

KS4 Curriculum Mapping and Skills Criteria

Curriculum Intent

The history curriculum will develop **knowledge and understanding of the world** around them:

- how and why British society has changed over time and the varied experiences of different groups of people in the past
- a broad knowledge of local, national and worldwide events of historical significance being defined by Christine Counsell's 5Rs - Resonant, Revealing, Remembered, Remarkable and Resulting in Change
- a sense of empathy, compassion and tolerance that will provide a foundation for their lives as national and global citizens

The history curriculum will develop **key skills**:

- knowledge and understanding of the second order concepts of chronology, cause and consequence, similarity and difference, empathy, evidence, interpretations, change and continuity and significance
- student's ability to be able to think critically about the world around them
- students' ability to become more independent learners through a metacognitive process of self-regulation in which learners purposefully monitor and direct their own learning

The history curriculum will develop **cultural capital** by promoting important themes such as Black History Month and International Women's Day, as well as having a rich programme of visits, trips, lectures and speakers

Homework is set every week. An exam style question is set every two weeks to assess student's knowledge and understanding. Teacher's will mark all exam questions and provide feedback in green pen based on Board mark schemes and guidance. Model answers, verbal feedback and/or whole class feedback template may be used to develop self and peer assessment. All homework will be DIRTED by students in purple pen. End of unit assessments will be set every term. A mock exam will be set at the end of each topic and if this falls at the end of the term the mock exam will supersede the end of unit assessment.

	Term 1 – Sept-Oct Crime & Punishment, c.1000-present	Term 1 – Oct-Dec Crime & Punishment, c.1000-present	Term 2- Jan-Feb Crime & Punishment, c.1000-present
Implementation <i>Year 10</i>	Crime, punishment and law enforcement in Anglo-Saxon England. Crime, punishment and law enforcement in Norman England. Case study: the influence of the church on crime and punishment. Crime, punishment and law enforcement in the early modern period: - vagabondage - treason and the Gunpowder Plot, 1605 - heresy and witchcraft including Matthew Hopkins - the Bloody Code	Crime, punishment and law enforcement in the Industrial Period: - highway robbery - poaching - smuggling - the ase of the Tolpuddle Martyrs - thief takers and the Fielding brothers and the Bow Street Runners - Robert Peel and the Metropolitan Police - the abolition of the Bloody Code - transportation - Robert Peel, John Howard and Elizabeth Fry and the prison service Crime, punishment and law enforcement in the 20 th century: - changes in law enforcement - changes in prisons - the treatment of conscientious objectors in WWI and WWII - Derek Bentley and the abolition of the death penalty - the treatment of young offenders - the impact of technology on crime and punishment	Whitechapel, c1870–c1900: crime, policing and the inner city: - working and living co nditions in Whitechapel in the 1880s - the reasons for rising tensions in the East End of London - difficulties in policing Whitechapel - public attitudes towards the Metropolitan police - the organisation of the police in Whitechapel - the role of the beat constable and CID - the police investigation of Jack the Ripper
Impact <i>Assessment</i>	Homework Tasks, knowledge quizzes, exam style practice questions, end of unit summative assessments, termly LAGs	Homework Tasks, knowledge quizzes, exam style practice questions, end of unit summative assessments, termly LAGs	Homework Tasks, knowledge quizzes, source analysis, exam style practice questions, end of unit summative assessments, termly LAGs

KS4 Curriculum Mapping and Skills Criteria

Curriculum Intent

The history curriculum will develop **knowledge and understanding of the world** around them:

- how and why British society has changed over time and the varied experiences of different groups of people in the past
- a broad knowledge of local, national and worldwide events of historical significance being defined by Christine Counsell's 5Rs - Resonant, Revealing, Remembered, Remarkable and Resulting in Change
- a sense of empathy, compassion and tolerance that will provide a foundation for their lives as national and global citizens

The history curriculum will develop **key skills**:

