




Curriculum Mapping: History

Vision Statement

History Department's vision:

<p>Analytical thinkers</p> 	<p>We develop analytical thinkers through regular source analysis tasks, challenge tasks and Campsmount LEARN tasks. They give students the opportunity to question, apply contextual knowledge and form their own judgements from varied sources and interpretations. It is encouraged that students apply these skills in everyday life when faced with a multitude of information.</p>
<p>Evaluative writers</p> 	<p>Students are encouraged to apply their contextual understanding and analytical thinking in extended writing. It allows students to structure a well-informed argument using their own judgement. The curriculum caters to a wide variety of topics for students to analyse.</p>
<p>Effective debaters</p> 	<p>We firmly believe that 'if you can talk about it then you can write about it'. Using oracy templates and turn and talk we encourage students to probe and challenge each other's opinion to really deepen their understanding of the given topic, be open to other people's opinion and to do this in a structured and meaningful way.</p>

History	KS3 Endpoints	KS4 Endpoints
Curriculum end points:	Students will be able to:	
	1. Identify the key arguments put forward in a source or interpretation.	1. Use content and provenance to evaluate sources.
	2. Describe the causes and consequences of events with accurate detail.	2. Explain a range of causes and consequences with accurate detail.
	3. Work displays a range of tier 3 vocabulary used in context.	3. Use a wide range of tier 3 vocabulary in context.
	4. Will decode academic texts with some support.	4. Decode academic texts with a reading age of 16, with little support.
	5. Spot and describe patterns of change over time.	5. Recognize and explain patterns of change and continuity. Identify factors that influence the pace of change.
	6. Explain why a factor or event is significant.	6. Explain the long and short term significance of events.
	7. Identify similarities and differences over time, along a range of themes for example religion, power, conquest, society.	7. Identify and describe similarities and differences over time along a range of themes for example, religion, power, conquest and society.

Year 7	HT1	HT2	HT3	HT4	HT5	HT6
End point:	How dark were the dark ages?	How did William win the Battle of Hastings?	Did the Normans bring a truckload of trouble?	How did religion change during the Tudor period?	How did the world get turned upside down during the 17 th Century?	How has Industry and Empire shaped us?
Curriculum Related Expectation	I can explain changes to power over the 'Dark Ages'	I can explain how and why William I gained the throne.	I can explain the level of change brought by the Normans.	I can explain how the reformation changed England.	I can explain how and why the civil war happened.	I can explain how the Industrial revolution changed England.
Students need to know	<ul style="list-style-type: none"> That Roman Britain was well developed. That Roman Britain collapse and the Angles and Saxons migrated to Britain. That there is a lack of written evidence from the time, as many people stopped reading and writing. That artefacts and archaeology are the most useful tool to work things out about this time period. That most Anglo Saxons lives in villages. That England was split into 7 Kingdoms, Mercia was the most powerful. That many Anglo Saxons converted from Paganism to Christianity. 	<ul style="list-style-type: none"> The problems caused by Edward the Confessor's death Who are the main contenders for the throne in 1066 The impact of the battle of Stamford bridge The main reasons for William's victory at Hastings 	<ul style="list-style-type: none"> What a motte and Bailey castle is What the Domesday book is What the Feudal System is Why motte and bailey castles were built 	<ul style="list-style-type: none"> The Tudor Monarchs Why Henry VIII broke from Rome How successfully Edward built on the reformation. Why Mary I got the nickname 'bloody Mary' What the Elizabethan religious settlement was. 	<ul style="list-style-type: none"> The divine right of Kings caused issues between the King and Parliament. Religious differences in Scotland contributed to the Civil War. Continued religious divisions caused conflict between the King and Parliament. King Charles stormed parliament to arrest 5 MPs. 	<ul style="list-style-type: none"> Why the British Empire grew Why the East India Company was significant What happened in the Indian Rebellion 1857 and its main consequences What happened during the Scramble for Africa Who Cecil Rhodes is and why he is controversial Why Britain's defeat in the Boer war was significant
