

History

Year 10 Curriculum Overview



Intent: By the end of the year 10 students will have completed a Modern Depth Study and a Thematic Study. Through the Modern Depth Study, they will learn the complexity of a society or historical situation over a substantial and short time span. They will investigate the interplay of different aspects within it, including social, economic, political, cultural and military aspects. They will understand the difference between a source and interpretation and make inferences from historical sources. They will demonstrate understanding of a range of reasons why interpretations may differ. They will be able to evaluate given interpretations using their own knowledge of the period. Through the Thematic Study they will develop understanding of change and continuity across a long sweep of history, including the most significant characteristics of different ages from the medieval to modern periods. They will be able to offer comparisons between different periods of history. They will demonstrate knowledge and understanding of similarity and difference, change and continuity, significance and causes or consequences of change. They will also offer analysis and evaluation of source material.

	AUTUMN	SPRING	SUMMER
	Assessment 1		Assessment 2
<p>Core Course Topic: These topics are taught through the identified terms. They are taught in small bitesize chunks and revisited regularly.</p>	<p>Crime and Punishment c1000-Present Students will be able to: Understand key features of Crime and punishment c1000-present, including the nature of change in crime, policing and punishment across the time periods.</p> <p>Whitechapel c1870 - c1900 Students will be able to: Understand key features of Whitechapel c1870-1900, crime, policing and the inner city.</p>	<p>Anglo- Saxon and Norman England Students will be able to: Understand key features of Anglo-Saxon society, causes and consequences of the Norman Conquest and consolidation of Norman power in England.</p>	<p>Weimar and Nazi Germany, 1918–39 Students will be able to: Develop an in depth understanding how, between the First and Second World Wars, a democratic Germany became a one-party dictatorship and the effect this had on German society. Students will examine various political, economic, social and cultural aspects of this change. They will demonstrate knowledge and understanding of significant events/ people and causes or consequences of events. They will develop an ability to analyse and evaluate contemporary sources and interpretations.</p>
<p>Additional support links: Here are links to additional resources which will help your child</p>	<p>Crime and Punishment - Link</p> <p>Whitechapel - Link Whitechapel - Link Whitechapel - Link</p>	<p>Anglo Saxon - link</p> <p>Anglo Saxon content - link</p> <p>Anglo Saxon skills - Link</p>	<p>Germany</p> <p>Link 1 link 2 Link 3 Link 4 Link 5</p>
<p>Knowledge: Included here is the specific knowledge your child will learn in detail</p>	<ul style="list-style-type: none"> C1700-1900 Crime and punishment in 18 and 19th centuries: Study continuity and change in nature of crimes including highway robbery, poaching and smuggling and the attitudes towards these. Plus, the ending of witchcraft and treatment of Tolpuddle Martyrs. Changing nature of law enforcement – Fielding Brothers and the development of the police including the CID. Changing nature of punishments and views on the purpose of punishment, e.g end of transportation, bloody code, public execution. Also, prison reform – work of Howard and Fry. Case studies- of Pentonville and Peel to show changing attitudes to punishment. C1900- present Crime and punishment in Modern Britain: Analyse change and continuity in nature of crimes like identity fraud and smuggling. Changing definitions of crime in drug, race and car crime. How new crimes are affected by changes in attitudes and technology. 	<ul style="list-style-type: none"> 1060 Britain to early Medieval England until 1088. Links between Norman England and present day - law-making e.g. fines & government and land e.g. shires. Death of Edward the Confessor and the succession crisis of 1066 – strengths and weaknesses of claimants. Battle of Fulford, Battle of Stamford Bridge & Battle of Hastings. Castles, law-making & financial rewards to consolidate Norman rule. Rebellion & unrest 1067-1075 e.g. Battle of Ely, 1071 & Revolt of the Earls, 1075. Harrying of the North, 1069. Lanfranc and Church reform. William’s death in 1087 & the succession of William Rufus over Robert ‘Curthose’. 	<p>KT1-The Weimar Republic 1918-29. KT2-Hitler’s rise to power 1919-33. KT3-Nazi control & dictatorship 1933-39:</p> <ul style="list-style-type: none"> The creation of a dictatorship 1933-34. 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. The police state. 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. Controlling & influencing attitudes. 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. Opposition, resistance & conformity. The extent of support for the Nazi regime. Opposition from the Churches, including the role of Pastor Niemöller. Opposition from the young, including the Swing Youth and the Edelweiss Pirates.

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THE HART
SCHOOL
Creative
Education
Trust

	<ul style="list-style-type: none"> • Role of authorities and local communities in law enforcement, e.g neighbourhood watch. • Changing role of the modern police and use of science and technology. • Attitudes to punishments to include the abolition of the death penalty, changes to prisons. • Case studies: conscientious objectors in both Wars to explain changing definitions of crime. Derek Bentley and his significance in the abolition of the death penalty. • Whitechapel environment – events, places, individuals and their significance in developments. • Local context of Whitechapel, poverty, discontent and crime. • Awareness of problems of housing and overcrowding and the attempts to improve them like in the Peabody Estate. • Understand the level of poverty and provision of workhouses like South Grove and the lack of employment as a link to crime in this area. • Nature of population – issues and tensions including lodge houses, pubs, immigrant communities from Ireland and Easter Europe, plus the arrival of the Jews. • Organisation of policing in Whitechapel and how the environment made it hard to police and problems like alcohol. • Developments in technologies of detective investigation. • Problems between Met police and City of London police and dealing with crimes of Jack the Ripper. • Link to the national and regional context of the Met police including CID, Charles Warren and Home secretary. 		
<p>Skills: Included here is the specific skills your child will learn in detail</p>	<ul style="list-style-type: none"> • Analytical writing to explain change and continuity. • Making an informed judgement based on constructing an argument. • Making links to evaluate significance. • Comparing time periods against each other and analysing their significance. • Assessing the usefulness of sources. 	<ul style="list-style-type: none"> • Analytical writing to explain causes and consequences of events. • Making an informed judgement based on constructing an argument. • Making links to evaluate significance. 	<ul style="list-style-type: none"> • Analyse and evaluate contemporary sources and interpretations. • Understand that interpretations are based on evidence from their period of study and that a range of evidence can be used to reach different conclusions. • Understand a range of reasons why interpretations may differ and despite differences, can still be legitimate.
<p>Common Lexicon: These are the key words and terms learnt. These can be found on knowledge organisers.</p>	<p>Significance, consequence, analysis, narrative, chronology, impact, change and continuity, nature of change, evaluate, use of sources, judgement.</p>	<p>Evidence, analysis, factors, judgement, chronology, hierarchy, succession, monarchy, rebellion, invasion, warfare.</p>	<p>Abdication, armistice, autobahn, communist, conformity, constitution, democracy, depression, Freikorps, Führer, hyperinflation, Kaiser, Left, <i>Mein Kampf</i>, monarchy, persecution, putsch, rearmament, Reichstag, Rentenmark, reparations, republic, Right, trade union</p>