

Year 10 Big Picture – History

<i>Autumn 01</i> <i>Weeks 1 – 7 (7 weeks)</i>	<i>Autumn 02</i> <i>Weeks 9– 15 (7 weeks)</i>	<i>Spring 01</i> <i>Weeks 18 - 23 (6weeks)</i>						
<p>Content : Crime and Punishment</p> <ol style="list-style-type: none"> 1. c1000–c1500: Crime and punishment in medieval England. Brief overview of the period: medieval England. 2. c1500–c1700: Crime and punishment in early modern England. Brief overview of the period: Britain 1500–1700. <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 20%; padding: 5px;">1 Nature and changing definitions of criminal activity</td> <td style="padding: 5px;"> <ul style="list-style-type: none"> ● Crimes against the person, property and authority, including poaching as an example of 'social' crime. ● Changing definitions of crime as a result of the Norman Conquest, including William I's Forest Laws. </td> </tr> <tr> <td style="padding: 5px;">2 The nature of law enforcement and punishment</td> <td style="padding: 5px;"> <ul style="list-style-type: none"> ● The role of the authorities and local communities in law enforcement in Anglo-Saxon, Norman and later medieval England, including tithings, the hue and cry, and the parish constable. ● The emphasis on deterrence and retribution, the use of fines, corporal and capital punishment. The use and end of the Saxon Wergild. </td> </tr> </table>	1 Nature and changing definitions of criminal activity	<ul style="list-style-type: none"> ● Crimes against the person, property and authority, including poaching as an example of 'social' crime. ● Changing definitions of crime as a result of the Norman Conquest, including William I's Forest Laws. 	2 The nature of law enforcement and punishment	<ul style="list-style-type: none"> ● The role of the authorities and local communities in law enforcement in Anglo-Saxon, Norman and later medieval England, including tithings, the hue and cry, and the parish constable. ● The emphasis on deterrence and retribution, the use of fines, corporal and capital punishment. The use and end of the Saxon Wergild. 	<p>Content: Crime and Punishment</p> <ol style="list-style-type: none"> 1. c1700–c1900: Crime and punishment in eighteenth- and nineteenth-century Britain. Brief overview of the period: Britain 1700–1900. 2. c1900–present: Crime and punishment in modern Britain. Brief overview of the period: Britain 1900 to present. <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 20%; padding: 5px;">1 Nature and changing definitions of criminal activity</td> <td style="padding: 5px;"> <ul style="list-style-type: none"> ● Continuity and change in the nature of crimes against the person, property and authority, including highway robbery, poaching and smuggling. ● Changing definitions of crime exemplified in the ending of witchcraft prosecutions and treatment of the Tolpuddle Martyrs. </td> </tr> </table>	1 Nature and changing definitions of criminal activity	<ul style="list-style-type: none"> ● Continuity and change in the nature of crimes against the person, property and authority, including highway robbery, poaching and smuggling. ● Changing definitions of crime exemplified in the ending of witchcraft prosecutions and treatment of the Tolpuddle Martyrs. 	<p>Content: Key topic 1: The Weimar Republic 1918–29</p> <p><u>1 The origins of the Republic, 1918–19</u></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><u>2 The early challenges to the Weimar Republic, 1919–23</u></p> <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><u>3 The recovery of the Republic, 1924–29</u></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><u>4 Changes in society, 1924–29</u></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 <p style="color: green; margin-top: 10px;">Skills: Source analysis, interpretations, cause and consequence, significance.</p> <p style="color: green; margin-top: 10px;">Cultural Capital: Use of propaganda and education to promote an ideology. Democracy and dictatorship.</p>
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<p>3 Case studies</p>	<ul style="list-style-type: none"> The influence of the Church on crime and punishment in the early thirteenth century: the significance of Sanctuary and Benefit of Clergy; the use of trial by ordeal and reasons for its ending. 	<p>2 The nature of law enforcement and punishment</p>	<ul style="list-style-type: none"> The role of the authorities and local communities in law enforcement, including the work of the Fielding brothers. The development of police forces and the beginning of CID. Changing views on the purpose of punishment. The use and ending of transportation, public execution and the Bloody Code. Prison reform, including the influence of John Howard and Elizabeth Fry. 	
<p>1 Nature and changing definitions of criminal activity</p>	<ul style="list-style-type: none"> Continuity and change in the nature of crimes against the person, property and authority, including heresy and treason. New definitions of crime in the sixteenth century: vagabondage and witchcraft. 	<p>3 Case studies</p>	<ul style="list-style-type: none"> Pentonville prison in the mid nineteenth century: reasons for its construction; the strengths and weaknesses of the separate system in operation. Key individual: Robert Peel – his contribution to penal reform and to the development of the Metropolitan Police Force. 	
<p>2 The nature of law enforcement and punishment</p>	<ul style="list-style-type: none"> The role of the authorities and local communities in law enforcement, including town watchmen. The continued use of corporal and capital punishment; the introduction of transportation and the start of the Bloody Code. 			
<p>3 Case studies</p>	<ul style="list-style-type: none"> The Gunpowder Plotters, 1605: their crimes and punishment. Key individual: Matthew Hopkins and the witch-hunts of 1645–47. The reasons for their intensity; the punishment of those convicted. 			