Students should be able to	<ul style="list-style-type: none"> Explain why Roman Britain collapsed. Explain why the Anglo-Saxons settled in Britain. Analyse archaeological sources. Explain what life was like in Anglo Saxon England. Assess the extent that the period should be called the Dark Ages. 	<ul style="list-style-type: none"> Explain why Edward's death led to a crisis Identify the contenders to the throne. Explain consequences of the battle of Stamford bridge Analyse and evaluate the main reason for William's win at Hastings. 	<ul style="list-style-type: none"> Explain how motte and bailey castles helped the Normans control England Explain why the feudal system helped William control England Explain how the Domesday book helped William control England Evaluate which methods were more effective at helping William to control England 	<ul style="list-style-type: none"> Explain the idea of the Tudor 'religious rollercoaster.' Explain why Henry broke from Rome. Explain the significance of the Dissolution of the Monasteries. Evaluate the success of Tudor monarchs. 	<ul style="list-style-type: none"> Categorise causes in to long and short term. Describe a range of long- and short-term causes with detail. Explain causation. How did factor X help to cause conflict. Analyse and evaluate the main reasons for the civil war starting. 	<ul style="list-style-type: none"> Explain change using a range of factors (growth of the empire, reasons for the industrial revolution) Reach a judgement on the most important factors Explain significance using 3 key details (significance of the Indian mutiny) Make inferences from a source
Keywords	Roman Saxons Anglo Saxon Chronicles Britania Artefact Bede Villa Kingdom Bishop Anglo Saxon wattle and daub Christianity Archaeology Paganism Migration Angles tribes Trade	Confess Berserker Heir Hardrada Throne Godwinson Earl Pious Invasion Pope Senlac Homage Frydd Norman Housecarls Hastings Stamford Bridge Cavalry Viking Archer	Tithe Feudal Sin Control Lord Church (as a concept) Motte and Bailey Bishop Social Peasant Homage Military Villein Domesday	Monarch Succession Protestant Catholic Annulment Reformation Monastery Monk/Nun Vow Regency Heresy	Monarch Divine Right Protestant Bishop Wars Ship Tax	Commerce Sepoy Industrial Civilisation Mutiny Urbanisation Empire Scholarship Scramble for Africa Colony Boer Colonisation Propaganda
Key piece	Dark Ages end of topic Assessment	How did William win the battle of Hastings?	Was one type of England Annihilated? Simon Schama interp	Tudor Religious Rollercoaster	How did the world get turned upside down?	Was the British empire a force for good?
Application of knowledge (Assessment)	Dark Ages end of topic Assessment	Battle of Hastings Answer WCF	HT3 Assessment	Religious Rollercoaster Work WCF	HT5 Assessment	Empire Plate WCF
Revision Strategy	Look Cover Write Check	Mind Map	Rehearsal Writing	Flashcards	Look Cover Write Check	Mind Map
Wider Links	Geography – Migration Transition – Roman Empire					British Values

Year 8	HT1	HT2	HT3	HT4	HT5	HT6
End point:	What can the women who experienced the ripper reveal about Victorian England?	Did Sleepwalkers cause WWI?	What can the stories of the Western front reveal about life in WWI?	How did women fight for their rights in the 20 th Century?	How far can Solomon Northup help us understand the 'Peculiar Institution'?	How did life change for African Americans after the reconstruction?
Curriculum Related Expectation	I can account for the mystery of Jack the Ripper.	I can explain how and why the First World War broke out.	I can explain what life was like on the Western front.	I can explain how women achieved suffrage.	I can empathise with the experience of an enslaved person on the transatlantic slave trade.	I can explain how and why life changed for African Americans from 1920- 1965.
