. |
| 8 | How did the Wall Street Crash help Hitler's Rise to Power? | Causation; Debate Mate |  |  | Discussion of priorities and different viewpoints. Use modern examples to show interlinking arguments. | Foundational Knowledge for USA and the Wall St Crash. |
| 9-11 | How important was propaganda in Hitler's Rise to Power? | Causation and Essay Writing Skills; Debate Mate | How Important was the Wall Street Crash in Hitler's Rise to Power? [12] Teacher Mark  **STUDENTS SELF-IMPROVE** | Essay Question completed for HWK | Examples of modern day propaganda; link to current affairs | Recap on propaganda from KS3 e.g suffragettes |
| 12 | Why was Hitler invited to be Chancellor in 1933? | Causation/ Dual Coding |  |  | Discussion of Britain's electoral system; comparison with Germany's proportional representation | Recap on English Civil War and role of Parliament from Y8 |
| 13 | From Democracy to Dictatorship: How did Hitler consolidate his power? | Mnemonics for Learning | Describe the Enabling Act [5] - self mark |  | Discussion of democracy and dictatorship; C21st examples | Link back to previous units on democracy e.g. suffragettes; English Civil War |
| 14-16 | Revision and End of Unit Exam |  | Q1, 4, 5  Whole class feedback  **STUDENTS SELF-IMPROVE** |  |  |  |

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| **GCSE History – Year 10 Medium Term Plan/SOW**  **The Elizabethan Age 1558 - 1603** | | | | **The Academy of St Francis of Assisi** | |
| **UNIT 3** | **How successful was the government of Elizabeth I and how did life differ for the rich and poor in Elizabethan times?** | | | **Number of lessons in sequence** | **16** |
| **Overarching Curricular Goals** | **By the end of this unit students will:**  This option focuses in depth on selected themes and issues relating to the history of England during the Elizabethan Age, from 1558 to 1603. Candidates will be required to consider the major influences on political and social life during the period as well as the issue of religious controversy. Candidates should develop an awareness of how aspects of life in this period have been represented and interpreted, and how they have generated wider historical debate. They should also address the key questions in each topic area using a range of historical sources.  **Knowledge Learners will understand:** The coronation and popularity of Elizabeth; Royal Court, Privy Council and councillors; local government; the role of Parliament; taxation and freedom of speech; contrasting lifestyles of rich and poor; homes and fashion; causes of poverty; issue of unemployment and vagrancy; government legislation including the 1601 Poor Law  **Skills: Learners will:**  AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.  AO2 Explain and analyse historical events and periods studied using second-order historical concepts.  AO3 Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.  AO4 Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. | | **Links to National Curriculum**  **Links to & building upon prior learning Including KS2 if Yr7** | GCSE Eduqas GCSE British Study in Depth  Learners have previously studied the English reformation, giving a background to some aspects of Tudor society.  Some aspects and roles of Tudor government have been studied in Crime and Punishment. | |
| **Outcomes/Success criteria** |
| **2/3 tier vocabulary**  See Knowledge Organiser | **Differentiation/Scaffolding/Support** | **Stretch and challenge opportunities in class, enrichment and home learning.** | **Opportunities for wider reading/listening/watching.** | | |
| see knowledge organiser | **Knowledge Support-** Students often confuse the Royal Court with the Privvy Council. Take time to ensure key knowledge of roles in government is consolidated.  **Reading support –** Support students in reading Elizabethan sources by encouraging them to make inferences and to work out the overall meaning and purpose of the source even if there are unfamiliar words.  **Skills support –** See writing frames and support for interpretations questions. | More able students should be challenged to answer interpretation questions with little or no support.  **Scholarship:**  John Guy ‘Elizabeth I’, 2016 | BBC Bitesize Elizabethan Government: <https://www.bbc.co.uk/bitesize/guides/zppbtv4/revision/2>  British Museum: Portraits and Propaganda of Queen Elizabeth:  <https://www.youtube.com/watch?v=xqWTiYBkhKA> | | |

