

Learning Plan 2		Subject/Pwnc: History		Year/Blwyddyn: 10	
<p><u>The Four Purposes in Humanities:</u></p> <p>Ambitious, capable learners, who: have high standards; seek and enjoy challenge; are knowledgeable and skilful; explain ideas and concepts; can interpret data and apply mathematical concepts.</p> <p>Enterprising, creative contributors, who: research and critically evaluate; connect and apply knowledge/skills to generate ideas; think creatively to solve problems; play different roles in teams effectively.</p> <p>Ethical, informed citizens, who: find, evaluate and use evidence in forming views; engage with contemporary issues; understand and exercise their rights and responsibilities; consider the impact of their actions; know about their culture, community, society and the world; respect the needs and rights of others; are committed to sustainability.</p> <p>Healthy, confident individuals, who: are confident, resilient and empathetic; form relationships based on trust and respect; face and overcome challenge; develop skills and knowledge to manage everyday life.</p>					
<p>Knowledge focus/what matters: GCSE History: USA 1910-1929</p> <p>Unit 2B</p>					
Learning objective/key question	What will I know and be able to do? I can...	How will I develop my skills? (Success Criteria)		Homework/Gwaith cartref to support progress	
<p><i>Week 1</i></p> <p>Why was prohibition introduced? (causes)</p>	<ul style="list-style-type: none">Recognise who did and did not want prohibition and why.	<ul style="list-style-type: none">I will be able to classify the different arguments held by the wets and the dries in relation to prohibition.I will be able to analyse a range of source material to summarise the arguments each side had.I will be able to provide my own view corroborating who I think had the best argument and why.		<p>Wk 1</p>	<p>Homework: Propaganda poster in favour of the wets or dries. Set: Week 1 Due: week 2</p>
<p><i>Week 2</i></p> <p>Life during the era of the gangsters.</p>	<ul style="list-style-type: none">Who the main gangsters were during this period, what they did and how the police attempted to catch them.	<ul style="list-style-type: none">I will be able to evaluate the role of the gangsters during the prohibition era.I will be able to identify how they increased crime and why people often did not see them as criminals.I will be able to demonstrate why the government and the police could not control the gangsters.I will be able to explain the role of Elliot Ness in bringing Capone to justice and overturning police corruption in the 1930's.		<p>Wk 2-</p>	<p>Homework: Set: Week 2 Biography of Al Capone's life. Due: Week 3</p>

<p><i>Week 3</i></p> <p>Why was prohibition repealed?</p>	<ul style="list-style-type: none"> Why the prohibition law failed and when it was repealed. 	<ul style="list-style-type: none"> I will be able to use the St Valentine's Day massacre to justify why the gangster era came to an end. I will be able to explain at least 5 reasons for prohibition. failing and ways America benefitted when it was repealed. I will write a letter to the President urging him to repeal it. 	Wk 3	<p>Homework: Set: Week 3 Why was the St Valentine's Day massacre so significant?</p> <p>Due: Week 4</p>
<p><i>Week 4</i></p> <p>Government corruption versus gangster corruption-who were the worst offenders?</p>	<ul style="list-style-type: none"> Who the Ohio Gang were and how they brought the government into disrepute. 	<ul style="list-style-type: none"> I will be able to explain why the President made a mistake in hiring the Ohio Gang. I will be able to compare the effects of the Teapot Dome Scandal. with the effects of organised crime in America. I will be able to provide a judgement on who affected America the worst at this time. 	Wk 4	<p>Homework: Complete tasks on the WJEC Blended Learning website for Organised Crime and government corruption.</p> <p>Set: Week 4</p> <p>Due: Week 5</p>
<p><i>Week 5</i></p> <p>Assessment - exam practice Q5.</p>	<ul style="list-style-type: none"> I will be able to combine all my knowledge and skills to successfully complete a question 5 style on the prohibition. 	<ul style="list-style-type: none"> I will be able to answer a Q5 practice 2-sided response on this topic under timed conditions: 'Was organised crime the biggest problem facing America in the 1920s?'. 	Wk 5	<p>Homework: <i>Q4 source evaluation on prohibition.</i> Set: Week 5 Due: Week 6</p>
<p><i>Week 6</i></p> <p>Why the 1920's are known as the boom years and whether everyone benefitted.</p>	<ul style="list-style-type: none"> I will be able to list and rank the factors that caused the economic boom. 	<ul style="list-style-type: none"> I will be able to write a report to an economic magazine detailing the five most important factors for the boom happening. I will be able to evaluate how different members of society were affected by the boom, including blacks, immigrants, women, farmers and people working in traditional industries. 	Wk 6	<p>Homework: 10 keywords to learn for a spelling test. Set: Week 6</p> <p>Due: week 7</p>
<p><i>Week 7</i></p> <p>Why the end of the boom was inevitable by 1929.</p>	<ul style="list-style-type: none"> I will be able to list and ran the factors that led to the demise of the boom. 	<ul style="list-style-type: none"> I will be able to successfully complete a timed response to exam question 5: 'Was overproduction the main reason for the end of prosperity in 1929?'. 	Wk 7	<p>Homework: Homework booklet with tasks to reinforce and consolidate the topics we have studied so far. Set: Week 7</p> <p>Due: Week one of Spring 1</p>