











2023-24 CURRICULUM MAP FOR HISTORY

YEAR 10

<p>HALF TERM 1: CHANGES IN ENTERTAINMENT AND LEISURE IN BRITAIN, c.500 to the present day</p> <p><u>1. What have been the main developments in sport over time?</u></p> <ul style="list-style-type: none"> - Sports for ordinary people in medieval & early modern eras - Sports for upper classes: medieval jousts, tournaments, hunting - The growth of spectator sport & professionalism in 19/20th c - The influence of sponsorship & media on sport since 1950s - Sports participation & recreation in the later 20th century <p><u>2. How have holiday patterns and travel changed over time?</u></p> <ul style="list-style-type: none"> - Feast / holy days in medieval & early modern eras - The Grand Tour in the 18th century - Railways after the 1840s & their impact on seaside towns - Bank Holiday Act of 1871, holiday pay - Holiday opportunities in the 20th century: holiday camps, national parks & day trips / package holidays, air travel - Impact of British holiday resorts by the end of 20th century <p><u>3. How was society affected by developments in theatre, stage and screen over time?</u></p> <ul style="list-style-type: none"> - Viking and Saxon sagas / Medieval mystery plays and mummers - The popularity of Elizabethan theatre - Music halls & glee clubs of the Victorian age - The impact of cinema (1920s & 1930s) / television from the 1950s - Entertainment technology in the later 20th century <p><u>4. How have musical tastes and dance patterns changed over time?</u></p> <ul style="list-style-type: none"> - Traditional and religious music of the medieval era - Courtly entertainment in the medieval & Tudor periods - Orchestral & classical music in the 18th century - The growth of choirs & brass bands in the 19th century - The impact of the radio as entertainment after the 1920s - Popular music in the 20th century: jazz, rock n' roll, pop - Changes in listening to music in the 20th century: live performance, record players, transistor radios, digital music players 		<ul style="list-style-type: none"> • For each key question, students will be given opportunities to read contemporary sources and interpretations. • Students will be reading chapters from the Eduqas textbook on this topic • Newspaper articles from throughout the period
<p>HALF TERM 2: CHANGES IN ENTERTAINMENT AND LEISURE IN BRITAIN, c.500 to the present day</p> <p><u>5. How have changing patterns in entertainment affected the lives of children over time?</u></p> <ul style="list-style-type: none"> - Children's games & toys in the medieval era/ 16th & 17th centuries - Games, toys & comics in Victorian time/ early 20th century - Radio & television programmes aimed at children - Computer generated games in the late 20th century - The decline of playing outdoors in the 21st century <p><u>6. Why have blood sports and other forms of cruelty been seen as entertainment over time?</u></p> <ul style="list-style-type: none"> - Medieval hunting as sport / Punishments & public executions as - Bull-baiting and cockfighting in the 16th & 17th centuries - Bare-knuckle fighting in the 18th & 19th centuries - Rules & regulations into sport from the late 19th century - Debate over the legality of fox hunting from the 1960s - Animal rights and welfare groups in the 21st century <p><u>7. Historical site visit – 2021 Wembley</u></p> <ul style="list-style-type: none"> - The evolution of Wembley stadium in the early 20th century - The Empire Stadium for the British Empire Exhibition 1924 - Access & transport links to Wembley Park/ Design & construction - The development of the stadium in the 1950s & 1960s - The Taylor Act & Football Spectator's Act of 1989 - Demolition, design & construction of the new stadium 2007 - Key 20th century events; 1923 'White Horse' & 1966 World Cup finals 		<ol style="list-style-type: none"> 1. Use Sources A, B and C to identify one similarity and one difference in forms of sport over time. 2. Which of the two sources is the more reliable to an historian studying holidays during the Medieval era? 3. Describe the impact of the cinema on popular entertainment in the 1920s and 1930s. 4. Explain why rock and roll music became popular in the 1950s and 1960s.