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|  | **Content** | **Skills and Key Concepts Q1, Q5** | **Assessment** | **HWK** | **Furthering Cultural Capital** | **Recall of prior or future topics** |
| **1** | The Big Picture: What was the situation in the country when Elizabeth inherited the throne and what problems did she face? | Source Analysis | 4 Mark Sources: ss **STUDENTS SELF ASSESS AND IMPROVE** | Key Words test from Knowledge Organiser | Reading: Bloody Mary and the Fires of Smithfield” by Robert Lacey | Recap on Y7 Reformation/ Crime and Punishment: Early Modern Crimes  Recap of concept of propaganda |
| 2 | The Elizabethan Government: The Privy Council |  |  |  | Politics: Link to knowledge of UK Cabinet |  |
| 3 | The Elizabethan Government: Local Officials |  |  | Government Knowledge Checker |  | Recap on C&P: Early Modern Law Enforcement |
| 4-6 | How Successful was the Elizabethan Government? | Interpretations | Interpretation Qu: Teacher Marked 16 mark essay **STUDENTS SELF ASSESS AND IMPROVE** |  |  |  |
| 7 | Lifestyles of the rich and poor | Knowledge |  | Lifestyles of the Rich and Poor Knowledge Checker |  | Recap of Crime and Punishment: Causes of Early Modern Crime |
| 8 | Why did poverty increase in Tudor times? | Causation |  |  |  | Link to C&P: Early Modern Crime |
| 9 | How did Elizabeth deal with the poor? | Source Analysis | 4 mark source  Question  **STUDENTS SELF ASSESS AND IMPROVE** |  | Discussion of strategies today to combat poverty and who is responsible |  |
| 10-12 | Interpretations of the Poor Laws | Self Marked 16 mark essay | Interpretation Qu: Teacher Marked 16 mark essay  **STUDENTS SELF ASSESS AND IMPROVE** |  |  | Recap of Crime and Punishment: Causes of Early Modern Crime |
| 13-16 | Revision, Unit 1 and 2 Exam, Improvement | Source Analysis and Interpretations | Q1, Q5  **Teacher marked STUDENTS SELF ASSESS AND IMPROVE** |  |  |  |

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| **GCSE History – Year 10 Medium Term Plan/SOW**  **Germany 1919 - 1919** | | | | **The Academy of St Francis of Assisi** | |
| **UNIT 4&5** | **How were the lives of the German people affected by Nazi rule between 1933 and 1939 and why did life change for the German people during the Second World War?** | | | **Number of lessons in sequence** | **15** |
| **Overarching Curricular Goals** | **By the end of this unit students will:**  This option focuses on the key trends and turning points that have affected the development of Germany between 1919 and 1991. Candidates will be required to consider the developments, events and personalities which have shaped the recent history of Germany. Candidates will be required to examine the major political, social, economic and cultural perspectives which have affected the lives of the German people over the whole of this period  **Knowledge Learners will:** Study economic control; control of workers; the treatment of women; children and education; the treatment of Jews up to 1939; changing conditions on the Home Front; opposition to the Nazis; the treatment of Jews; the impact of defeat  **Skills: Learners will:**  AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.  AO2 Explain and analyse historical events and periods studied using second-order historical concepts.  AO3 Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.  AO4 Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. | | **Links to National Curriculum**  **Links to & building upon prior learning Including KS2 if Yr7** | GCSE Eduqas GCSE Unit Breadth Study  See ‘recall or prior or future topics’ | |
| **Outcomes/Success criteria** |
| **2/3 tier vocabulary**  **See Knowledge Organiser** | **Differentiation/Scaffolding/Support** | **Stretch and challenge opportunities in class, enrichment and home learning.** | **Opportunities for wider reading/listening/watching.** | | |
| see knowledge organiser | **Knowledge Support-** Students must show how life changed over time in Germany during the war. A clear understanding of key dates and the invasion of Russia in 1941 as a turning point is imperative. A common misconception is to confuse the treatment of Jews pre-1939 and after 1930. Ensure students are aware that ghettos and concentration camp were not widely used until after the start of WWII.  **Reading support –** Writing frames, key words and definitions, refer back continuously to knowledge organisers to address key terms.  **Skills support –** Ensure the Q5 essay focuses clearly on the matter in the title with only the conclusion used for a discussion of ‘other factors’. | Encourage wider reading and scholarship in more able students  **Scholarship:** Richard J. Evans ‘The Third Reich in Power’, 2005 | BBC Documentary: ‘Rise of the Nazis’  <https://www.bbc.co.uk/mediacentre/proginfo/2019/36/rise-of-the-nazis>  Historical Association Podcasts on Weimar Germany:  <https://www.history.org.uk/secondary/module/4373/podcast-series-german-history-1918-1948>  The Nazis ‘A Warning from History’ DVD  All resources on [SHARED](file:///T:\History\HISTORY%20Lesson%20Resources\GCSE\4.%20Germany%201919-1991\Unit%201%20and%202) AREA | | |

