

Overall Curriculum Goals

1. To open up new, national, international and local historical worlds to pupils, embracing political, social, cultural, religious, economic, scientific, artistic and military dimensions, so that pupils can understand how the past worked, how different or similar it was and why things have happened.
2. To enable pupils to develop an understanding of historical time and chronology and be able to place events in the big picture.
3. To furnish pupils' minds with historical vocabulary, concepts and expressions, which are revisited in different contexts, so that pupils articulate their thinking in history increasingly well and with increasing sophistication
4. To enable pupils to understand that history is a construct of the past, and that people construct the past based on their own beliefs, views and contexts; that some events are viewed as more significant than others and views on significance can change.
5. To teach students how to construct structured, coherent, cogent historical narratives that weighs cause and consequence, makes connections, draws contrasts and provides reasoned perceptive analysis, disciplined by evidence.

To have a chronological understanding of the past which allows pupils from all backgrounds to access and develop an understanding of the world we live in today and how past events have been both interpreted and have shaped our lives and those around us through key themes and concepts

Key Stage 4: GCSE: Year 10 2023 2024

Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<p>Crime and punishment [paper 1]</p> <p>Whitechapel: c1870–c1900: crime, policing and the inner city</p> <p><u>The local context of Whitechapel.</u> The problems of housing and overcrowding. Attempts to improve housing: the Peabody Estate. Provision for the poor in the Whitechapel workhouses. The lack of employment opportunities and level of poverty. Links between the environment and crime: the significance of Whitechapel as an inner-city area of poverty, discontent and crime.</p> <ul style="list-style-type: none"> • The prevalence of lodging houses and pubs creating a fluctuating population without ties to the community. The impact of changing patterns of migration: the settlement of migrants from Ireland and Eastern Europe, and the increase in Jewish migration during the 1880s. The growth of socialism and anarchism in Whitechapel. • The organisation of policing in Whitechapel. The work of H division and the difficulties of policing the slum area of Whitechapel, the rookeries, alleys, and courts. Problems caused by alcohol, prostitution, protection rackets, gangs, violent demonstrations and attacks on Jewish people. The Whitechapel Vigilance Committee. • Investigative policing in Whitechapel: developments in techniques of detective investigation, including the use of sketches, photographs. 	<p>Crime and punishment [paper 1]</p> <p>Criminal activity: Medieval/Middle Ages [1000-1500]: <u>Medieval Crimes against person, property, authority, poaching, forest laws:</u> Crime in Anglo-Saxon communities, towns, villages, resistance and rebellion (authority), forest laws as a social crime. <u>Medieval crimes in Later medieval period:</u> Heresy, statue of labourers, common law Henry II</p> <p>Early Modern England [1500-1700]: <u>Context:</u> Religious change, the English Civil War, the growth of towns and cities and opportunities for crime against property and person. <u>Religious and moral laws:</u> Changes to heresy and treason, puritan moral laws. <u>Vagrancy, smuggling, enclosure:</u> Vagabondage, Vagrancy Act 1547, 1597 Relief for the Poor, Poor Law 1601, Enclosure and poaching changes, 1671 Game Act, rise in smuggling</p> <p><u>Witchcraft – case study:</u> Attitudes to witches, James I and Demonologies, Social upheaval during Civil War, poor harvest, Matthew Hopkins, attitudes towards women, decline in accusations. <u>Gunpowder plot – case study:</u> Their crimes, their punishments, and reasons for severity.