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<p>HALF TERM 2: CHANGES IN ENTERTAINMENT AND LEISURE IN BRITAIN, c.500 to the present day</p> <p><u>5. How have changing patterns in entertainment affected the lives of children over time?</u></p> <ul style="list-style-type: none"> - Children's games & toys in the medieval era/ 16th & 17th centuries - Games, toys & comics in Victorian time/ early 20th century - Radio & television programmes aimed at children - Computer generated games in the late 20th century - The decline of playing outdoors in the 21st century <p><u>6. Why have blood sports and other forms of cruelty been seen as entertainment over time?</u></p> <ul style="list-style-type: none"> - Medieval hunting as sport / Punishments & public executions as - Bull-baiting and cockfighting in the 16th & 17th centuries - Bare-knuckle fighting in the 18th & 19th centuries - Rules & regulations into sport from the late 19th century - Debate over the legality of fox hunting from the 1960s - Animal rights and welfare groups in the 21st century <p><u>7. Historical site visit – 2021 Wembley</u></p> <ul style="list-style-type: none"> - The evolution of Wembley stadium in the early 20th century - The Empire Stadium for the British Empire Exhibition 1924 - Access & transport links to Wembley Park/ Design & construction - The development of the stadium in the 1950s & 1960s - The Taylor Act & Football Spectator's Act of 1989 - Demolition, design & construction of the new stadium 2007 - Key 20th century events; 1923 'White Horse' & 1966 World Cup finals 		<ol style="list-style-type: none"> 5. Outline how children's entertainment has changed from c.500 to the present day? 6. Explain why fox hunting was banned in 2004. 7. Describe two football events associated with Wembley in the twentieth century. 8. Explain the significance of Wembley stadium as a venue for sports and entertainment in the twentieth century.
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<ul style="list-style-type: none"> - The impact of Wembley stadium on national consciousness - The significance of Wembley stadium for other sports in the 20th century; 1948 Olympic Games; Rugby League Cup Finals; Greyhound Racing; boxing; American Football; musical concerts - how Wembley stadium in the later 20th century shows changes in the leisure industry 		<p>R.S. – Crime and Punishment P.E. – Visit to Wembley stadium</p>
<p>HALF TERM 3: THE ELIZABETHAN AGE, 1558-1603</p> <p><u>1. How successful was the government of Elizabeth I?</u></p> <ul style="list-style-type: none"> - The coronation and popularity of Elizabeth - Royal Court, Privy Council and councillors - Local government - The role of Parliament - Taxation and freedom of speech 		<ul style="list-style-type: none"> • For each key question, students will be given opportunities to read contemporary sources and interpretations. • Students will be reading chapters from the Hodder/Eduqas textbook on this topic
<p><u>2. How did life differ for the rich and poor in Elizabethan times?</u></p> <ul style="list-style-type: none"> - Contrasting lifestyles of rich and poor - Homes and fashion - Causes of poverty - Issue of unemployment and vagrancy - Government legislation including the 1601 Poor Law <p><u>3. What were the most popular types of entertainment in Elizabethan times?</u></p> <ul style="list-style-type: none"> - The importance of popular entertainment - Cruel sports - Entertainment enjoyed by the rich - The Elizabethan theatre; design, plays; attitudes towards the theatre 		<p>1. Why was the government of Elizabeth I successful?</p> <p>2. Explain the connections between two of the following.</p> <ul style="list-style-type: none"> • Houses of Correction • Overseer of the Poor • The Poor Rate • Vagrants <p>3. Using sources A and B describe cruel sports during the Elizabethan era.</p> <p>4. How far do you agree with the interpretation about how successfully Elizabeth dealt with the problem of religion?</p>
<p><u>4. How successfully did Elizabeth deal with the problem of religion?</u></p> <ul style="list-style-type: none"> - Religious problems in 1559 - Aims of the Religious Settlement - The 'Middle Way', Acts of Supremacy and Uniformity - Reactions to the Settlement 		<p>1. Read out the opening statements for sequence 3 tasks.</p> <p>2. Present mind mapping to class & explain logic & sequencing</p>
<p>HALF TERM 4: THE ELIZABETHAN AGE, 1558-1603</p> <p><u>5. Why were the Catholics such a serious threat to Elizabeth?</u></p> <ul style="list-style-type: none"> - Early toleration of Catholics - Excommunication in 1570 - Recusancy - Rebellion of Northern Earls - Catholic Plots; Ridolfi, Throckmorton, Babington - Role of Mary, Queen of Scots 		<p>English – Macbeth R.S. – Religion and religious practice</p>
<p><u>6. How much of a threat was the Spanish Armada?</u></p> <ul style="list-style-type: none"> - Reasons for the Armada - The war in the Netherlands - The course of the Armada – events in the Channel, Calais, 'fireships' and return to Spain - Results of the Armada <p><u>7. Why did the Puritans become an increasing threat during Elizabeth's reign?</u></p>	 	<p>For each key question, students will be given opportunities to read contemporary sources and interpretations.</p> <p>5. To what extent does this source accurately reflect the seriousness of the Catholic threat to Elizabeth?</p> <p>6. Why did England win the Armada?</p> <p>7. Explain the connections between two of the following that are to do with the Puritan threat:</p> <ul style="list-style-type: none"> • Puritans • Separatists • Presbyterians • Robert Browne



