

Ursuline College Curriculum Implementation: History Y10 2026-27



Curriculum Intent	<i>'I have come so that they may have life and have it to the full.'</i> John 10: Chapter 10. V 10 Inspired by the Gospel values of love, joy, and compassion, we nurture and develop the whole child so that each unique individual grows in confidence and has the knowledge and skills to enable them to achieve their true potential. Our aim in the History Department is to produce historians who can make well rounded judgements. By emphasising the concepts of change and continuity in our teaching we are promoting essential analytical skills. Through the topics that we have selected students will be able to demonstrate a well-rounded understanding of significant events in British, European and non- European history and make links and comparisons across time periods. By ensuring that topics studied are coherent and, at times, thematic students will develop contextual knowledge surrounding events and a detailed understanding of their impact, relevance and importance. History at Ursuline College helps students to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. Respecting each other, helping each other and bearing with each other: Getting better never stops.	
Year 10 intent	Our aim in Year 10 is to develop students' knowledge and understanding of Germany between 1918-1939 and the Elizabethan Age, whilst enhancing their source analysis skills and ability to consider different interpretations.	
Exam Board & Specification	Eduqas: GCSE History Component 1: Studies in Depth: 1G. Germany in transition 1919-1939 and 1B. The Elizabethan Age 1558-1603 Component2: Studies in Breadth – 2A. The Development of the USA, 1929-2000, 2E. Changes in Crime and Punishment in Britain, c.500 to present	
Cycle 1	Term 1 02 09 26 – 23 10 26 7 weeks	Term 2 02 11 26 - 18 12 26 7 weeks
Focus & Skills (Inc paper/ unit focus)	KQ1: What challenges were faced by the Weimar Republic from 1919-23? KQ2: Why were the Stresemann years considered a golden age? KQ3: How and why did the Weimar republic collapse between 1929-33?	KQ4: How did the Nazis consolidate their power between 1933-34? KQ5: How did the Nazi social, economic and racial policy affect life in Germany? KQ6: What methods did the Nazis use to control Germany?
Links to CST	As we study the problems of the early Weimar Republic, we are called to reflect on how God's option for the poor and vulnerable reminds us that times of political and economic crisis often have the greatest impact on those already struggling with poverty and insecurity.	As we study Nazi consolidation of power, we are called to reflect on how God's option for the poor and vulnerable reminds us of the importance of protecting the rights, freedoms and dignity of those who may be silenced, marginalised or oppressed by those in authority.

	- As we study the recovery of Weimar Germany, we are called to reflect on how God's option for the poor and vulnerable encourages societies to create opportunities, stability and support for those most affected by hardship and economic uncertainty. - As we study the rise of the Nazi Party, we are called to reflect on how God's option for the poor and vulnerable challenges us to protect those who are at risk of being scapegoated, excluded or denied their dignity during times of social and political change.	- As we study domestic policy in Nazi Germany, we are called to reflect on how God's option for the poor and vulnerable challenges us to consider how government policies can either protect or harm those who are most vulnerable in society. - As we study terror and persuasion in Nazi Germany, we are called to reflect on how God's option for the poor and vulnerable challenges us to stand with those who are intimidated, excluded or oppressed and to defend the dignity of every person.