</p> <p>18th and 19th centuries [1700-1900] <u>Context:</u> industrial revolution, empire, trade, science, attitudes</p>	<p>Crime and punishment [paper 1]</p> <p>Punishment: Medieval/Middle Ages [1000-1500]: <u>A-S Punishments, Norman punishments:</u> main aims of punishment 1000-present. A-S- retribution and deterrence, fines, corporal capital punishment. End of wergild, use of murdrum fine, stocks and pillory.</p> <p>Early Modern England [1500-1700]: <u>Early modern punishments</u> Continuity of fines, pillory, burning, execution. Early prisons, Bloody code, transportation</p> <p>18th and 19th centuries [1700-1900] <u>End of bloody code and transportation:</u> The use and ending of transportation, bloody code. <u>Prison and prison reformers:</u> Conditions in prisons, purpose of punishment, John Howard, Elizabeth Fry <u>Changing views on prisons: Separate system:</u> Peel and Gaols Act 1823 Pentonville Prison 1842 [case study] Strengths and weaknesses of the separate system 1865 Prisons Act</p> <p>1900-present [modern Britain] <u>Abolition of the death penalty</u> Changes to death penalty Homicide Act 1957 Murder Act 1965 Changing attitudes Controversial executions – Timothy Evans, Derek Bentley [case study], Ruth Ellis</p>	<p>Key topic 1: <u>Queen, government and religion, 1558–69</u></p> <p>The situation on Elizabeth’s accession</p> <ul style="list-style-type: none"> • Elizabethan England in 1558: society and government. • The Virgin Queen: the problem of her legitimacy, gender, marriage. Her character and strengths. • Challenges at home and from abroad: the French threat, financial weaknesses. <p>The ‘settlement’ of religion</p> <ul style="list-style-type: none"> • Religious divisions in England in 1558. • Elizabeth’s religious settlement (1559): its features and impact. • The Church of England: its role in society. <p>Challenge to the religious settlement</p> <ul style="list-style-type: none"> • The nature and extent of the Puritan challenge. • The nature and extent of the Catholic challenge, including the role of the nobility, Papacy and foreign powers <p>The problem of Mary, Queen of Scots</p> <ul style="list-style-type: none"> • Mary, Queen of Scots: her claim to the English throne, her arrival in England in 1568. • Relations between Elizabeth and Mary, 1568–69. 	<p>Key topic 2: <u>Challenges to Elizabeth at home and abroad, 1569–88</u></p> <p>Plots and revolts at home</p> <ul style="list-style-type: none"> • The reasons for, and significance of, the Revolt of the Northern Earls, 1569–70. • The features and significance of the Ridolfi, Throckmorton and Babington plots. Walsingham and the use of spies. • The reasons for, and significance of, Mary Queen of Scots’ execution in 1587. <p>Relations with Spain</p> <ul style="list-style-type: none"> • Political and religious rivalry. • Commercial rivalry. The New World, privateering and the significance of the activities of Drake <p>Outbreak of war with Spain, 1585–88</p> <ul style="list-style-type: none"> • English direct involvement in the Netherlands, 1585–88. The role of Robert Dudley. • Drake and the raid on Cadiz: ‘Singeing the King of Spain’s beard’. <p>The Armada</p> <ul style="list-style-type: none"> • Spanish invasion plans. Reasons why Philip used the Spanish Armada. • The reasons for, and consequences of, the English victory 	<p>Key topic 3: <u>Elizabethan society in the Age of Exploration, 1558–88</u></p> <p>Education and leisure</p> <ul style="list-style-type: none"> • <u>Education in the home, schools and universities.</u> • <u>Sport, pastimes and the theatre.</u> <p>The problem of the poor</p> <ul style="list-style-type: none"> • The reasons for the increase in poverty and vagabondage during these years. • The changing attitudes and policies towards the poor. <p>Exploration and voyages of discovery</p> <ul style="list-style-type: none"> • Factors prompting exploration, including the impact of new technology on ships and sailing and the drive to expand trade. • The reasons for, and significance of, Drake’s circumnavigation of the globe. <p>Raleigh and Virginia</p> <ul style="list-style-type: none"> • The significance of Raleigh and the attempted colonisation of Virginia. • Reasons for the failure of Virginia.