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<ul style="list-style-type: none"> - Puritanism - Challenge to the Settlement - Puritan opposition in Parliament and Privy Council - Measures taken to deal with the Puritan challenge 		<ol style="list-style-type: none"> 1. Read out the opening statements for sequence 3 tasks. 2. Present mind mapping to class & explain logic & sequencing
		<p>English - Macbeth</p>
<p>HALF TERM 5: THE DEVELOPMENT OF GERMANY, 1919-1991</p> <p><u>1. How successful was the Weimar Government in dealing with Germany's problems between 1919 and 1933?</u></p> <ul style="list-style-type: none"> - The impact of war and impact of the Treaty of Versailles - Opposition to the government - Economic and political reform under Stresemann - Improved foreign relations <p><u>2. How did the Nazis take total control of Germany by 1934?</u></p> <ul style="list-style-type: none"> - Reasons for Nazi support - Hitler as Chancellor - Steps to dictatorship - The creation of the police state <p><u>3. How were the lives of the German people affected by Nazi rule between 1933 and 1939?</u></p> <ul style="list-style-type: none"> - Economic control - Control of workers - The treatment of women; children and education - The treatment of Jews up to 1939 <p><u>4. Why did life change for the German people during the Second World War?</u></p> <ul style="list-style-type: none"> - Changing conditions on the Home Front - Opposition to the Nazis - The treatment of Jews - The impact of defeat 		<ul style="list-style-type: none"> • For each key question, students will be given opportunities to read contemporary sources and interpretations. • Students will be reading chapters from the Eduqas textbook on this topic
		<ol style="list-style-type: none"> 1. Describe the work of Gustav Stresemann between 1924 and 1929. 2. How important was the Reichstag Fire of 1933 in Hitler's consolidation of power between 1933 and 1934? 3. How far did the lives of Jews change in Germany between 1933 and 1939? 4. During the Second World War, some groups of people opposed the Nazis. Three of these groups were: (1) The Army (2) Children (3) The Church Arrange these events in order of significance in terms of which opposition group was the biggest threat to Hitler and the Nazis.
		<ol style="list-style-type: none"> 1. Read out the opening statements for sequence 3 tasks. 2. Present mind mapping to class & explain logic & sequencing
<p>HALF TERM 6: THE DEVELOPMENT OF GERMANY, 1919-1991</p> <p><u>5. Why were conditions in West and East Germany different after 1949?</u></p> <ul style="list-style-type: none"> - The division of Germany - Economic recovery in the West - Control and repression in the East - The separation of Germany by 1961 <p><u>6. How did relations between the two Germanies change between 1949 and 1991?</u></p> <ul style="list-style-type: none"> - The emergence of the two Germanies - The Berlin Blockade and Airlift - The significance of the Berlin Wall - Military alliances - Brandt and Ostpolitik 		<p>For each key question, students will be given opportunities to read contemporary sources and interpretations.</p>
		<ol style="list-style-type: none"> 5. Explain why life in East and West Germany was so different after 1945. 6. How important was the Berlin Blockade and Berlin Airlift in relation to the Cold War? 7. Describe the events surrounding the reunification of Germany.
<p><u>7. What factors led to the reunification of Germany in 1990?</u></p> <ul style="list-style-type: none"> - <u>The collapse of communism in Eastern Europe</u> - The role of Helmut Kohl - The end of the Cold War 		<ol style="list-style-type: none"> 1. Read out the opening statements for sequence 3 tasks. 2. Present mind mapping to class & explain logic & sequencing