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|  | **Content** | **Skills and Key Concepts: Q3, Q4** | **Assessment** | **HWK** | **Furthering Cultural Capital** | **Recall of prior or future topics** |
| **1-2** | Propaganda and the Terror State | Significance | Peer Discussion: Which factor was the most significant in helping the Nazis keep control? |  | Discussion of modern societies which are dictatorships; discussions of curtailed freedoms | Recap on concept of democracy vs dictatorship |
| 3 | Workers and Work | Knowledge; Explanation | Explain why unemployment fell under the Nazis [8] **STUDENTS SELF ASSESS AND IMPROVE** |  | Discussion of current unemployment figures and measures the government take to solve this |  |
| 4 | Women in Nazi Germany | Knowledge; Explanation |  |  | Discussion of typical 'women's roles' in society today | Recap of how women's lives changed under Stresemann; link to Victorian women from Y8 |
| 5-6 | The Lives of Children in Nazi Germany | Knowledge, Explanation |  | Explain why children were so important to Nazi Germany [8] |  |  |
| 6-7 | The Treatment of the Jews before 1939 | Knowledge, Significance | Arrange in order of significance the measures put in place to control Jews 1933-1939 [9] **TEACHER MARKED** **STUDENTS IMPROVE** |  |  | Recap of categorisation of factors: political; social; economic. Link back to Y7 Migration work on anti-Semitism |
| 8 | Germany in World War Two: The Home Front | Knowledge | Describe life on the Home Front at the start of the war [5] **STUDENTS SELF ASSESS AND IMPROVE** | 3 x 5 mark Describe questions |  | Recap of Y7 Unit 5: Home Front in Liverpool during the War. |
| 9 | The Treatment of the Jews after 1939 | Knowledge, Source Analysis |  |  |  | Recap of knowledge from Holocaust Memorial Day |
| 10-11 | Opposition to the Nazis | Knowledge, Significance | Arrange in order of significance the groups who opposed the Nazis after 1939 [9] **STUDENTS SELF ASSESS AND IMPROVE** | Knowledge Checker |  | Recap of protest and rebellions: passive and active resistance Y8 Suffragettes and Slavery modules |
| 12 | Germany at the end of World War Two and the Impact of Defeat | Knowledge, Significance |  |  |  |  |
| 13-15 | Revision, Exam, Improvement |  | Q1, Q3, Q4 **TEACHER MARKED, STUDENTS IMPROVE** |  |  |  |

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| **GCSE History – Year 10 Medium Term Plan/SOW**  **The Elizabethan Age 1558 - 1603** | | | | **The Academy of St Francis of Assisi** | |
| **UNIT 3** | **What were the most popular types of entertainment in Elizabethan times?** | | | **Number of lessons in sequence** | **6** |
| **Overarching Curricular Goals** | **By the end of this unit students will:**  This option focuses in depth on selected themes and issues relating to the history of England during the Elizabethan Age, from 1558 to 1603. Candidates will be required to consider the major influences on political and social life during the period as well as the issue of religious controversy. Candidates should develop an awareness of how aspects of life in this period have been represented and interpreted, and how they have generated wider historical debate. They should also address the key questions in each topic area using a range of historical sources.  **Knowledge Learners will study:** The importance of popular entertainment; cruel sports; entertainment enjoyed by the rich; the Elizabethan theatre; design, plays; attitudes towards the theatre  **Skills: Learners will:**  AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.  AO2 Explain and analyse historical events and periods studied using second-order historical concepts.  AO3 Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.  AO4 Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. | | **Links to National Curriculum**  **Links to & building upon prior learning Including KS2 if Yr7** | GCSE Eduqas GCSE British Study in Depth  Learners have previously studied the English reformation, giving a background to some aspects of Tudor society.  Some aspects and roles of Tudor government have been studied in Crime and Punishment. | |
| **Outcomes/Success criteria** |
| **2/3 tier vocabulary**  See Knowledge Organiser | **Differentiation/Scaffolding/Support** | **Stretch and challenge opportunities in class, enrichment and home learning.** | **Opportunities for wider reading/listening/watching.** | | |
| see knowledge organiser | **Knowledge Support-**  **Reading support –** Support students in reading Elizabethan sources by encouraging them to make inferences and to work out the overall meaning and purpose of the source even if there are unfamiliar words.  **Skills support –** See writing frames and support for interpretations questions. | More able students should use a wider range of Elizabethan sources and be introduced to more reading through scholarship.  **Scholarship:**  John Guy ‘Elizabeth I’, 2016 | BBC Teach: Elizabethan Work and Play  <https://www.bbc.co.uk/teach/school-radio/history-tudors-work-and-play/zjbyhbk> | | |