Explicit Skill Content	- Impact of WW1 (5 problems of the early republic) - Recovery of Weimar (The work of Stresemann) - The Rise of the Nazi Party	- Consolidation of power (Fire/Enabling Act/Internal opposition/Long Knives/Hindenburg Death) - Domestic policy (Workers/Women/Children) - Terror and persuasion (Propaganda and terror groups)
Homework	GCSE Germany revision workbook	GCSE Germany revision workbook
Assessment	- PQ2: Clemenceau the vampire, purpose of source and improvement work - PQ 5: MARKED: To what extent do you agree with this interpretation? (hyperinflation as main problem) - PQ2: women, purpose of source - Short describe PQ at the start of each lesson - Set 1 mocks	- PQ 5: To what extent do you agree with this interpretation? (fire as main reason for creation of dictatorship) - PQ2: purpose of source Volkswagen scheme) - PQ2: purpose of source 'the Family' painting - PQ 3: Do the interpretations support the view that the Nazi Youth groups were popular? (10) and improvement work - PQ 4: Which of the sources is more useful to an Historian studying the events of Kristallnacht? (11). - Short describe PQ at the start of each lesson
Disciplinary Literacy Vocab	impact, consequence, instability, crisis, weakness, vulnerability, legitimacy, resentment, opposition, unrest, proportional representation, coalition, political fragmentation, stalemate, inefficiency, hyperinflation, economic collapse, currency devaluation, Ruhr, occupation, passive resistance, reparations, Treaty of Versailles, resentment, humiliation, diktat, territorial loss, military restrictions, war guilt, political violence, revolution, uprising, Spartacists, Freikorps, Kapp Putsch, rebellion, extremism, left-wing, right-wing, democracy, republic, early Weimar, recovery, stabilisation, improvement, reform, Stresemann, leadership, diplomacy, negotiation, Dawes Plan, Young Plan, economic recovery, foreign policy, reconciliation, League of Nations, Locarno Treaties, international relations, cooperation, prosperity, Golden Age, cultural development, confidence, rise, growth, support, popularity, Nazi Party, NSDAP, propaganda, ideology, nationalism, anti-Semitism, dictatorship, leadership, charismatic authority, Adolf Hitler,	consolidation, control, authority, dictatorship, power, legality, opposition, suppression, elimination, centralisation, Reichstag Fire, emergency powers, Enabling Act, decree, civil liberties, arrest, intimidation, internal opposition, political parties, trade unions, banning, Gleichschaltung, coordination, Night of the Long Knives, purge, SS, SA, Röhm, loyalty, army support, Hindenburg, presidency, Führer, oath of loyalty, totalitarianism, domestic policy, society, influence, control, workers, employment, labour, trade unions, German Labour Front, Strength Through Joy, Beauty of Labour, wages, conditions, rearmament, public works, women, traditional roles, motherhood, family, birth rate, marriage loans, employment restrictions, education, children, youth, indoctrination, education system, curriculum, Hitler Youth, League of German Girls, obedience, loyalty, values, terror, persuasion, propaganda, censorship, media, messaging, influence, indoctrination, Joseph

	appeal, messaging, organisation, crisis exploitation, economic hardship, unemployment, fear, resentment, scapegoating, political strategy, consolidation, influence, mass support, extremism	Goebbels, Ministry of Propaganda, rallies, posters, films, radio, control of information, terror groups, SS, Gestapo, surveillance, informants, fear, intimidation, arrest, concentration camps, repression, compliance, resistance
Revision Material Sources	GCSE Germany revision workbook	
Cycle 2	Term 3 04 01 27 – 12 02 27 6 weeks	Term 4 23 02 27 – 25 03 27 5 weeks
Focus & Skills (Inc paper/unit focus)	Germany in Transition KQ7: What factors led to the outbreak of war in 1939? The Elizabethan Age 1558-1603 KQ1: How successful was the government of Elizabeth I? KQ2: How did life differ for the rich and poor in Elizabethan times? KQ3: What were the most popular types of entertainment in Elizabethan England?	The Elizabethan Age 1558-1603 KQ3: What were the most popular forms of entertainment in Elizabethan England? KQ4: How successfully did Elizabeth deal with the problem of religion?
