

History Curriculum Sequence – Key Stage 4

	KS3 National Curriculum prior learning	By the end of the term, students can:	Year 10 Term 1 Crime and Punishment	Year 10 Term 2 Whitechapel Weimar Germany	Year 10 Term 3 Weimar and Nazi Germany	Year 11 Term 1 The American West	Year 11 Term 2 Early Elizabethan England	Year 11 Term 3
What we want our students to know and remember	Students will further develop the skills and knowledge acquired during their study of History at KS3 in local, national, European and global contexts	Define the key tier 3 vocabulary :	Deterrent Retribution Rehabilitation Removal Crime against the Authority/Property/Person Medieval Trial by Ordeal Transportation Capital/Corporal Jury Abolition Collective Responsibility Reform	Environment Poverty Immigration H Division Census Beat Provenance Whitechapel Kaiser Constitution Versailles Hyperinflation Recovery	NSDAP/Nazi Putsch Propaganda Lebensraum Dictatorship SA/SS Gestapo Opposition Chancellor Fuhrer Hitler Youth Persecution	Migration Mormon Manifest Destiny Plains Indians Oregon Trail Tribe Homesteaders Transcontinental Railroad Reservations Cowboys Lawlessness Assimilation Destruction	Legitimacy Catholic Protestant Religious Settlement Papacy Foreign Policy Armada Plots Trade Exploration Colonisation Virginia Vagabonds	<i>Revision and Exam Season.</i>
	Students will increasingly demonstrate progression in providing historical explanations of cause and consequence, change and continuity and in using historical evidence both contemporary to the period studied and relating to historical interpretations.	Recall the knowledge :	What were the eight factors that affected Crime and Punishment 1000-Present? How far has the nature, type and attitudes to crime changed since 1000-Present? How has Law Enforcement developed from King and Community to the modern police force? How has the nature and purpose of punishment developed from c.1000-Present?	Why was Whitechapel an area of high crime rates? What problems caused tension in Whitechapel? Why was Jack the Ripper never caught? What problems did Germany face, 1919-29? How well did the Weimar republic recover from the political and economical threats by 1923? What was 'golden' about Weimar republic?	How did Hitler and the Nazis gain support in the early 1930s? How did Hitler and the Nazi party control the German people? What was the opposition to the Nazi Party? What was it like to live in Nazi Germany?	What factors encouraged the settlement of the Western USA? How did increased white migration impact on the way of life for Plains Indians? How and why was the West seen as 'Wild' and Lawless? How far was the traditional way of life for Plains Indians destroyed by 1895?	Explain 3 main problems Elizabeth faced when she came to the throne 1558? Was the main threat facing Elizabeth in 1558 domestic (in England) or foreign (Spain, France, Religion and the Pope)? Was Elizabethan society a 'Golden Age'?	
What we want our students to do		Demonstrate excellence in these skills :	Describe the factors that have caused change and maintained continuity with explicit links to crimes, law enforcement and punishment. Be able to explain a number of similarities and differences between different periods in relation to crimes, law enforcement and punishment. Analyse the causes of change in Crime and Punishment.	Analyse a contemporary source with reference to the content, provenance and contextual knowledge of the source. Make a judgement on a source's utility for a specified line of enquiry. Evaluate contemporary source material relating to a modern depth study. Describe the factors that have caused change with explicit links to Weimar and Nazi Germany.	Be able to make inferences from a contemporary source in relation to a specified event Analyse a contemporary source with reference to the content, provenance and contextual knowledge of the source. Make a judgement on a source's utility for a specified line of enquiry.	Able to analyse the consequences of a specified event in American History. Be able to write a chronological and analytical account of specified events within a timeframe. Analyse the importance of an event, invention or person for another specified feature of the American West.	Describe two key features of a specified aspect of the period. Analyse reasons why a change occurred in Elizabethan society. Write a substantiated conclusion that makes a judgement regarding a statement of change or consequence in Elizabethan England.	