<p>and interviews; problems caused by the need for cooperation between the Metropolitan Police, the City of London Police and Scotland Yard. Dealing with the crimes of Jack the Ripper and the added problems caused by the media reporting of the 'Ripper' murders.</p> <ul style="list-style-type: none"> • The national and regional context: the working of the Metropolitan Police, the quality of police recruits, the role of the 'beat constable'. The development of CID, the role of the Home Secretary and of Sir Charles Warren, public attitudes towards the police. <p><u>Knowledge, selection, and use of sources for historical enquiries</u></p> <ul style="list-style-type: none"> • Knowledge of local sources relevant to the period and issue, e.g. housing and employment records, council records and census returns, Charles Booth's survey, workhouse records, local police records, coroners' reports, photographs, and London newspapers. • Knowledge of national sources relevant to the period and issue, e.g. national newspapers, records of crimes and police investigations, Old Bailey records of trials and Punch cartoons. • Recognition of the strengths and weaknesses of different types of source for specific enquiries. • Framing of questions relevant to the pursuit of a specific enquiry. • Selection of appropriate sources for specific investigations 	<p><u>Smuggling, highway robbery, poaching, witchcraft:</u> Continuity and change in the nature of crimes against person, property, authority</p> <ul style="list-style-type: none"> -Hawkhurst Gang -Smuggling as a social crime -End of smuggling -Highway robbery Turnpike trusts 1772 law -1723 Waltham Black Act -1736 Witchcraft Act <p><u>Tolpuddle Martyrs – case study</u> The crimes and treatment of the Tolpuddle Martyrs</p> <p><u>Crime 1900-present [modern Britain]</u> <u>Changing definitions of crime 1900-present:</u> Continuity and change in the nature of crimes against person, property and authority including new forms of theft (online, shoplifting, credit cards) and smuggling Homophobic crimes, race crime, domestic violence, abortion, social crimes like driving offences drug taking</p> <p><u>New opportunities for old crimes:</u> Terrorism, people-trafficking, cybercrime, fraud, copyright theft, extortion.</p> <p><u>Conscientious Objectors:</u> Treatment of Cos in the first and second world wars, tribunals, executions, public pressure, changing attitudes.</p> <p>Law enforcement: Medieval/Middle Ages [1000-1500]: <u>Anglo-Saxon and Norman law enforcement:</u> The role of authorities and local communities in law enforcement including tithings, hue and cry, parish constable, oaths, trial by ordeal and Norman changes to trial by ordeal.</p>	<p><u>Changes to prisons 1900-present.</u> Borstals, open prisons, young offenders, non-custodial alternatives to prisons.</p>			
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Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas
Whitechapel workhouses Poverty casual ward Lodging houses doss houses Protection rackets socialism Anarchism police techniques Metropolitan police Investigative techniques Coroners Postmortems. Anatomical immigration Pogroms Fenians Bloody Sunday Punch cartoons	Poaching Smuggling Pentonville Highwaymen Decriminalisation Robert Peel CID Social reformers Separate system Penal reform Neighbourhood Watch Specialisation non-custodial Abolition Race Crimes ASBO's terrorism Specialised police units Context Prevalence	Renaissance Accession Sovereignty Enclosures Ordinance Domestic Reform Foreign Policy Annulment Royal Council Chief Minister Almoner Papacy	Influences Reform Royal finances Council of the North Act of Union Imagining the king's death Male heir Church of England Defender of the faith Succession Reformation Supremacy Treason Oath Break with Rome	Dissolution Monasteries Commission Valour Ecclesiasticus Beneficiaries Uprising East West Superpower Grand Alliance Conference Ideological differences Atomic bomb Telegram US-Soviet relations Soviet Satellite states Communism	Doctrine Aid Cominform Comecon NATO Zones Blockade Airlift Arms race Uprising Refugee Ultimatum Summit meeting hotline Treaty Non-proliferation Measures