- knowledge and understanding of the second order concepts of chronology, cause and consequence, similarity and difference, empathy, evidence, interpretations, change and continuity and significance
- student's ability to be able to think critically about the world around them
- students' ability to become more independent learners through a metacognitive process of self-regulation in which learners purposefully monitor and direct their own learning

The history curriculum will develop **cultural capital** by promoting important themes such as Black History Month and International Women's Day, as well as having a rich programme of visits, trips, lectures and speakers

Homework is set every week. An exam style question is set every two weeks to assess student's knowledge and understanding. Teacher's will mark all exam questions and provide feedback in green pen based on Board mark schemes and guidance. Model answers, verbal feedback and/or whole class feedback template may be used to develop self and peer assessment. All homework will be DIRTED by students in purple pen. End of unit assessments will be set every term. A mock exam will be set at the end of each topic and if this falls at the end of the term the mock exam will supersede the end of unit assessment.

	Term 2 – Mar-Apr The Cold War, 1941-91	Term 3 The Cold War, 1941-91 – Apr-Jun Early Elizabethan England, 1558-88 – Jun-Jul	Term 1 (Yr 11) – Sep-Oct Early Elizabethan England, 1558-88
Implementation <i>Year 10-11</i>	The Origins of the Cold War, 1941-49: - definition of the Cold War - ideological differences between East-West - the wartime alliances, 1941-45 - Churchill and the 'Iron Curtain' speech - the Soviet takeover of eastern Europe - the Kennan (Long) and Novikov telegrams - the Truman Doctrine and Marshall Aid - Cominform and Comecon - the Berlin Crisis, 1948-49 - NATO, 1949 and the arms/space race of the 1950s - the Hungarian Uprising, 1956 Cold War Crises: - events in Berlin 1959-61 - events in Cuba, 1959-61 - events in Czechoslovakia, 1968 and the Brezhnev Doctrine	The End of the Cold War, 1979-1994: - the period of detente, 1968-79 - the Soviet invasion of Afghanistan, 1979 - the 'Carter doctrine' - Reagan and the 'Second Cold War', SDI and the arms race - Gorbachev's 'new thinking' - the fall of the Berlin Wall - the collapse of the Warsaw Pact - the reunification of Germany - the end of the Cold War, 1992 Queen, government and religion, 1558-69: - Elizabeth's problems in 1558 - the problems of gender, legitimacy and marriage - the Religious Settlement - the Puritan challenge to the church - the Catholic challenge to the church	Challenges to Elizabeth at home and abroad, 1569-88: - the challenge of Mary, Queen of Scots - Puritan threats to Elizabeth - Catholic plots to Elizabeth including the Revolt of the Northern Earls, 1569 and the Papal Bull, 1570 - Relations with Spain and the Spanish Armada - English involvement in the Netherlands Elizabethan society in the Age of Exploration, 1558-88: - education, leisure and the theatre - poverty and vagabondage - exploration and voyages of discovery - Raleigh and the failure of the Virginia colony
Impact <i>Assessment</i>	Homework Tasks, knowledge quizzes, exam style practice questions, end of unit summative assessments, termly LAGs	Homework Tasks, knowledge quizzes, exam style practice questions, end of unit summative assessments, termly LAGs	Homework Tasks, knowledge quizzes, exam style practice questions, end of unit summative assessments, termly LAGs

Curriculum Intent

The history curriculum will develop **knowledge and understanding of the world** around them:

- how and why British society has changed over time and the varied experiences of different groups of people in the past

KS4 Curriculum Mapping and Skills Criteria

- a broad knowledge of local, national and worldwide events of historical significance being defined by Christine Counsell's 5Rs - Resonant, Revealing, Remembered, Remarkable and Resulting in Change
- a sense of empathy, compassion and tolerance that will provide a foundation for their lives as national and global citizens

The history curriculum will develop **key skills**:

- knowledge and understanding of the second order concepts of chronology, cause and consequence, similarity and difference, empathy, evidence, interpretations, change and continuity and significance
- student's ability to be able to think critically about the world around them
- students' ability to become more independent learners through a metacognitive process of self-regulation in which learners purposefully monitor and direct their own learning