Links to CST	- As we study Nazi foreign policy, we are called to reflect on how God's option for the poor and vulnerable reminds us that decisions made by powerful leaders can have profound consequences for the safety, wellbeing and dignity of those most at risk from conflict and aggression. - As we study the government of Elizabeth I, we are called to reflect on how God's option for the poor and vulnerable reminds us that those in positions of authority have a responsibility to protect and support the most disadvantaged members of society. - As we study the lifestyles of the rich and poor in Elizabethan England, we are called to reflect on how God's option for the poor and vulnerable challenges us to recognise the inequalities in society and our responsibility to care for those most in need.	- As we study entertainment in Elizabethan England, we are called to reflect on how God's option for the poor and vulnerable reminds us that all people, regardless of wealth or status, deserve opportunities to enjoy community life, culture and recreation. - As we study religious problems in Elizabethan England, we are called to reflect on how God's option for the poor and vulnerable reminds us of the importance of treating people with dignity and compassion, especially when they face discrimination or exclusion because of their beliefs.
Explicit Skill Content	- Hitler's foreign policy aims (Unite/Create/Destroy/Erase/Anschluss) - Elizabethan Government (Maintaining popularity/Royal Court/Privy council/Parliament/Local Gov) - Lifestyles of the Rich and Poor (Homes/fashion/education/poverty)	- Elizabethan entertainment (cruel sports / theatres / opposition) - The religious settlement (aims/outcomes/Acts)
Homework	Elizabethan Age Revision Workbook	

Assessment	<i>PQ5: to what extent do you agree with the interpretation (re-militarisation of Rhineland as key in Hitler's aggressive steps towards war)</i> <i>PQ 2: MARKED: To what extent does source P accurately reflect the seriousness of the problems caused by increased vagrancy?</i> <i>Short describe question at the start of each lesson</i>	<i>PQ3: Why were playwrights significant in the development of the theatre during the Elizabethan times?</i> <i>PQ5: How far do you agree with this interpretation of the Religious Settlement of 1559? (16 marks + 3 SPAG)</i> <i>Short describe question at the start of each lesson</i>
Disciplinary Literacy Vocab	Germany in transition, continuity, change, instability, crisis, recovery, development, impact, consequence, weakness, strength, democracy, dictatorship, foreign policy, aims, expansion, aggression, rearmament, remilitarisation, Rhineland, Anschluss, Sudetenland, appeasement, Munich Agreement, invasion, Poland, alliance, Nazi-Soviet Pact, war, escalation, tension, nationalism, ideology, Versailles, revisionism, diplomacy, conflict governance, government, authority, monarchy, power, control, leadership, Privy Council, Parliament, local government, justice, taxation, rebellion, stability, effectiveness, success, failure, social structure, hierarchy, class, inequality, wealth, poverty, rich, poor, living standards, housing, diet, health, education, work, labour, unemployment, leisure, entertainment, theatre, plays, Shakespeare, bear-baiting, festivals, sports, pastimes, culture, tradition, influence, significance	entertainment, leisure, popular culture, recreation, social activity, cruel sports, bear-baiting, bull-baiting, animal fighting, blood sports, theatres, playhouses, Globe Theatre, acting, drama, Shakespeare, performances, audiences, storytelling, festivals, music, dance, entertainment for the rich, court entertainment, banquets, masques, feasting, hunting, hawking, tennis, status, wealth, privilege, religion, settlement, compromise, Middle Way, Via Media, Protestantism, Catholicism, authority, monarchy, supremacy, Act of Supremacy, Act of Uniformity, enforcement, conformity, recusancy, opposition, resistance, Puritans, Catholics, tension, stability, success, failure, effectiveness, balance, control, legitimacy, unity
Revision Material Sources	Elizabethan Age Revision Workbook	
Cycle 3	Term 5 12 04 27 – 23 05 27 7 weeks	Term 6 07 06 27 – 16 07 27 6 weeks
Focus & Skills (Inc paper/unit focus)	The Elizabethan Age 1558-1603 KQ5: Why were the Catholics such a serious threat to Elizabeth? KQ6: How much of a threat was the Spanish Armada? KQ7: why did the Puritans become an increasing threat during Elizabeth's reign?	Changes in Crime & Punishment from c.500-present day KQ1&2: what have been the main causes of crime over time and how has the nature of crime changed over time?