Sensationalise satirical	Environment Segregation Anarchism Socialism Rookeries Protection rackets Vigilance Investigative policing Beat constable national and regional Charles Booth Poverty Map				
CIAG	CIAG	CIAG	CIAG	CIAG	CIAG
<ul style="list-style-type: none"> ✓ Critical thinking ✓ Written communication ✓ Research skills 	<ul style="list-style-type: none"> ✓ Critical thinking ✓ Written communication ✓ Research skills Journalism ✓ Police ✓ Forensics 	<ul style="list-style-type: none"> ✓ Critical thinking ✓ Written communication ✓ Research skills ✓ London trip 	<ul style="list-style-type: none"> ✓ Critical thinking ✓ Written communication ✓ Research skills ✓ London trip 	<ul style="list-style-type: none"> ✓ Critical thinking ✓ Written communication ✓ Research skills ✓ London trip 	<ul style="list-style-type: none"> ✓ Critical thinking ✓ Written communication ✓ Research skills ✓ International politics
Homework	Homework	Homework	Homework	Homework	Homework
How to revise effectively in history Use of revision materials Overlearning on key content Literacy tasks MIB work Exam question work	How to revise effectively in history Use of revision materials Overlearning on key content Literacy tasks MIB work Exam question work	How to revise effectively in history Use of revision materials Overlearning on key content Literacy tasks MIB work Exam question work Meanwhile Elsewhere: Black Tudors Case study	How to revise effectively in history Use of revision materials Overlearning on key content Literacy tasks MIB work Exam question work	How to revise effectively in history Use of revision materials Overlearning on key content Literacy tasks MIB work Exam question work	How to revise effectively in history Use of revision materials Overlearning on key content Literacy tasks MIB work Exam question work

Key Stage 4: GCSE – Year 11 2023/2024

Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<p>Option 31: Weimar and Nazi Germany, 1918–39</p> <p><u>Key topic 1: The Weimar Republic 1918–29</u></p> <p>The origins of the Republic, 1918–19</p> <ul style="list-style-type: none"> • The legacy of the First World War. The abdication of the Kaiser, the armistice and revolution, 1918–19. • The setting up of the Weimar Republic. The strengths and weaknesses of the new Constitution. <p>The early challenges to the Weimar Republic, 1919–23</p>	<p><u>Key topic 2: Hitler’s rise to power, 1919–33</u></p> <p>Early development of the Nazi Party, 1920–22</p> <ul style="list-style-type: none"> • Hitler’s early career: joining the German Workers’ Party and setting up the Nazi Party, 1919–20. • The early growth and features of the Party. The Twenty-Five Point Programme. The role of the SA <p>The Munich Putsch and the lean years, 1923–29</p> <ul style="list-style-type: none"> • The reasons for, events and consequences of the Munich Putsch. 	<p><u>Life in Nazi Germany 1933-39</u></p> <p>Nazi policies towards women</p> <ul style="list-style-type: none"> • Nazi views on women and the family • Nazi policies towards women, including marriage and family, employment and appearance <p>Nazi policies towards the young</p> <ul style="list-style-type: none"> • Nazi aims and policies towards the young. The Hitler Youth and the League of German Maidens • Nazi control of the young through education, including the curriculum and teachers <p>Employment and living standards</p>	<p><u>Key topic 2: Cold War crises, 1958-70</u></p> <p>Increased tension between East and West</p> <ul style="list-style-type: none"> • The refugee problem in Berlin, Khrushchev’s Berlin ultimatum (1958) and the summit meetings of 1959-61 • Soviet relations with Cuba, the Cuban Revolution and the refusal of the USA to recognise Castro’s government. The significance of the Bay of Pigs incident. • Opposition in Czechoslovakia to Soviet control: the Prague Spring <p>Cold War crises</p>	<p><u>Key topic 3: The end of the Cold War, 1970–91</u></p> <p>Attempts to reduce tension between East and West</p> <ul style="list-style-type: none"> • Détente in the 1970s, SALT 1, Helsinki, and SALT 2. • The significance of Reagan and Gorbachev’s changing attitudes. • Gorbachev’s ‘new thinking’ and the Intermediate-Range Nuclear Force (INF) Treaty 1987 <p>Flashpoints</p> <ul style="list-style-type: none"> • The significance of the Soviet invasion of Afghanistan, the Carter 	