Students need to know	<ul style="list-style-type: none"> The key details of the Jack the Ripper Case. Who the main suspects were. What conditions in Whitechapel were like. Why the police found it difficult to catch the Ripper. 	<ul style="list-style-type: none"> Why Britain and Germany followed a policy of Militarism and what this was. Who were the two alliances. How the desire for an empire helped to cause WWI. The events of 28th June 1914. That Austria Hungary sent an ultimatum to Serbia. The Austria received a blank cheque of support from Germany. That Germany invaded France through Belgium. That Britain declared war on Germany to protect Belgium. 	<ul style="list-style-type: none"> Where the Western Front was. What a stalemate is. That trench warfare and design, new technology, and tactics led to a stalemate on the western front. That life was difficult in the trenches, but there were elements that made it bearable. The contributions of soldiers from across the empire. 	<ul style="list-style-type: none"> The 'spheres' referred to by Queen Victoria. The methods of Suffragists and Suffragettes. The reasons for the move towards militancy. How World War I impacted on Women's rights. Why there was radical change in Women's rights in the 1960s. 	<ul style="list-style-type: none"> The features of the slave trade triangle. Why the slave trade was introduced. The features of life on the middle passage. The key features of plantation slavery. The ways that slaves resisted on plantations. How slavery was abolished in Britain. 	<ul style="list-style-type: none"> What life was like after the American Civil War – reconstruction. How certain events impacted on freedoms of African Americans eg WW1. The role that peaceful protests played in achieving civil rights. The role that militant protests played in achieving civil rights. How far has equality been achieved.
Students should be able to	<ul style="list-style-type: none"> Evaluate primary and secondary evidence to reach a conclusion the most likely identity of Jack the Ripper. Describe life for working class people in Victorian cities, using the case study of Whitechapel and the interpretation from 'The Five.' Evaluate and reach a judgement on the biggest reason why the police were unable to identify the Ripper. Use a range of primary and Secondary source material to support the above expectations. 	<ul style="list-style-type: none"> Describe the 'shared political culture' of the European nations before WWI. Explain how militarism helped to cause WWI. Explain how alliances helped to cause WWI. Explain how nationalism helped to cause WWI. Explain how the assassination helped to cause WWI. Link causes together. Reach a judgement on the biggest cause. 	<ul style="list-style-type: none"> Locate the Western Front. Describe the trench system. Explain how trench warfare and design, new technology, and tactics led to a stalemate on the western front. Describe what life was like in the trenches. Explain how Britain's war effort was helped by soldiers from across the empire. 	<ul style="list-style-type: none"> Explain the role and impact of the suffragists and suffragettes. Evaluate who was more effective; suffragists or suffragettes. Explain the impact of WWI on women's rights. Reach a judgement on the main reasons for change in women's rights by the mid 1920s. 	<ul style="list-style-type: none"> Describe the slave trade triangle. Describe conditions on the middle passage. Describe the experience of African Americans under chattel slavery. Explain how transatlantic slavery was significant. 	<ul style="list-style-type: none"> Describe what difficulties people faced after the American Civil War. Explain the significance of Martin Luther King. Explain the significance of Malcolm X Evaluate who had the greatest impact on achieving civil rights in America. Evaluate how far equality has been achieved.
