

## Year 10 Elizabethan England (Summer 1)

### Fundamental Skills

- To be able to argue how convincing an interpretation of a historical event is
- To be able to explain why a historical event was important
- Use key words and dates in work, and ensure these are spelt correctly

### Fundamental Knowledge

- To identify where the Tudor dynasty originated from
- To identify the reasons for Henry VIII's break with Rome
- To identify how Elizabeth's childhood impacted on her as a woman
- To identify how Elizabeth's relationship with Mary impacted on her reign
- To identify how Elizabeth structured her government to control England
- To identify the role of the Privy Council in Elizabethan government
- To identify the nature of the relationship between Elizabeth and parliament
- To identify the causes, events and effects of the Essex rebellion

## Year 10 Elizabethan England (Summer 2)

### Fundamental Skills

- To be able to explain why a historical event was important
- To be able to write an account of the impact of a historical event
- Use key words and dates in work, and ensure these are spelt correctly

### Fundamental Knowledge

- To identify how England changed as a result of the 'English Renaissance'
- To identify how fashion and architecture became 'gentrified'
- To identify how theatres led to the gentrification of England
- To identify the role of Shakespeare in molding Elizabethan society
- To identify how Elizabeth created a cult of personality
- To identify the conditions faced by the poor, and the causes of poverty
- To identify how Elizabethan society reacted to the 'problem' of the poor

# Expected Standards History Year 10

Inside this booklet you will find a summary of all the knowledge and skills that the academy expects you to master in this subject by the end of the year.

These are the **minimum standards** that we set for all students. If you achieve this you should be on track to achieve at least a **grade 5/6 in your GCSE** in year 11.

During each half-term you will have regular '**learning checks**' to assess how well you are progressing against the expected standards. If you do not reach the expected standard in any of these checks you should be seeking help from your teacher, asking for study supports and using the materials on TGISpace to help you improve.

If you wish to push yourself further your teacher will also be sharing with you examples of how to go **beyond the expected standards**

**Tudor Grange Academy  
Solihull**

## Year 10 Nazi Germany (Autumn 1)

### Fundamental Skills

- To be able to argue why one interpretation of an event is more convincing than another
- To be able to describe how an event had an impact on the lives of people at the time
- To be able to justify why one event is more important than another, and reach a justified conclusion.
- Use key words and dates in work, and ensure these are spelt correctly

### Fundamental Knowledge

- To identify Nazi policies towards Christianity and religion
- To identify how Jewish people were persecuted in Nazi Germany
- To identify those responsible for the Final Solution
- To identify the role of Himmler in helping Hitler keep control
- To identify the role of Goebbels in helping Hitler keep control
- To identify the work done by various opposition groups in Nazi Germany
- To identify how the Nazis changed German culture

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## Year 10 Cold War (Autumn 2)

### Fundamental Skills

- To be able to explain how a source supports or opposes a historical event
- To be able to explain why a source is useful as evidence of a historical event
- Use key words and dates in work, and ensure these are spelt correctly

### Fundamental Knowledge

- To understand the difference between capitalism and communism
- To identify what was decided at the Yalta conference
- To identify what was decided at the Potsdam conference
- To identify how USSR expanded their sphere of influence, and how the West responded
- To identify the causes and effects of the Truman Doctrine
- To identify the causes and effects of Marshall Aid
- To identify the causes and effects of Comecon and Cominform
- To identify the causes, events and effects of the Berlin Airlift

## Year 10 Cold War (Spring 1)

### Fundamental Skills

- To be able to write an account of the impact of a historical event
- To be able to explain why a source is useful as evidence of a historical event
- Use key words and dates in work, and ensure these are spelt correctly

### Fundamental Knowledge

- To identify why China became communist in 1949
- To identify the impact of the Arms Race
- To identify why the Korean war began, and the events and impact
- To identify the importance of the Space Race in cold war relations
- To identify the foreign policy of Khrushchev, and the extent to which this was a 'thaw'
- To identify the importance of the Vietnam War
- To identify the importance of the U2 crisis
- To identify the meaning and importance of 'MAD'

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## Year 10: Cold War (Spring 2)

### Fundamental Skills

- To be able to explain how a source supports or opposes a historical event
- To be able to justify why an opinion about a historical event is accurate or not
- Use key words and dates in work, and ensure these are spelt correctly

### Fundamental Knowledge

- To identify the causes, events and impact of the Cuban Missile Crisis
- To identify the causes, events and impact of the Bay of Pigs
- To identify the causes, events and impact of the Cuban Missile Crisis
- To identify why Czechoslovakia revolted, and the success of this act
- To identify similarities and differences between the Czechoslovakian and Hungarian uprisings
- To identify the causes, events and impact of Detente