<ul style="list-style-type: none"> Reasons for the early unpopularity of the Republic, including the 'stab in the back' theory and the key terms of the Treaty of Versailles. Challenges to the Republic from Left and Right: Spartacists, Freikorps, the Kapp Putsch. The challenges of 1923: hyperinflation; the reasons for, and effects of, the French occupation of the Ruhr <p>The recovery of the Republic, 1924–29</p> <ul style="list-style-type: none"> Reasons for economic recovery, including the work of Stresemann, the Rentenmark, the Dawes and Young Plans and American loans and investment. The impact on domestic policies of Stresemann's achievements abroad: the Locarno Pact, joining the League of Nations and the Kellogg-Briand Pact. <p>Changes in society, 1924–29</p> <ul style="list-style-type: none"> Changes in the standard of living, including wages, housing, unemployment insurance. Changes in the position of women in work, politics and leisure. Cultural changes: developments in architecture, art and the cinema 	<ul style="list-style-type: none"> Reasons for limited support for the Nazi Party, 1924–28. Party reorganisation and Mein Kampf. The Bamberg Conference of 1926 <p>The growth in support for the Nazis, 1929–32</p> <ul style="list-style-type: none"> The growth of unemployment – its causes and impact. The failure of successive Weimar governments to deal with unemployment from 1929 to January 1933. The growth of support for the Communist Party. <p>Reasons for the growth in support for the Nazi Party, including the appeal of Hitler and the Nazis, the effects of propaganda and the work of the SA.</p> <p>How Hitler became Chancellor, 1932–33</p> <ul style="list-style-type: none"> Political developments in 1932. The roles of Hindenburg, Brüning, von Papen and von Schleicher. The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933. Churches including the Reich Church and Concordat <p><u>Key topic 3: Nazi control and dictatorship, 1933–39</u></p> <p>The creation of a dictatorship, 1933–34</p> <p>The police state</p> <ul style="list-style-type: none"> The role of the Gestapo, the SS, the SD and concentration camps Nazi control of the legal system, judges and law courts Nazi policies towards the Catholic and Protestant 	<ul style="list-style-type: none"> Nazi policies to reduce unemployment, including labour service, autobahns, rearmament and invisible unemployment Changes in the standard of living, especially of German workers. The Labour Front, Strength Through Joy, Beauty of Labour. <p>The persecution of minorities</p> <ul style="list-style-type: none"> Nazi racial beliefs and policies and the treatment of minorities: Slavs, 'gypsies', homosexuals and those with disabilities The persecution of the Jews, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws and Kristallnacht. <p><u>Superpower relations and the Cold War, 1941-91</u></p> <p>Key topic 1: The origins of the Cold War</p> <p>Early tension between East and West</p> <ul style="list-style-type: none"> The Grand Alliance. The outcomes of the Tehran, Yalta and Potsdam conferences. The ideological differences between the superpowers and the attitudes of Stalin, Truman and Churchill. The impact on US-Soviet relations on the development of the atomic bomb, the Long and Novikov telegram and the creation of Soviet satellite states in Eastern Europe <p>The development of the Cold War</p> <ul style="list-style-type: none"> The impact on US-Soviet relations of the Truman Doctrine and the Marshall plan, 1947 	<ul style="list-style-type: none"> The construction of the Berlin Wall, 1961. The events of the Cuban Missile Crisis. The Brezhnev Doctrine and the re-establishment of Soviet control in Czechoslovakia <p>Reaction to crisis</p> <ul style="list-style-type: none"> Impact of the construction of the Berlin Wall on US-Soviet relations. Kennedy's visit to Berlin in 1963. The consequences of the Cuban Missile Crisis: the 'hotline', the Limited Test Ban