Keywords	Victorian Inhabitants Whitechapel 'Leather Apron' Serial Killer Evidence Pea Souper The Met Police Suspect Mutilated Workhouse Sir Charles Warren Victim Jack the Ripper Industrial Tenement	Militarism Assassination Alliance Archduke Triple Entente Triple Alliance Dreadnought Imperialism Weltpolitik Nationalism Black Hand Gang Sarajevo Balkans Blank cheque Ultimatum	Western Front Stalemate 'no mans land' Trench Attrition Trench foot Theatre of War Artillery Corpse Rat Firestep commonwealth	Suffrage Lobby Parliament Suffragette Suffragist Martyr Hunger Strike	Transatlantic Slave Trade Resistance Civil war Plantation Master Reconstruction Middle Passage Overseer Civil rights Auction abolition	Reconstruction Impact Secession Supremacy Jim Crow Laws KKK Plessey Vs Ferguson Overseer Civil Rights Racism Civil Rights Militant Protest Black Power Discrimination Black Panthers Segregation Boycott
Key piece	HT1 Assessment	Sleepwalkers Write up	HT3 Assessment	Suffrage Causation Answer	Big Write – Slave Trade	HT6 Assessment
Application of knowledge (Assessment)	HT1 Assessment	Sleepwalkers Write up - WCF	HT3 Assessment	Suffrage Causation Answer - WCF	Big Write – Slave Trade Report - WCF	HT6 Assessment
Revision Strategy	Look Cover Write Check	Rehearsal Writing	Mind Map / Flashcards	Rehearsal Writing	Flashcards	Look Cover Write Check
Wider Links	Equality Act 2010		Remembrance Day	Equality Act 2010 Voting / Government		

Year 9	HT1	HT2	HT3	HT4	HT5	HT6
End point:	How did the world go to war again?	What was life like on the British home front?	How did the Nazis control the German people?	Persecutors and Bystanders: How was the holocaust able to happen?		What was the Cold war?
Curriculum Related Expectation	I can explain how and why WWII broke out.	I can explain key features of the Homefront in WWII.	I can explain the reasons for Hitler's rise to power.	I can account for the experience of minorities during the holocaust.		I can explain rising tensions between East and West in the Cold War.
Students need to know	<ul style="list-style-type: none"> The terms of the Treaty of Versailles The main reasons why the Nazis got to power in 1933 The key features of Hitler's foreign policy What the league of nations was What appeasement was (The Munich Agreement) The sequence of events up to WWII (Rhineland, Anschluss, Sudetenland, Czechoslovakia, Poland) 	<ul style="list-style-type: none"> That the blitz took place over 9 months in 1940/41 That blitz means lighting war What the Blitz was the bombing of Britain How Britain defended against the Blitz What Operation Pied Piper was That evacuation was experienced differently, depending on lots of factors What the home guard was Why the home guard has been interpreted negatively Examples of the role of Yorkshire in WWII 	<ul style="list-style-type: none"> That the Nazis used a range of propaganda to convince the German people of their plans. This included radio, cinema, marches / rallies and posters. The Nazis created a terror state made up of the Gestapo, The SS and the labour camps. Nazi political policy like the KDF and public works programs contributed to their rise in popularity after 1933. The Nazis targeted the youth through the Hitler Youth and changes to education. 	<ul style="list-style-type: none"> What the origins of Anti-Semitism are. How the Nazis gained control of the people of Germany. How WW2 impacted on the Holocaust. Which other groups were targeted by the Nazis and why. The change in severity of Anti-Semitic policy since Hitler came to power. Who is responsible for the Holocaust. 		<ul style="list-style-type: none"> That a revolution in Russia led to a communist government. That communism and capitalism are ideologically different. After WWII an Eastern bloc was set up by the USSR. With them taking over many countries in Eastern Europe.
Students should be able to	<ul style="list-style-type: none"> Explain the impact of the Treaty of Versailles on Germany Explain how the Treaty contributed to the rise of Nazism Explain how the failure of the LON contributed to the start of WWII (Manchuria and Abyssinia) Explain why appeasement failed 	<ul style="list-style-type: none"> Explain how Britain emphasised the Blitz Spirit, using propaganda Evaluate how far the Blitz affected Britain Analyse interpretations of evacuation from primary sources Evaluate the accuracy of an interpretation of the home guard 	<ul style="list-style-type: none"> Explain the rise of the Nazis, using a number of factors. Evaluate the reasons for the rise of the Nazis. 	<ul style="list-style-type: none"> Explain change in severity using sources and graphs Reach a judgement on who is responsible for the Holocaust Make inferences from a source To teach about the process of The Holocaust, not just the 'final solution' For students to understand The Holocaust as a European event, not exclusive to Germany. For students to understand that The Holocaust was not the work of one man, Hitler. For students to understand that Jewish people couldn't 'change their religion' or 'run away' or 'just say no' For students to understand each person had a different experience of The Holocaust and for them not to be viewed as victims 		<ul style="list-style-type: none"> Explain the impact of the Russian revolution in 1917. Explain the impact of the 3 conferences (Tehran, Yalta, Potsdam) Write a narrative account of the establishments of the cold war.
