

Year 10 Curriculum Overview [2026-2027]

Subject History

Autumn Term	Knowledge & Understanding			Literacy Skills	Employability Skills [if any]	Assessment Opportunities
	Composites	Components [KEY concepts & subject specific vocab]	Formal Retrieval [if any]			
HT1	Germany: from Democracy to Dictatorship 1890-1945 1890-1929	- The Kaiser and his weaknesses - The causes of WW1 - The effect of WW1 on the German people - The consequences of WW1 and the new Democratic Weimar Republic - Problems facing the Weimar Republic - Stresseman and 'solutions' to the problems - The rise of the Nazi Party	- MCQ retrieval activities revisit substantive knowledge, chronology and key historical vocabulary. - Regular source analysis activities retrieve both historical knowledge and disciplinary skills, requiring students to apply contextual understanding when analysing provenance, utility and reliability. - Frequent exam question practice, where students deconstruct model	Speak confidently: - Structured classroom debates using historical evidence to justify arguments 'When I say, you say' retrieval activities reinforce key vocabulary and historical concepts - Oracy is developed through exam question discussion and collaborative evaluation of interpretations. Think Critically: - Evaluate historical	Critical thinking – Evaluate evidence, interpretations and competing arguments to reach substantiated conclusions. Communication – Present ideas clearly through discussion, debate and analytical writing using precise historical terminology. Problem solving – Investigate complex historical enquiries by analysing evidence and identifying patterns of change and continuity.	Formative Assessment (FA)- 12 marker on Weimar Republic's problems.

			responses, identify success criteria and apply AQA mark schemes to assess and improve answers. • Retrieval is supported through interleaving, revisiting key concepts across all four GCSE units. • Knowledge organisers, low-stakes quizzes, retrieval grids and cumulative questioning strengthen long-term retention and prepare students for terminal examinations. • Regular opportunities for self-assessment, peer assessment and whole-class feedback ensure retrieval informs	interpretations from historians. • Critically evaluate the usefulness, provenance and reliability of evidence. • Articulate through Writing: • Regular extended writing using GCSE exam structures • Explicit teaching of disciplinary writing for explanation, analysis, interpretation and judgement questions Read with Purpose: • Guided reading of historical scholarship and academic texts • Annotation of sources • Annotation of historical interpretations	Research and analytical skills – Critically evaluate sources, interpretations and scholarship, considering provenance, reliability and utility. Decision making – Make informed judgements supported by relevant historical evidence. Organisation and self-management – Independently revise, retrieve knowledge and apply learning across thematic and period studies. Resilience – Develop perseverance through challenging historical enquiry, exam practice and iterative improvement. Collaboration – Work effectively	
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HT2	Germany: from Democracy to Dictatorship 1890-1945 1929-1945	• The Great Depression • Events that led the Nazi Party to secure total power. • Nazi policies on women; youth; works and Jewish people • Resistance to the Nazi Party • WW2 • The Holocaust	future learning and addresses gaps in understanding.		with peers to discuss evidence, evaluate interpretations and refine historical arguments. Ethical reasoning – Reflect on themes including power, conflict, democracy, justice, medicine, human rights and social responsibility. Global and cultural awareness – Develop an understanding of diverse societies, historical perspectives and the lasting impact of historical events on the modern world.	Summative Assessment (SA)- Paper 1 Unit 1.
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Spring Term	Knowledge & Understanding			Literacy Skills	Employability Skills	Assessment Opportunities
	Composites	Components [KEY concepts & subject specific vocab]	Formal Retrieval [if any]	Opportunities for developing literacy skills	Skills [if any]	

HT3 / HT4	Conflict and Tension 1919-1939 Unit 1: Treaty of Versailles	• The aims and objectives of the Big Three • Reaction to TOV • Long term impact of the Treaty of Versailles				Formative Assessment- 16 marker on the main reason the League of Nations Failed.
	Unit 2: The League of Nations (LON)	• Structure/membership/aims of LON • Success of LON in 1920's • The failures of the LON particularly Corfu • The acceptance of Germany with the Locarno Pact				
	Unit 3: The Collapse of International peace	• The Wall St Crash • The Failures of the LON • Appeasement • Saar • Rhineland • Union with Austria • Sudetenland • Nazi Soviet Pact				Summative Assessment- Mock Exam. Full paper 1.

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Summer Term	Knowledge & Understanding			Literacy Skills	Employability Skills [if any]	Assessment Opportunities
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HT5	Health and the People	• Medieval ideas about medicine • Causes of disease • Treatment and Surgery • Christianity and medicine • Public health • Black Death				Formative Assessment- 8 marker on Significance of a key individual.
	Unit 1 : Medicine stands still					
HT6	Unit 2: The beginnings of change	• Surgical advances • Treatments and surgery • Hospitals • John Hunter • The Great Plague • Vaccination				