Links to CST	<i>As we study the Catholic threat in Elizabethan England, we are called to reflect on how God's option for the poor and vulnerable challenges us to consider the experiences of those who faced suspicion, discrimination or persecution because of their faith.</i>	<i>As we study the causes of crime in England from c.500 to the present day, we are called to reflect on how God's option for the poor and vulnerable encourages us to understand the social and economic challenges that can affect people's choices and life opportunities.</i>

	- As we study the Spanish Armada, we are called to reflect on how God's option for the poor and vulnerable reminds us that the consequences of war and conflict are often felt most deeply by ordinary people whose lives and livelihoods are placed at risk. - As we study the Puritan threat in Elizabethan England, we are called to reflect on how God's option for the poor and vulnerable challenges us to treat those with different beliefs fairly and to protect the dignity of people who may be excluded or marginalised.	As we study types of crime in England from c.500 to the present day, we are called to reflect on how God's option for the poor and vulnerable encourages us to understand how different crimes can affect individuals and communities, particularly those who are least able to protect themselves.
Explicit Skill Content	- The Catholic Threat (MQS/Rebellion/Papal Bull/Plots/Execution) - The Spanish Armada and its consequences - The Puritan threat (individuals/parliament and groups)	- Causes of crime (Saxon and Medieval/Tudor and Stuart/Industrial and Modern) - Types of crime (Saxon and Medieval/Tudor and Stuart/Industrial and Modern)
Homework	Elizabeth Age revision workbook and Crime revision workbook	
Assessment	<i>PQ 5: How far do you agree with interpretation A of the Catholic threat to Elizabeth? (16+3)</i> <i>Q5 practice: MARKED: How far do you agree with this interpretation of the causes for the Spanish Armada? (16 marks + 3 SPAG)</i> <i>PQ 3: MAKRED: Why did the Puritans become a significant threat during the reign of Elizabeth?</i> <i>Short describe question at the start of each lesson</i>	<i>PQ 2: Which of the two sources is more reliable to an historian studying the nature of criminal activity over time?)</i> - Set 2 mocks
Disciplinary Literacy Vocab	Catholic threat, Mary Queen of Scots, MQS, Northern Rebellion, rebellion, Papal Bull, excommunication, plots, Ridolfi Plot, Throckmorton Plot, Babington Plot, treason, conspiracy, execution, martyrdom, loyalty, allegiance, suppression, surveillance, threat, escalation, consequence, resistance, Spanish Armada, naval conflict, invasion, Philip II, Sir Francis Drake, privateers, fire ships, Gravelines, tactics, strategy, weather, defeat, propaganda, national identity, prestige, consequence, significance, turning point, rivalry, Anglo-Spanish War, Puritan threat, Puritans, dissent, reform, radicalism, Presbyterianism, prophesyings, vestments controversy, Archbishop Whitgift, Cartwright, Parliament, opposition, pressure groups, challenge, authority, influence, control, conformity, resistance	crime, causation, motive, poverty, inequality, unemployment, social conditions, economic factors, opportunity, population growth, migration, urbanisation, industrialisation, authority, government, law enforcement, deterrence, prevention, punishment, religion, superstition, feudal system, hierarchy, rebellion, protest, war, political instability, technological change, reform, marginalisation, deprivation, Saxon, Medieval, Tudor, Stuart, Industrial, Modern, types of crime, heresy, treason, vagrancy, poaching, smuggling, witchcraft, highway robbery, theft, petty crime, violent crime, moral crime, economic crime, organised crime, protest crime, political crime, white-collar crime, cybercrime, fraud, identity theft, terrorism, anti-social behaviour, continuity, change, development, consequence, significance, impact
Revision Material Sources	GCSE Crime revision workbook	