Treaty 1963; the Outer Space Treaty 1967; and the Nuclear Non-Proliferation Treaty 1968. International reaction to Soviet measures in Czechoslovakia 	<ul style="list-style-type: none"> Doctrine and the Olympic boycotts. Reagan and the 'Second Cold War', the Strategic Defence Initiative <p>The collapse of Soviet control of Eastern Europe</p> <ul style="list-style-type: none"> The impact of Gorbachev's 'new thinking' on Eastern Europe: the loosening Soviet grip on Eastern Europe. The significance of the fall of the Berlin Wall. The collapse of the Soviet Union and its significance in bringing about the end of the Warsaw Pact <p>***Revision of key concepts and exam preparation***</p>	
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	<p>Churches including the Reich Church and Concordat</p> <p>Controlling and influencing attitudes</p> <ul style="list-style-type: none"> Goebbels and the Ministry of Propaganda: censorship, Nazi use of media, rallies and sport, including the Berlin Olympics of 1939 Nazi control of culture the arts, including art, architecture, literature and film <p>Opposition, resistance and conformity</p> <ul style="list-style-type: none"> The extent of support for the Nazi regime Opposition from the Churches, including the role of Pastor Niemoller Opposition from the young, including the Swing Youth and the Edelweiss Pirates 	<ul style="list-style-type: none"> The significance of Cominform (1947), Comecon (1949) and the formation of NATO (1949) Berlin: it's division into zones. The Berlin Crisis (blockade and airlift) and its impact. The formation of the Federal Republic of Germany and German Democratic Republic <p>The Cold War intensified</p> <ul style="list-style-type: none"> The significance of the arms race and the formation of the Warsaw Pact Events in 1956 leading to the Hungarian Uprising and Khrushchev's response The international reaction to the Soviet invasion of Hungary 			
Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas		Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas
New Thinking Perestroika Berlin Wall Gorbachev Afghanistan Mujahideen Embassy Evil Empire	Glasnost Collapse Vietnam War Reagan Economic CIA SDI 'First Strike'	Versailles Armistice November Criminals Abdication Ebert Hyperinflation reparations Ruhr Freikorps Communism Revolution Kapp Putsch Stresemann Young Plan Dawes Plan Wall Street Crash	Fascism WW1 NSDAP DAP German Workers Party 25 Point Programme Mein Kampf Munich Putsch SA Storm Troopers Lean Years Communists Bamberg Conference	Chancellor President Bruning Hindenburg Von Papen Revolution Reichstag Concordat Propaganda Censorship Goering Goebbels Resistance Swing Youth Edelweiss Pirates	'Hitler's Little Helpers' Kinder, Kurche and Kutsch Strength Through Joy DAP Invisible unemployed Autarky Rearmament Night of the Broken Glass Nurnberg Laws T4 Programme Euthanasia
CIAG	CIAG	CIAG		CIAG	CIAG
<ul style="list-style-type: none"> ✓ Critical thinking ✓ Written communication ✓ Research skills ✓ International politics 	<ul style="list-style-type: none"> ✓ Critical thinking ✓ Written communication ✓ Research skills ✓ International politics 	<ul style="list-style-type: none"> ✓ Critical thinking ✓ Written communication ✓ Research skills ✓ International politics ✓ Art [Weimar paintings] 		<ul style="list-style-type: none"> ✓ Critical thinking ✓ Written communication ✓ Research skills ✓ International politics 	<ul style="list-style-type: none"> ✓
Homework	Homework	Homework		Homework	Homework
How to revise effectively in history Use of revision materials Overlearning on key content Literacy tasks MIB work Exam question work	How to revise effectively in history Use of revision materials Overlearning on key content Literacy tasks MIB work Exam question work	How to revise effectively in history Use of revision materials Overlearning on key content Literacy tasks MIB work Exam question work		How to revise effectively in history Use of revision materials Overlearning on key content Literacy tasks MIB work Exam question work	How to revise effectively in history Use of revision materials Overlearning on key content Literacy tasks MIB work Exam question work