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- The fall of the Berlin Wall and reunification



Key words

HALF TERM 1: CHANGES IN ENTERTAINMENT AND LEISURE IN BRITAIN, c.500 to the present day

1. What have been the main developments in sport over time?

- era
- Renaissance
- Pas d'armes or passage of arms tournament
- Melee
- noble
- "The White Horse Final"
- Patronage
- Amateur
- Professionalism
- Broken-time' payments
- Sponsorship
- Hooliganism
- Sports for All
- Ever Thought of Sport
- Paralympics
- Inclusiveness

2. How have holiday patterns and travel changed over time?

- Pagan
- Eostre
- Mother's Night
- Holy Month
- Blood Month
- Plough Monday
- Epiphany
- Oliver Cromwell
- Puritans
- Pilgrimage
- Grand Tour
- Banking and Financial Dealings Act 1971
- Whitsun
- Wakes clubs
- Holidays with Pay Act
- National Parks



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- Package deals
- Skytrain

4. How have musical tastes and dance patterns changed over time?

3. What were the most popular types of entertainment in Elizabethan times?

- Beowulf
- The Battle of Maldon
- Mummers
- Miracle plays
- Pageant wagons
- Reformation
- Jesters
- The Globe and the Swan
- William Shakespeare
- Merry Monarch
- Music Halls
- Canterbury Hall
- Marie Lloyd
- Vesta Tilley
- Glee Clubs
- Rudolph Valentino
- Charlie Chaplin
- Clark Gable, Greta Garbo, The Marx Brothers and Mickey Mouse
- Dancehalls
- Folksongs
- Will Sommers
- The Siege of Rhodes
- Dido and Aeneas
- Radio Luxembourg
- Radio Caroline
- Skiffle
- Elvis Presley
- Mersey Beat
- Progressive rock
- The Marquee Club
- Walkman
- Quadrille
- Egg Dance
- Morris Dancing
- Galliards
- Commonwealth
- Hoe downs
- Jitterbug

HALF TERM 2: CHANGES IN ENTERTAINMENT AND LEISURE IN BRITAIN, c.500 to the present day

5. How have changing patterns in entertainment affected the lives of children over time?

- Bum-bouncing
- Thaumatrope



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- Zoetrope
- Magic lantern
- Children's' Hour
- Watch with Mother

6. Why have blood sports and other forms of cruelty been seen as entertainment over time?

- "At Force" hunting
- "Bow and Stable" hunting
- Utopia
- Retribution
- Restitution
- Deterrence
- Tyburn
- Newgate Prison
- Charles Dickens
- The Protection of Animals Act
- Bare-knuckle fighting
- Jem Mace
- Jack Broughton
- The Burns Inquiry
- The League Against Cruel Sports
- The Animal Liberation Front

7. Historical site visit – Butlin's

- The Viennese Ballroom
- Chalets
- Red Coats
- All-inclusive holiday
- London & North Eastern Railway (LNER)