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|  | **Content** | **Skills and Key Concepts Q2, Q5** | **Assessment** | **HWK** | **Furthering Cultural Capital** | **Recall of prior or future topics** |
| 1 | Popular Entertainment | Accuracy of Sources |  | Knowledge Checker |  |  |
| 2-3 | The Development of the Elizabethan Theatre | Accuracy of Sources | To what extent does this source accurately reflect the Elizabethan theatre? [8]  **STUDENTS SELF MARK AND IMPROVE** |  | Discussion of modern theatre; links to Shakespearean theatre and modern entertainment | Recap of Crime and Punishment Tudor Crime |
| 4-6 | Revision and End of Unit Exam |  | Q1, Q2, Q5 **TEACHER MARKED, STUDENTS IMPROVE** |  |  |  |

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| **GCSE History – Year 10 Medium Term Plan/SOW**  **Germany 1919 - 1919** | | | | **The Academy of St Francis of Assisi** | |
| **UNIT 7-9** | **Why were conditions in West and East Germany different after 1949, how did relations between the two Germanies change between 1949 and 1991 and what factors led to the reunification of Germany in 1991?** | | | **Number of lessons in sequence** | **10** |
| **Overarching Curricular Goals** | **By the end of this unit students will:**  This option focuses on the key trends and turning points that have affected the development of Germany between 1919 and 1991. Candidates will be required to consider the developments, events and personalities which have shaped the recent history of Germany. Candidates will be required to examine the major political, social, economic and cultural perspectives which have affected the lives of the German people over the whole of this period  **Knowledge Learners will:** Study the division of Germany; economic recovery in the West; control and repression in the East; the separation of Germany by 1961; the emergence of the two Germanies; the Berlin Blockade and Airlift; the significance of the Berlin Wall; military alliances; Brandt and Ostpolitik; the collapse of communism in Eastern Europe; the role of Helmut Kohl; the end of the Cold War; the fall of the Berlin Wall and reunification  **Skills: Learners will:**  AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.  AO2 Explain and analyse historical events and periods studied using second-order historical concepts.  AO3 Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.  AO4 Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. | | **Links to National Curriculum**  **Links to & building upon prior learning Including KS2 if Yr7** | GCSE Eduqas GCSE Unit Breadth Study  See ‘recall or prior or future topics’ | |
| **Outcomes/Success criteria** |
| **2/3 tier vocabulary**  **See Knowledge Organiser** | **Differentiation/Scaffolding/Support** | **Stretch and challenge opportunities in class, enrichment and home learning.** | **Opportunities for wider reading/listening/watching.** | | |
| see knowledge organiser | **Knowledge Support**.  **Reading support –** Writing frames, key words and definitions, refer back continuously to knowledge organisers to address key terms.  **Skills support –** For Q3 *Arrange in order of Significance,* ensure students explain *why* they have chosen this order. | Look for opportunities to incorporate more scholarship and reading from set texts for more able students.  **Scholarship:**  Anna Funder *Stasiland: Stories from Behind the Berlin Wall,* 2011  Phillipe Sands: *East West Street*, 2017 | DW Documentary on Youtube: *1949, One Year Two Germanies*  All resources on [SHARED](file:///T:\History\HISTORY%20Lesson%20Resources\GCSE\4.%20Germany%201919-1991\Unit%201%20and%202) AREA | | |

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|  | **Content** | **Skills and Key Concepts Q3** | **Assessment** | **HWK** | **Furthering Cultural Capital** | **Recall of prior or future topics** |
| 1 | The Division of Germany after WWII | Knowledge; Explanation |  |  | Geographical location of Germany and its borders on map | Recall of USA: Communism |
| **2-3** | The Cold War: Why was Berlin significant? | Knowledge; Explanation |  | Explain why Berlin was a hot spot in the Cold War [8] | Background discussion of Russia today and current US-USSR relations | Recap of importance of Berlin during the Nazi years |
| 4-5 | How far did Cold War relations improve? | Significance | Arrange the factors in order of their significance to show why Cold War Relations improved [9] **TEACHER MARKED, STUDENTS SELF-IMPROVE** |  |  |  |
| 6-7 | Which factors led to the reunification of Germany in 1990? | Significance | Identify short and long term reasons for the fall of the Berlin Wall | Arrange the factors in order of their significance to show why Cold War Relations improved [9] | Knowledge of Germany today and it's role as a leading power in Europe. |  |
| 8-10 | Revision and End of Unit Exam: Full Mock |  | Full Mock - **STUDENTS SELF MARK AND IMPROVE** |  |  |  |