Keywords	<ul style="list-style-type: none"> Treaty (of Versailles) remilitarize Soviet Article 231 League of nations Sanctions Lebensraum (living space) Mein Kampf Anschluss Appeasement propaganda annex 	<ul style="list-style-type: none"> Blitz Luftwaffe Home guard Evacuation Rationing Anderson Shelter ARP warden Blitz Spirit Operation Pied Piper 	<ul style="list-style-type: none"> Propaganda Rallies Dictator Fuher Cult SS Gestapo Concentration Camps Strength Through Joy 	<ul style="list-style-type: none"> Origins Anti-Semitism Final solution Holocaust Terror Responsibility Shoah Propaganda Escalate Concentration Camp Indoctrination Ghettoization Genocide 		<ul style="list-style-type: none"> Communism Capitalism Government Dictatorship Revolution Lenin Stalin Atomic Conference Telegram
Key piece	HT1 Assessment	Local WWII essay	Big write – Explain how the Nazis controlled the German population.	Bystanders and Perpetrators CCZ		
Application of knowledge (Assessment)	HT1 Assessment	HT2 Assessment	Big write - WCF			Begin GCSE Assessment Booklet
Revision Strategy	Teach me Tell me	Video revision	Rehearsal writing			60 second challenges
Wider Links	British values – democracy Democracy Government Extremism	Local Area Remembrance		National curriculum Holocaust Educational Trust / Anne Frank Trust Discrimination		

Year 10	HT1	HT2	HT3	HT4	HT5	HT6
End point:	Option P4 – Superpower relations – Key Topic 1	Option P4 – Superpower relations – Key Topic 2 / Key Topic 3	Option P4 – Superpower relations Key topic 3	Option 33 – The USA, 1954 – 1975: conflict at home and abroad – Key topic 1: Development of the Civil Rights Movement	Option 33 – The USA, 1954 – 1975: conflict at home and abroad – Key topic 2: protest, progress and radicalism	Option 33 – The USA, 1954 – 1975: conflict at home and abroad – Key topic 3: US involvement in the Vietnam War
Curriculum Related Expectation						
Students need to know	<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 of the development of the atomic bomb, the Long and Novikov telegrams and the creation of Soviet satellite states in Eastern Europe The impact on US-Soviet relations of the Truman Doctrine and the Marshall Plan, 1947. The significance of Cominform (1947), Comecon (1949) and the formation of NATO (1949). Berlin: its division into zones. The Berlin Crisis (blockade and airlift) of 1948-49 and its impact. The formation of the Federal Republic of Germany and German Democratic Republic. The significance of the arms race. 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. 	<ul style="list-style-type: none"> The refugee problem in Berlin, Khrushchev's Berlin ultimatum (1958), and the summit meetings of 1959-61. The construction of the Berlin Wall, 1961. Impact of the construction of the Berlin Wall on US-Soviet relations. Kennedy's visit to West Berlin in 1963. 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. The events of the Cuban Missile Crisis. The consequences of the Cuban Missile Crisis, including the 'hotline'. Attempts at arms control: the Limited Test Ban Treaty (1963); the Outer Space Treaty (1967); and the Nuclear Non-Proliferation Treaty (1968). Opposition in Czechoslovakia to Soviet control: the Prague Spring. The Brezhnev Doctrine and the re-establishment of Soviet control in Czechoslovakia. The international reaction to Soviet measures in Czechoslovakia. 	<ul style="list-style-type: none"> Détente in the 1970s, SALT 1, Helsinki, 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>The significance of the Soviet invasion of Afghanistan, the Carter Doctrine and the Olympic boycotts.</p> <ul style="list-style-type: none"> Reagan and the 'Second Cold War', the Strategic Defence Initiative. 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. 	