



Year 10 History

Subject Leader: Mrs Sophie Foster

Exam Board: Edexcel

History challenges and fires our curiosity whilst encouraging critical thinking. It helps students to develop their own identities through an understanding of history at a personal, local, national and international level and so make sense of our complex and constantly changing world. It encourages a mutual understanding and respect for the historic origins of our ethnic and cultural diversity. It develops students' desire and ability to play an active role in a democratic society. It promotes the importance of decision-making and independent enquiry as we seek to equip students with the transferable skills required to face the opportunities and challenges of work and life.

Topics to be covered in Year 10

	Term 1	Term 2	Term 3
Topics to be covered	<ul style="list-style-type: none"> Henry VIII and his ministers: Key topic 2- Henry VIII and Cromwell, 1529-1540 (paper 2) Henry VIII and his ministers: Key topic 3- The Reformation and its impact, 1529-1540 (paper 2) 	<ul style="list-style-type: none"> The American West: The early settlement of the West, 1835-1862 (paper 2) The American West: Development of the Plains, 1862-1876 (paper 2) 	<ul style="list-style-type: none"> The American West: Later developments in the West, 1876-1895 (paper 2) The American West: Law and order 1835-1895 (paper 2)
Key vocabulary	Henry VIII: Accession, betrothed, renaissance, sovereignty, monarchy, vagrants, privy chamber, royal council, court, parliament, justice of peace, archbishop, cardinal, lord chancellor, enclosures, Holy Roman Empire, trade embargo, annulment, adultery, papal bull, heir, treason, conspiracy, execution, bureaucracy, heresy, anti-clericalism, sacraments, pilgrimage, vicegerent, oath, celibate, dissolution, monasteries, uprising, Pope	American West: Plains Indians, buffalo, extermination, migration, cattle barons, cattle industry, long drive, ranching, Sioux, treaty, homestead, Manifest Destiny, open range, closed range, rustling, reservation, sheriff, vigilantes	American West: Plains Indians, buffalo, extermination, migration, cattle barons, cattle industry, long drive, ranching, Sioux, treaty, homestead, Manifest Destiny, open range, closed range, rustling, reservation, sheriff, vigilantes
Skills to be developed	<ul style="list-style-type: none"> Cause and consequence Historical significance Change and continuity Chronological understanding 	<ul style="list-style-type: none"> Cause and consequence Historical significance Change and continuity Chronological understanding 	<ul style="list-style-type: none"> Cause and consequence Historical significance Change and continuity Chronological understanding
Opportunities for revisiting previous learning	<ul style="list-style-type: none"> All skills are revisited regularly Factual recall starter tasks Revision homeworks Practice of skills in every lesson 	<ul style="list-style-type: none"> All skills are revisited regularly Factual recall starter tasks Revision homeworks Practice of skills in every lesson 	<ul style="list-style-type: none"> All skills are revisited regularly Factual recall starter tasks Revision homeworks Practice of skills in every lesson
When will formal assessment of progress take place?	<ul style="list-style-type: none"> Henry VIII: Key topic 2 (paper 2) Henry VIII: Key topic 3 (paper 2) 	<ul style="list-style-type: none"> The American West 1835-1895: Key topic 1 (paper 2) The American West 1835-1895: Key topic 2 (paper 2) 	<ul style="list-style-type: none"> American West 1835-1895: Key topic 3 (paper 2) Mock exam (paper 1)

Year 10 Useful Resources

The VLE - <https://www.gilberd.com/index.php/en/vle>

<https://www.gcsepod.com/>

<https://www.bbc.co.uk/bitesize>

<https://www.senecalearning.com/>

Marking, Assessment and Feedback

Over the course of an academic year students will complete a number of formal assessments, these will be used to assess where students are in their learning journey.

Information from these assessments could be used when making decisions regarding setting of students, reporting progress home and predicting outcome. Current guidelines mean that we cannot provide as much detailed written feedback as it typical. As a result of this, we will during lessons, evaluate students' learning through a range of activities including quizzes, class discussions, detailed questioning and other strategies. Through this, students will know where they are in their learning journey and what they need to do next to make further progress.

Teachers will continue to provide planned written feedback on selected pieces of work.

Homework

Homework will be set using the online platform Go 4 Schools.

Homework tasks are designed to prepare students for future learning or consolidate work completed in the classroom. It will be clear what should be handed in, when it should be handed in and how it should be handed in.

The Gilberd School

Brinkley Lane, Colchester, Essex CO4 9PU

Tel: 01206 842211