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| **Year 10 Medium Term Plan/SOW** | | | | **The Academy of St Francis of Assisi** | |
| **UNIT** | **The USA 1910 – 1929: What were the causes of the economic boom experienced in the 1920s and what factors led to the end of prosperity in 1929?** | | | **Number of lessons in sequence** | **12** |
| **Overarching Curricular Goals** | **By the end of this unit students will:** Gain an overview of key issues facing the USA in the 1920s.  **Knowledge Learners will study:**  America’s economic position in 1910 - assets and natural resources; economic impact of the First World War; hire purchase; electrification; mass production; laissez faire; individualism and protectionism; overproduction; falling consumer demand; boom in land and property values; over speculation; the Wall Street Crash – panic selling, Black Thursday, market crash  **Skills: Learners will:**  AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.  AO2 Explain and analyse historical events and periods studied using second-order historical concepts.  AO3 Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.  AO4 Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. | | **Links to National Curriculum**  **Links to & building upon prior learning Including KS2 if Yr7** | Study of a significant society or issue in world history and its interconnections with other world developments.  See ‘recall of previous topics’. This unit build on the previous units of the USA studied in Y9. | |
| **Outcomes/Success criteria** |
| **2/3 tier vocabulary** | **Differentiation/Scaffolding/Support** | **Stretch and challenge opportunities in class, enrichment and home learning.** | **Opportunities for wider reading/listening/watching.** | | |
| See knowledge organiser | **Knowledge Support-** Emphasis key historical terms through use of knowledge organisers, low level quizzing and recaps.  **Reading support –** Regular testing of key words on KO and repetition of these in the lesson will familiarise students with more difficult concepts.  **Skills support –** Writing frames and stepped support for reliability questions and essay questions over time. | Opportunities for more able students to undertake more source analysis practice, particularly on utility and reliability.  **Scholarship/Pedagogy**  Phillip G. Payne: *Crash! How the Economic Boom and Bust of the 1920s worked.* 2016 | The USA Between the Wars 1919-1941: A depth study: USA Between the Wars, 1919-41 (Discovering the Past for GCSE) Paperback – Student Edition, 25 Mar. 1998 WJEC GCSE History Germany in Transition, 1919-1939 and the USA: A Nation of Contrasts, 1910-1929 Paperback – 28 April 2017 by R. Paul Evans (Author), Steve Waugh (Author), John Wright (Author) BBC Bitesize revision: <https://www.bbc.co.uk/bitesize/guides/zsggdxs/revision/1>  Historical Association Roaring 20s Podcasts: <https://www.history.org.uk/podcasts/categories/442/podcast/534/the-united-states-in-the-1920s> | | |

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|  | **Content** | **Skills and Key Concepts Q3, Q5** | **Assessment** | **HWK** | **Furthering Cultural Capital** | **Recall of prior or future topics** |
| 1-2 | Why was the economy booming in the 1920s? | Knowledge, causation |  | Knowledge Checker | Explanation of concept of boom and bust; what is meant by the economy? Republican vs Democrat and concept of rugged individualism and laissez-faire linked to Trump. | Recall: USA Y9 |
| 3-4 | Mass Production and Henry Ford | Knowledge, Group Work, Oral presentations |  |  | Discussion of mass production today and consumerism |  |
| 5 | Who didn't benefit from the boom? | Knowledge, explanation, dual coding | Utility Question - For HWK **TEACHER MARKED AND STUDENTS SELF-IMPROVE** | Q3 - 10 marks | Explanation of gap between rich and poor today; the 1% in the USA | Prior knowledge of African American history |
| 6-7 | Long and short-term reasons for the Wall Street Crash | Causation |  |  | Links to most recent recession and 2007 financial crisis with Florida Land Boom of 1920s |  |
| 8-9 | The Wall Street Crash: Panic Selling and Black Thursday | Causes and Consequences |  | 16 mark Interpretation Question - Teacher Assessed |  |  |
| 10-12 | Revision, Exam, Improvement |  | Full Mock Exam **TEACHER MARKED AND STUDENTS SELF-IMPROVE** |  |  |  |