<ul style="list-style-type: none"> Segregation, discrimination and voting rights in the Southern states. The work of civil rights organisations, including the NAACP and CORE. The key features of the Brown v. Topeka case (1954). The immediate and long-term significance of the case. The significance of the events at Little Rock High School (1957). Causes and events of the Montgomery Bus Boycott. The significance of Rosa Parks. Reasons for the success and importance of the boycott. The Supreme Court ruling. The Civil Rights Act (1957). The significance of the leadership of Martin Luther King. The setting up of the SCLC. The Ku Klux Klan and violence, including the murder of Emmett Till in 1955. Opposition to desegregation in the South. The setting up of White Citizens' Councils. Congress and the 'Dixiecrats'. 	<ul style="list-style-type: none"> The significance of Greensboro and the sit-in movement. The Freedom Riders. Ku Klux Klan violence and the Anniston bomb (1961). The James Meredith case (1962). King and the peace marches of 1963 in Birmingham, Alabama, and Washington. Freedom Summer and the Mississippi murders. The roles of Presidents Kennedy and Johnson and the passage of the Civil Rights Act (1964). Selma and the Voting Rights Act (1965). Malcolm X, his beliefs, methods and involvement with the Black Muslims. His later change of attitude and assassination. Reasons for the emergence of Black Power. The significance of Stokely Carmichael and the 1968 Mexico Olympics. The methods and achievements of the Black Panther movement. The riots of 1965-67 and the Kerner Report (1968). King's campaign in the North. The assassination of Martin Luther King and its impact. The extent of progress in civil rights by 1975. 	<ul style="list-style-type: none"> The battle of Dien Bien Phu and the end of French rule in Vietnam. Reasons for greater US involvement under Eisenhower, including the domino theory and weaknesses of the Diem government. Greater involvement under Kennedy, including the overthrow of Diem and the Strategic Hamlet Program. The increasing threat of the Vietcong. The Gulf of Tonkin incident (1964) and increased US involvement in Vietnam. The guerrilla tactics used by the Vietcong. The methods used by the USA, including Search and Destroy, Operation Rolling Thunder and chemical weapons. The key features and significance of the Tet Offensive, 1968. The key features of Vietnamisation. Reasons for its failure. The Nixon Doctrine and the withdrawal of US troops. Attacks on Cambodia (1970) and Laos (1971) and the bombing of North Vietnam (1972).
Students should be able to	<ul style="list-style-type: none"> Describe the events of the cold war. Construct accurate narrative accounts which focus on consequences of events. Explain the significance of events in both the long and short term. 	<ul style="list-style-type: none"> Describe the events of the cold war. Construct accurate narrative accounts which focus on consequences of events. Explain the significance of events in both the long and short term. 	<ul style="list-style-type: none"> Describe the events of the cold war. Construct accurate narrative accounts which focus on consequences of events. Explain the significance of events in both the long and short term. 	<ul style="list-style-type: none"> Explain causation Make inferences from sources, supported with contextual knowledge. Make inferences from interpretations and support with contextual knowledge. 	<ul style="list-style-type: none"> Explain causation Make inferences from sources, supported with contextual knowledge. Make inferences from interpretations and support with contextual knowledge. 	<ul style="list-style-type: none"> Explain causation Make inferences from sources, supported with contextual knowledge. Make inferences from interpretations and support with contextual knowledge.