The history curriculum will develop **cultural capital** by promoting important themes such as Black History Month and International Women's Day, as well as having a rich programme of visits, trips, lectures and speakers

Homework is set every week. An exam style question is set every two weeks to assess student's knowledge and understanding. Teacher's will mark all exam questions and provide feedback in green pen based on Board mark schemes and guidance. Model answers, verbal feedback and/or whole class feedback template may be used to develop self and peer assessment. All homework will be DIRTED by students in purple pen. End of unit assessments will be set every term. A mock exam will be set at the end of each topic and if this falls at the end of the term the mock exam will supersede the end of unit assessment.

	Term 1 – Oct-Dec Weimar and Nazi Germany, 1919-1941	Term 2 – Jan-Mar Weimar and Nazi Germany, 1919-1941	Term3 – Apr-May Weimar and Nazi Germany, 1919-1941
Implementation <i>Year 11</i>	The Weimar Republic, 1919-1933: - the aftermath of WWI - the creation of the Republic and the Weimar Constitution - early challenges to the Weimar Republic: Treaty of Versailles, Spartacist Revolt, Kapp Putsch, French occupation of the Ruhr - Stresemann and the recovery of the Republic, 1924-29 - Changes in society and the 'golden age' of the Weimar Republic: employment, wages, housing, position of women, the arts and leisure (cinema, theatre, literature, art and architecture) Hitler's Rise to Power, 1919-1933: - early development of the Nazi Party, 1920-22 - the Munich Putsch and the lean years, 1923-29 - the growth in support for the Nazis, 1929-32 - How Hitler became Chancellor, 1932-33	Nazi Control and Dictatorship, 1933-39: - the creation of a dictatorship, 1933-34 - the creation of the police state (Gestapo, SS, SD, concentration camps, legal system, church) - controlling and influencing people's attitudes (Goebbels and propaganda, Berlin Olympics), control of culture and the arts (cinema, theatre, literature, art) - opposition, resistance and conformity (Pastor Niemoller, Swing Youth, Edelweiss Pirates, Hitler Youth, BDM) Life in Nazi Germany, 1933-39 - Nazi policies towards women (work/home life) - the young (education, Hitler Youth, BDM) - workers (employment and living standards) - the persecution of minorities (Slavs, gypsies, homosexuals, disabled, Jews)	Revision and more exam practice
Impact <i>Assessment</i>	Homework Tasks, knowledge quizzes, exam style practice questions, end of unit summative assessments, termly LAGs	Homework Tasks, knowledge quizzes, exam style practice questions, end of unit summative assessments, termly LAGs	Homework Tasks, knowledge quizzes, exam style practice questions, end of unit summative assessments, termly LAGs

Curriculum Review Jan 2024

Planned assessments and homework at KS3

KS4 Curriculum Mapping and Skills Criteria

	Autumn term	Spring term	Summer term
Year 10	HWK: Exam style questions Assessment: Crime and Punishment End of Unit Assessments Past papers mock exam	HWK: Exam style questions Assessment: Crime and Punishment End of Unit Assessments Early Elizabethan England End of Unit Assessments Past papers mock exam	HWK: Exam style questions Assessment: The Cold War End of Unit Assessments Past papers mock exam
Year 11	HWK: Exam style questions Assessment: Weimar and Nazi Germany End of Unit Assessments Past papers mock exam	HWK: Exam style questions Assessment: Weimar and Nazi Germany End of Unit Assessments Past papers mock exam	Revision

Evidence of the Catholic ethos permeating all curriculum areas

	Autumn term	Spring term	Summer term
Year 10		Crime and Punishment: The abolition of the death penalty in England	
Year 11		The persecution of the Jews and minorities in Germany in the 1930s	n/a

Evidence of an inclusive and representative curriculum

	Autumn term	Spring term	Summer term
Year 10	Immigration and social class in the East End of London	Religious conflict: Protestant vs Catholics Voyages of exploration in the 16 th century The colonisation of north America	Different political beliefs: Left vs Right The Cold War in Europe
Year 11			n/a