








Curriculum Overview for History - Year 10 (Autumn Term)

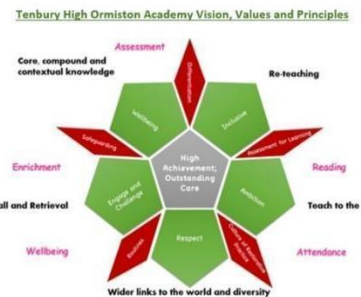
<p>Half Term 1: Crime and Punishment in Britain, c1000 - present</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Knowledge of the definitions of criminal activity, including crimes against the person, property and authority • Knowledge of the introduction of poaching and Forest Laws by the Normans • Knowledge of the change from Anglo-Saxon law and order, including the wergild, to Norman law and order (including the hue and cry and tithings) • Knowledge of the role of the Parish Constable • Knowledge of the influence of the church on law and order during the Norman and Medieval ages, including sanctuary and Benefit of Clergy • Knowledge of the Trial By Ordeal and its end • Knowledge of subsequent changes in criminal activity, including: treason, heresy, vagabondage and witchcraft • Knowledge of the role of town watchmen and the local community • Knowledge of the impact of The Bloody Code • Knowledge of case studies, including: The Gunpowder Plot 1605 and Matthew Hopkins and the witch-hunts of 1645-47 		<ul style="list-style-type: none"> - Teachers lead by example. Teachers read from the board but will also encourage pupils to read aloud to the class. - Syllabification of key words. - Pupils will analyse a variety of text sources, gaining inference from these. - Pupils will develop core skills in: description, explanation, analysis, evaluation and judgement making through historical context.
<p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> - All lessons will pull upon one of the core skills of the subject: chronology, causation, change and continuity, source/interpretation analysis and judgement making. - These lessons will be formulated mainly around the concept of 'change and continuity'; and so pupils will examine a mixture of literary and archaeological evidence, as well as key events and people, to provide evidence on judgements about this. - This will also include the building of literacy and oracy skills to help pupils build greater 		<ul style="list-style-type: none"> - law and order - Anglo-Saxon - Norman - Norman Conquest - William of Normandy - Forest Laws - Medieval - Hue and cry - Tithings - Parish constable - deterrence - retribution - corporal punishment - capital punishment - wergild - sanctuary - Benefit of Clergy - Trial by Ordeal - heresy - treason - witchcraft - vagabondage - The Bloody Code - Town watchmen - The Gunpowder Plot




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<p>confidence in developing answers both verbally and in writing.</p>		<ul style="list-style-type: none"> - Matthew Hopkins - Witch-hunts
		<p>Assessment at the end of the unit will be made up of short answer questions, to check pupil's substantive knowledge, and long answer questions to help build confidence in historical writing.</p> <p>Collect scores from formative assessments in the classroom – multiple choice questions, low stakes.</p> <p>Completion of an extended piece of writing throughout the unit around key judgements.</p>
		<p>Homework will be issued fortnightly for 30-40 minutes and will reinforce learning from the substantive knowledge.</p>
<p><u>Half Term 2: Crime and Punishment in Britain, c1000 - present</u></p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> ● Knowledge of the changing nature of criminal activity, including: highway robbery, poaching and smuggling ● Knowledge of the end of witchcraft prosecutions and The Tolpuddle Martyrs ● Knowledge of the influence/actions of The Fielding Brothers on law enforcement ● Knowledge of the developed of police forces, such as the Bow Street Runners, and the Criminal Investigation Department ● Knowledge of changes to the penal system, including prison reforms and the end of 		<ul style="list-style-type: none"> - Teachers lead by example. Teachers read from the board but will also encourage pupils to read aloud to the class. - Syllabification of key words. - Pupils will analyse a variety of text sources, gaining inference from these. - Pupils will develop core skills in: description, explanation, analysis, evaluation and judgement making through historical context.

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<p>public execution (as well as the end of the Bloody Code)</p> <ul style="list-style-type: none">• Knowledge of the influence/actions of John Howard and Elizabeth Fry on law enforcement• Knowledge of Pentonville Prison and the work of Robert Peel• Knowledge of the changes in crime in modern Britain, including race and drug related crimes• Knowledge of the changes in law enforcement in modern Britain, including the Neighbourhood Watch and the abolition of the death penalty (as well as technological advances)• Knowledge of the role of conscientious objectors in the First World War• Knowledge of the case of Derek Bentley and the influence of this on law enforcement <ul style="list-style-type: none">• Knowledge of the context, conditions and population of Whitechapel• Knowledge of policing in Whitechapel• Knowledge of the actions of Jack the Ripper and police investigations into this• Knowledge of how this compares to both the regional and national context of law enforcement		<ul style="list-style-type: none">- highway robbery- poaching- smuggling- The Tolpuddle Martyrs- The Fielding Brothers- CID- John Howard- Elizabeth Fry- Robert Peel- Pentonville Prison- driving offences- race crime- drug crime- Neighbourhood Watch- prevention- abolition- young offenders- custodial sentences- non-custodial sentences- conscientious objectors- Derek Bentley- Whitechapel- Jack the Ripper
<p>Disciplinary Knowledge:</p> <ul style="list-style-type: none">- All lessons will pull upon one of the core skills of the subject: chronology, causation, change and continuity, source/interpretation analysis and judgement making.- These lessons will be formulated mainly around the concept of ‘change and continuity’; and so pupils will examine a mixture of literary and archaeological evidence, as well as key events and people, to provide evidence on judgements about this.		<p>Assessment at the end of the unit will be made up of short answer questions, to check pupil’s substantive knowledge, and long answer questions to help build confidence in historical writing.</p> <p>Collect scores from formative assessments in the classroom – multiple choice questions, low stakes.</p> <p>Completion of an extended piece of writing throughout the unit around key judgements.</p>
<ul style="list-style-type: none">- This will also include the building of literacy and oracy skills to help pupils build greater confidence in developing answers both verbally and in writing.		<p>Homework will be issued fortnightly for 30-40 minutes and will reinforce learning from the substantive knowledge.</p>

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