

Year 10: History

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<p>Unit 1: What impact did religion have on the changing definitions of Crime and Punishment c.1000 – 1700?</p> <p>Foci: <i>The Norman Conquest The Medieval Church The role of Government The Tudors The Reformation Witchcraft</i></p>	<p>Unit 1: How did the Industrial Revolution ‘revolutionise’ Britain’s approach to punishment 1700 - 1900?</p> <p>Foci: <i>Highway Robbery, poaching, smuggling. The end of the Bloody Code and Public Execution Prison Reform The Metropolitan Police Whitechapel</i></p>	<p>Unit 1: Has modern technology influenced crime and punishment in the 20th Century?</p> <p>Foci: <i>Changing nature of crimes due to technology Community law enforcement Conscientious Objectors Death Penalty</i></p>	<p>Unit 3: To what extent were the Golden Years of the Weimar Republic, truly ‘golden’?</p> <p>Foci: <i>End of the First World War Treaty of Versailles Weimar Republic Political Challenges The Golden Years</i></p>	<p>Unit 3: How did Hitler rise to power?</p> <p>Foci: <i>Growth in support for the Nazi Party The Munich Putsch The Bamberg Conference The SA/SS The Great Depression Hitler becomes Chancellor</i></p>	<p>Unit 3: How effective was Nazi control over Germany?</p> <p>Foci: <i>Single Party totalitarian state. Gestapo Concentration Camps Concordat with the Catholic Church Propaganda, culture and the creative arts.</i></p>
Assessments	<p>Explain one way in which the nature of punishment during the years... Explain why there were new definitions of crimes against authority in the years c.1000 – c.1700</p>	<p>The establishment of Pentonville prison was a turning point in the use of prisons in the years c.1700 – present. How far do you agree?</p>	<p>Describe two features of Whitechapel Workhouses. How useful are Sources A and B for an enquiry into living conditions in Whitechapel?</p>	<p>How useful are Sources B and C for an enquiry into the challenges facing the Weimar Republic 1919-23? How far do you agree with Interpretation 2 about the challenges facing the Weimar Republic 1919 – 23?</p>	<p>Explain why Hitler was able to become Chancellor in 1933.</p>	<p>End of year assessment, away from the point of learning: Unit 1 Crime and Punishment</p>
Building on Prior Learning		<p>Substantive Knowledge – First Order Concepts: From Year 7/8 students will draw on knowledge of Medieval and Early Modern society as well as forms of government and warfare. The programme of study in Year 10 then allows knowledge of concepts such as Democracy; different structures of Government; Political ideologies; religion, crime, and punishment to develop further.</p> <p>Disciplinary/procedural Knowledge – Second Order Concepts: From Year 9, students will be familiar with the key second order concepts and the programme of study will allow students to build more sophisticated ways of thinking about concepts such as Cause and Consequence, Significance, Change and Continuity...</p>				
Cultural Capital		<p>There is cultural capital in abundance in this programme of study. Students will learn about how both crime and punishments developed and changed over a 1,000-year period which is a new focus for them. In Unit 3 they will continue to develop their understanding of the Holocaust and persecution of minorities under the Nazi regime and continue to use primary source material and testimony to support this. They will read extracts from texts such as <i>The Five</i> by Hallie Rubenhold to diversify their understanding of the Ripper Murders, and for Unit 3 they will look at primary sources from people who lived in Germany 1919-1939 Cultural diversity will be embedded throughout and will engage students in a better understanding of how different cultures, ethnicities and beliefs have impacted both British and German History.</p>				
Mastery		<p>In terms of mastery, students will be guided, through modelling, to make more sophisticated judgements. When looking at change and continuity (the focus of Unit 1) they will make more in depth links between changes and offer precise support. They will ask and answer more questions about the sources and interpretations they are working with and address issues of provenance. They will be able to explain why the past has been remembered in different ways and, by the end of the year, there will be more indirect manifestation of first order conceptual understanding in their verbal and written responses.</p>				
Development of Character		<p>A wide range of virtues: moral and intellectual are visited, practiced, and embedded through History. For example, resilience, respect, and community spirit are explored when looking at the events of and the impact of the Treaty of Versailles on Germany and the hardships of the Great Depression. Topics such as the Holocaust explore the virtues of integrity, respect, leadership, and courage.</p>				
Extra-Curricular opportunities		<p>In School: Film club, Politics and Debate Club and Holocaust Survivor talks. Outside of School: Trip to Nottingham National Justice Museum.</p>				
Metacognitive Learning		<p>Metacognitive learning will build through the second order concepts. Students will learn, through expert modelling, the questions to ask of historical interpretations and sources. They will then be able to refer to these questions when tackling the same concept later in the year. Feedback will form an important part of developing our students as metacognitive learners. Students will set personal targets around the second order concepts, based on strengths and areas for development and use feedback to plan for success in future assessments.</p>				