Keywords	Grand Alliance Ideology Superpower Satellite States Containment Cominform Comecon Doctrine NATO Warsaw Pact Blockade GDR Uprising	Khrushchev Ultimatum Uprising Democracy Brezhnev Doctrine Czechoslovakia Brinkmanship	SALT 1 and SALT 2 Détente Gorbachev INF SDI			
Key piece	Topic 1 Assessment	Topic 2 Assessment	Topic 3 Assessment	Topic 1 Assessment	Topic 2 Assessment	Topic 3 Assessment
Application of knowledge (Assessment)	Topic 1 Assessment	PPE	Topic 3 assessment	PPE	PPE	Topic 3 Assessment
Revision Strategy	All revision strategies are contained in the assessment Booklet					
Wider Links						

Year 11	HT1	HT2	HT3	HT4	HT5	HT6	
End point:	Paper 1 Option 10 – Crime and Punishment	Paper 1 Option 10 – Crime and Punishment	Paper 1 Option 10 – Crime and Punishment	Option B4 – Early Elizabeth	Option B4 – Early Elizabeth		
Curriculum Related Expectation	Understand changes to crime and punishment from 100-1700	Understand changes in crime and punishment from 1700-1900.	Whitechapel site study Understand changes to crime and punishment in the modern era.	Describe and explain key features of Elizabethan England.	Describe and explain key features of Elizabethan England.		
Students need to know	<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. 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. 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. 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. 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. 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. 	<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. 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. 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. 	<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. 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. 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. 	<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. Religious divisions in England in 1558. Elizabeth's religious Settlement (1559): its features and impact. The Church of England: its role in society. 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. Mary, Queen of Scots: her claim to the English throne, her arrival in England in 1568. Relations between Elizabeth and Mary, 1568–69. 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. 	<ul style="list-style-type: none"> Political and religious rivalry Commercial rivalry. The New World, privateering and the significance of the activities of Drake. 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'. Spanish invasion plans. Reasons why Philip used the Spanish Armada. The reasons for and consequences of the English victory. Education in the home, schools and universities. Sport, pastimes and the theatre. The reasons for the increase in poverty and vagabondage during these years. The changing attitudes and policies towards the poor. Factors prompting exploration, including the impact of new technology on ships and sailing and the drive to expand trade. 		
Students should be able to	<ul style="list-style-type: none"> Identify features of similarity and difference. Explain change over time. Formulate judgements on the nature or extent of change. 	<ul style="list-style-type: none"> Identify features of similarity and difference. Explain change over time. Formulate judgements on the nature or extent of change. 	<ul style="list-style-type: none"> Identify features of similarity and difference. Explain change over time. Formulate judgements on the nature or extent of change. 	<ul style="list-style-type: none"> Describe key features. Explain causation Make judgements on key historical issues. 	<ul style="list-style-type: none"> Describe key features. Explain causation Make judgements on key historical issues. 		
Keywords	abolition • authority • the authorities • capital punishment • Civil War • community • conquest • conscientious objectors • constable • corporal punishment • custodial • deterrence • economic • execution • government • heresy • highway robbery • hue and cry • law enforcement • martyr • metropolitan • Neighbourhood Watch • ordeal • offence • parish • penal • poaching • political • prevention • prosecution • reform • religious • retribution • sanctuary • separate and silent system • smuggling • social • tithings • transportation • treason • trial • vagabondage • watchmen • Wergild • Witchfinder • young offenders			Catholic • ciphers • circumnavigation • clergy • colonisation • Commons • deserving poor • enclosure • financial • idle poor • inflation • legitimacy • Lords • Monarch • navigation • nobility • Papacy • privateers/privateering • Privy Council • Puritan • real wages • the slave trade • vagabondage • vestments			
Key piece	Topic 1 Assessment	Topic 2 Assessment	End of Unit Assessment	Topic 1 and 2 Assessment	Topic 3 Assessment		
Application of knowledge (Assessment)	PPE	Topic 2 Assessment	PPE	Topic 1 and 2 Assessment	Topic 3 Assessment		
Revision Strategy	All revision strategies are contained in the assessment Booklet						
Wider Links							