

History Half Term 1 2024-2025: Y10 (AQA GCSE)

Y10	Lesson One Learning intentions (What can a student do at the end of the lesson)	Lesson Two Learning intentions (What can a student do at the end of the lesson)	Lesson Three Learning intentions (What can a student do at the end of the lesson)	Lesson Four Learning intentions (What can a student do at the end of the lesson)	Lesson Five Learning intentions (What can a student do at the end of the lesson)
W1 and W2	To understand the situation in America in 1920	To describe the Cycle of Prosperity	To understand how the Republican Party policies helped to create the Boom	To understand how advertising and the Stock Market helped America	To understand the significance of the Ford Motor Company to the Boom
W3 and W4	To explain how hire purchase and the stock market contributed to the cycle of prosperity	To understand the four different groups that did not experience the boom	To understand the social developments in the 1920s in cinema, culture and music	To understand the differences between traditional women and Flappers	To understand the racial tension that existed in America during the 1920s
W5 and W6	To understand immigration and restrictions placed on immigration during the 1920s	To identify what the Red Scare was and why it happened	To explain the case of Sacco and Vanzetti	To describe the Volstead Act and evaluate its success	To understand the growth in organised Crime in 1920s and the influence of Al-Capone
W7 and W8	To understand why Prohibition was a failure	To be able to explain the problems caused by the 1930s Depression in America	To be able to explain President Hoover's response to the Great Depression	To compare the 1932 election campaigns of Hoover and FDR	To learn about FDR's New Deal

Y11 (OCR GCSE 24-25 only)

Y11	Lesson One Learning intentions (What can a student do at the end of the lesson)	Lesson Two Learning intentions (What can a student do at the end of the lesson)	Lesson Three Learning intentions (What can a student do at the end of the lesson)	Lesson Four Learning intentions (What can a student do at the end of the lesson)	Lesson Five Learning intentions (What can a student do at the end of the lesson)
W1 and W2	Making of America - What was the USA like in 1789?	Growing Pains; Moving into new lands 1789 - 1838	Expulsion: Removing Indians from the East, 1830 - 38	Making of America - What was the USA like in 1789?	Expulsion: Removing Indians from the East, 1830 - 38
W3 and W4	To explore and explain the Indian Resistance, 1830 - 38	Visions – To understand the lives of the Plains Indians	Visions - To understand the motivation and experience of Migrants to the Far West	To explore and explain the Oregon Trail Case Study	To explain the Impact of Migration to the Far West on the Native Americans
W5 and W6	Visions – To understand the lives of The Mormons	Visions – To understand the lives of The Gold Miners	Visions – To understand the lives of The Gold Miners (part 2)	Visions – To understand the lives of The Gold Miners (part 3)	To understand Settlement and conflict on the Plains, 1861 - 77
W7 and W8	How did railroads and ranches change the plains?	How did the Cattle Business change the plains?	How did homesteaders survive and thrive on the plains?	Why was there so much bloodshed on the plains, 1861 – 77? Lesson 1	Why was there so much bloodshed on the plains, 1861 – 77? Lesson 2