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	<ul style="list-style-type: none"> • <i>How much did attitudes to criminal activity change during this period?</i> • <i>How much did the nature of law enforcement and punishment change 1500–1700?</i> • <i>How much did attitudes to crime and punishment change 1000–1700?</i> • <i>Summary of the influence of key factors on change and continuity in the years c1500–1700.</i> 		<ul style="list-style-type: none"> • <i>How much did attitudes to criminal activity change during this period?</i> • <i>How much did the nature of law enforcement and punishment change 1700–1900?</i> • <i>How much did attitudes to crime and punishment change 1000–1900?</i> • <i>Summary of the influence of key factors on change and continuity in the years c1700–1900.</i> 	
<p>Skills: cause, consequence, change and continuity.</p> <p>Cultural capital: Medieval Britain its effect on crime and punishment.</p> <p>Changing definition of crime and punishment as society changes throughout time.</p>		<p>1 Nature and changing definitions of criminal activity</p>	<ul style="list-style-type: none"> • Continuity and change in the nature of crimes against the person, property and authority, including new forms of theft and smuggling. • Changing definitions of crime, including driving offences, race crimes and drug crimes. 	

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	<p>2 The nature of law enforcement and punishment</p>	<ul style="list-style-type: none"> ● The role of the authorities and local communities in law enforcement, including the development of Neighbourhood Watch. Changes within the police force: increasing specialisation, use of science and technology and the move towards prevention. ● The abolition of the death penalty; changes to prisons, including the development of open prisons and specialised treatment of young offenders; the development of non-custodial alternatives to prison. 	
	<p>3 Case studies</p>	<ul style="list-style-type: none"> ● The treatment of Conscientious Objectors in the First and Second World Wars. ● The Derek Bentley case: its significance for the abolition of the death penalty. 	

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	<ul style="list-style-type: none"> • <i>How much did attitudes to criminal activity change during this period?</i> • <i>How much did the nature of law enforcement and punishment change 1900–present?</i> • <i>How much did attitudes to crime and punishment change 1000–present?</i> • <i>Summary of the influence of key factors on change and continuity in the years c1900–present.</i> <p>Skills: cause, consequence, change and continuity. Judgement and argument.</p> <p>Cultural capital: Industrial England and modern England and the advancement of technology.</p>	
<p>Assessment Objectives Chronology, causes and significance. Introduction GCSE question types.</p> <p>Example: Explain why the Normans changed Anglo-Saxon law and order? (12 marks)</p> <p>Continue to expose students to GCSE style questions. Develop skills linked to causation and significance.</p> <p>Example: “Explain how social changes effected crime and punishment during 1500-1700” (12 marks)</p>	<p>Assessment Objectives Finish the Crime and Punishment unit and focus on comparisons between the different time periods, similarities and differences.</p> <p>Example: “Explain why Crime and Punishment changed so much during the 20th Century.” (12marks)</p> <p>Big test: Using GCSE questions to assess learning of the Crime and Punishment unit.</p>	<p>Assessment Objectives Question 1: this target AO3, and focuses on making inferences from a source. Question 2: this targets AO1/AO2 and focuses on causation. Question 3 (a): this targets AO3 and uses two contemporary sources. One of them may be visual, but at least one will be written. Students assess the usefulness of both sources for a specified enquiry, making use of their knowledge of the historical context. Question 3 (b): this targets AO4 and uses two later written interpretations. Students explain how the two interpretations differ. Question 3 (c): this targets AO4 and uses the same interpretations as part (b). Students suggest why the two interpretations differ.</p>

