




# GCSE HISTORY Year 10 LP4

<p>This half term: <b>Skills, Knowledge and Understanding</b> to be developed:  <b>Unit 2: USA - A Nation of Contrasts 1910 - 1929</b></p> <ul style="list-style-type: none"> <li>Students will be able to describe the developments in popular entertainment and the changes in the lives of women between 1910-29. Students will also be able to describe the conditions soldiers experienced in the trenches of the First World War.</li> <li>Students will know key facts and key words about popular music including Jazz, the impact of the radio and gramophone, the dancing and speakeasy culture and the lifestyle and status of women.</li> <li>Students will demonstrate their understanding of the developments in popular entertainment by answering a range of GCSE examination questions that focus on source evaluation and own knowledge-based questions.</li> </ul>		<p><b>Key Terms / Words:</b></p> <p>Talkies, idols, Charleston, Jazz, homogenisation, gramophone, Louis Armstrong, Black Bottom, Flappers, Clara Bow.</p>	
<p><b>LP 4 – Week 1 Learning Outcomes:</b></p> <p><b>Key Issue 6 – <u>Popular Entertainment</u>: How did popular entertainment develop during this period? [continued from LP3]</b></p> <ol style="list-style-type: none"> <li>Students will be able to explain the changes in popular music.</li> <li>Students will be able to evaluate the impact of the radio and gramophone.</li> <li>Students will be able to describe the dancing and speakeasy culture.</li> </ol>		<p><b>Success criteria:</b></p> <p>Why was the jazz music and the radio such popular leisure activities during the 1920's?</p>	<p><b>Homework LP4 1</b></p> <p>Revise for APP and complete revision sheet</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
<p><b>LP 4 – Week 2 Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>Students will be able to assess their knowledge and understanding of Key Issue 6 by answering revision tasks.</li> <li><b>APP – Students will</b> answer Unit 2: USA 1910-1929 examination paper questions to assess their knowledge and understanding of Key Issue 5 and 6</li> </ol>	<div style="border: 2px solid blue; padding: 5px; display: inline-block; margin-bottom: 5px;">APP</div> <div style="border: 2px solid red; padding: 5px; display: inline-block;">GRADE</div>	<p><b>Success criteria:</b></p> <p>APP</p>	<p><b>Homework LP4 2</b></p>
<p><b>LP 4 – Week 3 Learning Outcomes:</b></p> <p><b>Key Issue 7 – <u>Role of women</u>: How did the lifestyle and status of women change during the period?</b></p> <ol style="list-style-type: none"> <li>Students will compare the role of women in the pre-war years to their role following the First World War.</li> <li>Students will be able to describe a Flapper.</li> </ol> <p><b>UNIT 4 – THE NON-EXAMINED ASSESSMENT: PART A</b></p> <ol style="list-style-type: none"> <li>Students will be able to understand the requirements of the Non-Examined Assessment.</li> </ol>		<p><b>Success criteria:</b></p> <p>Describe a Flapper</p>	<p><b>Homework LP4 3</b></p> <p>Identify key terms for the unit and assess whether all Americans enjoyed the 1920's.</p>
<p><b>LP 4 – Week 4 Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>Students will be able to describe what conditions in the trenches of WW1 were like [Part 1]</li> <li>Students will be able to describe what conditions in the trenches of WW1 were like [Part 2]</li> </ol>		<p><b>Success criteria:</b></p> <p>Which difficulties did soldiers face in the trenches of the First World War?</p>	<p><b>Homework LP4 4</b></p> <p>Revise for SA and complete revision sheet</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>

<p><b>LP 4 – Week 5 Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li><b>Summative Assessment – Students will</b> answer Unit 2: USA 1910-1929 examination questions.</li> <li><b>Students will</b> write their introduction for Part A of the NEA.</li> <li><b>Students will be able to</b> evaluate the usefulness and reliability of Sources A1 and A2 in their source pack.</li> </ol>	<div style="border: 2px solid blue; padding: 5px; text-align: center; margin-bottom: 5px;">SA</div> <div style="border: 2px solid red; padding: 5px; text-align: center;">GRADE</div>	<p><b>Success criteria:</b></p> <p>SA</p>	<p><b>Homework LP4 5</b></p>
<p><b>LP 4 – Week 6 Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li><b>Students will be given</b> detailed feedback of their SA and will be able to make corrections where relevant.</li> <li><b>Students will be able to</b> evaluate the validity of the interpretation by analysing Source A3 and A4.</li> </ol>		<p><b>Success criteria:</b></p> <p>How useful and reliable are the historical sources?</p>	<p><b>Homework LP4 6</b></p>

**Please note this may be subject to change**