HALF TERM 3: THE ELIZABETHAN AGE, 1558-1603

1. How successful was the government of Elizabeth I?

- War of the Roses
- Protestants
- Treason
- Illegitimate
- Marian Persecution
- Propaganda
- Patronage
- Puritan
- Smallpox
- Succession
- Sir William Cecil
- Robert Dudley
- Sir Christopher Hatton
- Sir Francis Walsingham
- Robert Devereux
- Robert Cecil
- Lord Lieutenant



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- Justice of the Peace
- Local militia
- Sheriff
- Parish constable
- Overseer of the poor
- Marian debt

2. How did life differ for the rich and poor in Elizabethan times?

- Labouring poor
- Gentry
- Yeomen
- Cottagers
- Skilled artisans
- Tenant farmers
- Dissolution of the Monasteries
- Dowry
- Wattle and Daub
- Burghley House
- Holdenby House
- Longleat House
- Hardwick Hall
- Hawking
- Poor relief

3. What were the most popular types of entertainment in Elizabethan times?

- May Day
- Strolling Players
- Bear Baiting
- Bull Baiting
- William Shakespeare
- Christopher Marlowe

4. How successfully did Elizabeth deal with the problem of religion?

- Prayer Book
- Communion service
- Doctrine
- Act of Supremacy
- Act of Uniformity
- Marian exiles
- Vestments
- Regent
- Excommunicate
- Recusants
- The Act of Exchange
- The Episcopacy
- The Thirty-Nine Articles
- The Visitations
- The Royal Injunctions
- Philip II



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HALF TERM 4: THE ELIZABETHAN AGE, 1558-1603

5. Why were the Catholics such a serious threat to Elizabeth?

- Papal Bull of Excommunication
- Seminary Priests
- Jesuits
- Mass
- Edmund Campion
- Mary, Queen of Scots
- Council of the North

6. How much of a threat was the Spanish Armada?

- Spanish Inquisition
- Treaty of Nonsuch
- Duke of Palma
- Duke of Medina Sidonia
- Golden Hind
- Francis Drake
- Privateers
- Spanish Main
- Cadiz

7. Why did the Puritans become an increasing threat during Elizabeth's reign?

- Calvinist
- Presbyterians
- Separatists
- Moderate Puritans
- Marprelate Tracts
- John Stubbs
- Walter Strickland
- Propheying
- Edmund Grindal
- John Whitgift
- The Act against Seditious Sectaries

HALF TERM 5: THE DEVELOPMENT OF GERMANY, 1919-1991

1. How successful was the Weimar Government in dealing with Germany's problems between 1919 and 1933?

- Kaiser
- Reichstag
- Social Democratic Party (SPD)
- Socialism
- Friedrich Ebert
- Monarchy
- Republic
- Armistice
- Weimar Republic
- Communist
- Communism
- Berlin



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- Weimar Constitution
- Democratic
- Proportional Representation
- President
- Chancellor
- Article 48
- Coalitions
- Left-wing opponents
- The German Communist party
- The Independent Socialist party
- Centre Party
- The Democratic Party
- The National Party / The People's Party
- Right wing party
- Treaty of Versailles
- The Allies
- President Woodrow Wilson
- Georges Clemenceau
- David Lloyd-George
- Diktat
- Fourteen Points
- Self-determination
- Article 231
- Reparations
- The Saar
- Alsace-Lorraine
- Anschluss
- Colonies
- The Rhineland
- De-militarise
- 'Stab in the back'
- 'November Criminals'
- Invasion of the Ruhr
- Passive Resistance
- Hyperinflation
- Spartacists
- Karl Liebknecht
- Rosa Luxemburg
- Freikorps
- Spartacist Revolt
- Dr Wolfgang Kapp
- Kapp Putsch
- Adolf Hitler
- Anton Drexler
- Anti-Semitic
- Paramilitary