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		Question 3 (d): this targets AO4 and re-uses the interpretations. It requires students to evaluate one interpretation, making use of the other interpretation and their knowledge of the historical context
Mini test: Whitechapel section of Paper 1	Mini test 1 extended writing Mini test 2 source analysis	Big Test: Crime and Punishment paper
<i>Spring 02</i> <i>Weeks 25 – 30 (6 weeks)</i>	<i>Summer 01</i> <i>Weeks 33 – 38 (6 weeks)</i>	<i>Summer 02</i> <i>Weeks 40 – 46 (7 weeks)</i>
<p>Key topic 2: Hitler’s rise to power, 1919–33</p> <p><u>1 Early development of the Nazi Party, 1920–22</u></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><u>2 The Munich Putsch and the lean years, 1923–29</u></p> <ul style="list-style-type: none"> ● The reasons for, events and consequences of the Munich Putsch. ● Reasons for limited support for the Nazi Party, 1924–28. Party reorganisation and Mein Kampf. The Bamberg Conference of 1926. <p><u>3 The growth in support for the Nazis, 1929–32</u></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. ● 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><u>4 How Hitler became Chancellor, 1932–33</u></p> <ul style="list-style-type: none"> ● Political developments in 1932. The roles of Hindenburg, Brüning, von Papen and von Schleicher. 	<p>Content: Key topic 3: Nazi control and dictatorship, 1933–39</p> <p><u>1 The creation of a dictatorship, 1933–34</u></p> <ul style="list-style-type: none"> ● The Reichstag Fire. The Enabling Act and the banning of other parties and trade unions. ● The threat from Röhm and the SA, the Night of the Long Knives and the death of von Hindenburg. Hitler becomes Führer, the army and oath of allegiance. <p><u>2 The police state</u></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 Churches, including the Reich Church and the Concordat. <p><u>3 Controlling and influencing attitudes</u></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 1936. ● Nazi control of culture and the arts, including art, architecture, literature and film. <p><u>4 Opposition, resistance and conformity</u></p> <ul style="list-style-type: none"> ● The extent of support for the Nazi regime. ● Opposition from the Churches, including the role of Pastor Niemöller. 	<p>Key topic 4: Life in Nazi Germany, 1933–39</p> <p><u>1 Nazi policies towards women</u></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><u>2 Nazi policies towards the young</u></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><u>3 Employment and living standards</u></p> <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><u>4 The persecution of minorities</u></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.

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<ul style="list-style-type: none"> • The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933. <p>Skills: Source analysis, interpretations, cause and consequence, significance.</p> <p>Cultural Capital: Propaganda, politics, democracy and dictatorship</p>	<ul style="list-style-type: none"> • Opposition from the young, including the Swing Youth and the Edelweiss Pirates. <p>Skills: Source analysis, interpretations, cause and consequence, significance.</p> <p>Cultural Capital: Terror, resistance and opposition.</p>	<p>Skills: Source analysis, interpretations, cause and consequence, significance.</p> <p>Cultural Capital: Society, role of women, persecution.</p>
<p>Assessment Objectives</p> <p>Question 1: this targets AO3, and focuses on making inferences from a source.</p> <p>Question 2: this targets AO1/AO2, and focuses on causation.</p> <p>Question 3 (a): this targets AO3 and uses two contemporary sources. One of them may be visual, but at least one will be written. Students assess the usefulness of both sources for a specified enquiry, making use of their knowledge of the historical context.</p> <p>Question 3 (b): this targets AO4 and uses two later written interpretations. Students explain how the two interpretations differ.</p> <p>Question 3 (c): this targets AO4 and uses the same interpretations as part (b). Students suggest why the two interpretations differ.</p> <p>Question 3 (d): this targets AO4 and re-uses the interpretations. It requires students to evaluate one interpretation, making use of the other interpretation and their knowledge of the historical context</p>	<p>Assessment Objectives</p> <p>Question 1: this targets AO3, and focuses on making inferences from a source.</p> <p>Question 2: this targets AO1/AO2, and focuses on causation.</p> <p>Question 3 (a): this targets AO3 and uses two contemporary sources. One of them may be visual, but at least one will be written. Students assess the usefulness of both sources for a specified enquiry, making use of their knowledge of the historical context.</p> <p>Question 3 (b): this targets AO4 and uses two later written interpretations. Students explain how the two interpretations differ.</p> <p>Question 3 (c): this targets AO4 and uses the same interpretations as part (b). Students suggest why the two interpretations differ.</p> <p>Question 3 (d): this targets AO4 and re-uses the interpretations. It requires students to evaluate one interpretation, making use of the other interpretation and their knowledge of the historical context</p>	<p>Assessment Objectives</p> <p>Question 1: this targets AO3, and focuses on making inferences from a source.</p> <p>Question 2: this targets AO1/AO2, and focuses on causation.</p> <p>Question 3 (a): this targets AO3 and uses two contemporary sources. One of them may be visual, but at least one will be written. Students assess the usefulness of both sources for a specified enquiry, making use of their knowledge of the historical context.</p> <p>Question 3 (b): this targets AO4 and uses two later written interpretations. Students explain how the two interpretations differ.</p> <p>Question 3 (c): this targets AO4 and uses the same interpretations as part (b). Students suggest why the two interpretations differ.</p> <p>Question 3 (d): this targets AO4 and re-uses the interpretations. It requires students to evaluate one interpretation, making use of the other interpretation and their knowledge of the historical context</p>
<p>Mini test 1: Extended writing</p>	<p>Mini test 1 source analysis Mini test 2 extended writing</p>	<p>Big test 2: Weimar and Nazi Germany paper</p>