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- SA
- Swastikas
- Munich Putsch
- Treason
- Landsberg Prison
- Mein Kampf
- Gustav Stresemann
- Hundred Days
- Rentenmark
- League of Nations
- Dawes Plan
- Locarno Agreement
- Kellogg-Briand Pact
- Young Plan

2. How did the Nazis take total control of Germany by 1934?

- Joseph Goebbels
- Wall Street Crash
- President Hindenburg
- Kurt von Schleicher
- Franz von Papen
- Hermann Goering
- Reichstag Fire
- Marinus van der Lubbe
- Emergency decree
- Decree for the Protection of the People & the State
- Enabling Act
- Kroll Opera House
- Ernst Röhm
- Heinrich Himmler
- Night of the Long Knives
- Führer
- Dictatorship

3. How were the lives of the German people affected by Nazi rule between 1933 and 1939?

- Hitler Youth
- Trade Unions
- Gestapo
- Reinhard Heydrich
- Concentration camps
- Propaganda
- Olympic Games
- Autarky
- Autobahns
- RAD/ National Labour Service
- DAF / German Labour Front
- Dr Robert Ley
- Four Year Plan



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- Rearmament
- Conscription
- SDA / Beauty of Labour
- -----KDF / Strength through Joy
- Motherhood Cross
- Law for the Reduction of Unemployment 1933
- Marriage loans
- Kinder, Kuche, Kirche
- Law against overcrowding in German Universities
- National Socialist Teachers' League
- Waffen SS
- -Hitler Youth Movement
- Deutsches Jungvolk
- Hitler Youth
- League of German Maidens
- Anti-Semitism
- Boycott of Jewish shops & businesses
- Nuremberg Laws
- Israel / Sarah
- Synagogue
- Kristallnacht / Night of the Broken Glass
- Concentration camps

4. Why did life change for the German people during the Second World War?

- Blitzkrieg
- D-Day
- Volksturm / Peoples Home Guard
- German Wehrmacht
- Home Front
- Rationing
- Cologne / Essen / Dresden
- Luftwaffe
- Total War
- Police State
- Martin Niemöller
- Dietrich Bonhoeffer
- White Rose Organisation
- Hans and Sophie Scholl
- Edelweiss Pirates
- July Bomb Plot
- Einsatzgruppen
- Ghettos
- Final Solution
- Genocide
- Holocaust
- Wannsee
- Extermination Camps



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- Auschwitz / Treblinka / Sobibor / Belzec / Chelmno / Majdanek
- Nuremberg trials
- Denazification
- Yalta Conference
- Potsdam Conference

HALF TERM 6: THE DEVELOPMENT OF GERMANY, 1919-1991

5. Why were conditions in West and East Germany different after 1949?

- GDR / German Democratic Republic
- FRG / Federal Republic of Germany
- Stasi
- Walter Ulbricht
- Erich Honecker
- Iron Curtain
- President Truman
- Cold War
- Bonn
- Berlin
- Berlin Wall
- Nikita Khrushchev
- Checkpoint Charlie
- Peter Lechter

6. How did relations between the two Germanies change between 1949 and 1991?

- Bizonia
- Trizonia
- Deutschmark
- Berlin Blockade
- Berlin Airlift
- Marshall Plan / Marshall Aid
- Konrad Adenauer
- Ludwig Erhard
- Economic Miracle
- NATO
- Bundeswehr
- Korean War
- Recession
- OECC
- ECSC
- EEC
- Treaty of Rome

7. What factors led to the reunification of Germany in 1990?

- Warsaw Pact
- Willy Brandt
- Ostpolitik
- 1972 Basic Treaty
- United Nations
- Détente



2023-4 CURRICULUM MAP FOR HISTORY YEAR 10

- Nuclear arms race
- Mikhail Gorbachev
- Helmut Kohl
- Reunification
- Treaty of Unification
- German Unity Day