			<p>Write a substantiated conclusion that makes a judgement regarding the main reason for change in Crime and Punishment</p>	<p>Show an understanding of the reasons Historians interpretations of the past may differ.</p>	<p>Evaluate contemporary source material relating to a modern depth study.</p> <p>Describe the factors that have caused change with explicit links to Weimar and Nazi Germany.</p> <p>Show an understanding of the reasons Historians interpretations of the past may differ.</p> <p>Assess how far an interpretation is an accurate representation of an event.</p>			
Key assessment questions:			<p><i>Enquiry Questions:</i></p> <p>'How far has crime changed since c.1000?'</p> <p>'How far has law enforcement changed since c.1000?'</p> <p>'How far has the nature and type of punishment changed since c.1000?'</p> <p><i>Deep Mark Questions:</i></p> <p>"What was the main factor that caused an increase in the Witch hunts c.1500-c.1700?"</p> <p>"How far do you agree that the Norman Conquest led to significant changes in law enforcement in Medieval England?"</p> <p>"Explain why there have been changes to the work of the police in the period c.1900 – Present?"</p> <p>"How far was the establishment of Pentonville the key turning point for Prisons?"</p>	<p><i>Enquiry Questions:</i></p> <p>'How did the Environment of Whitechapel impact on peoples lives and experiences of crime?'</p> <p>'Why did such change occur in Germany, 1919 - 1929?'</p> <p><i>Deep Mark Questions:</i></p> <p>"Describe two features of a Whitechapel Workhouse in the late 19th Century?"</p> <p>"How useful are these two sources for an enquiry into the failure of police to catch Jack the Ripper? (EQ-2022)</p> <p>"Explain why the Weimar republic was unpopular?" (EQ-2021)</p>	<p><i>Enquiry Questions:</i></p> <p>'How did Hitler and the Nazi party take power legally?'</p> <p>'How far did Hitler have the support of the German people?'</p> <p><i>Deep Mark Questions:</i></p> <p>Explain why the use of propaganda helped the Nazis to control the attitudes of the German people in the years 1933-39 (EQ- 2022)</p> <p>What is the difference between two interpretation about why Hitler was able to become Chancellor in 1933? (EQ-2022)</p> <p>How far do you with interpretation 2 about the reasons why Hitler became Chancellor in 1993? (EQ-2022)</p>	<p><i>Enquiry Questions:</i></p> <p>'What were the consequences of increased settlement on the Plains for native people?'</p> <p>How far did the Government destroy the way of life for Native Americans by 1895?</p> <p><i>Deep Mark Questions:</i></p> <p>Write a narrative account of the Mormon Migration 1846 -1847.</p> <p>Explain two consequences of the Homestead Act 1865 (EQ - 2022)</p> <p>Write a narrative account analysing the ways in which the cattle industry changed in the years c1876-c1890. (EQ - 2022)</p> <p>The importance of the extermination of the buffalo for the Plains Indians' way of life (EQ-2019)</p>	<p><i>Enquiry Questions:</i></p> <p>"How well did Elizabeth's religious settlement show a middle way between Catholicism and Protestantism?"</p> <p>Why was there consistent conflict between Elizabeth I and Phillip II of Spain?</p> <p><i>Deep Mark Questions:</i></p> <p>How far do you agree that the problem of Elizabeth's legitimacy was the main problem she faced when she became queen in 1558.' (EQ - 2022)</p> <p>Explain why Elizabeth faced challenges to her rule in 1558 (Religion and Relations with France)</p> <p>Explain why treatment of the poor changed in the period 1558-88. (EQ-2022)</p>	

Disciplinary Rigour		What makes your subject different to other subjects? What are the expectations for students in your subject area in the KS4 National Curriculum if applicable / KS4 qualification specification?	The thematic study of crime and punishment requires students to understand change and continuity across a long sweep of history (1000-present), including the most significant characteristics of different ages from the medieval to modern periods. They include people, events and developments and reveal wider changes in aspects of society over the centuries and allow comparisons to be made between different periods of history.	Students will learn about a historic environment that is linked to a thematic study and focuses on that site in its historical context. Students will focus on a depth study. This focus will be on a substantial and coherent short time span (20 years) and require students to understand the complexity of a society or historical situation and the interplay of different aspects within it. Depending on the depth study chosen (currently Germany 1919-39), these will include social, economic, political, cultural and military aspects	Students will focus on a depth study. This focus will be on a substantial and coherent short time span (20 years) and require students to understand the complexity of a society or historical situation and the interplay of different aspects within it. Depending on the depth study chosen (currently Germany 1919-39), these will include social, economic, political, cultural and military aspects	The world period studies focus on a substantial and coherent medium time span of at least 50 years and require students to understand the unfolding narrative of substantial developments and issues associated with the period. (American West 1835-1895)	The British depth studies focus on a substantial and coherent short time span and require students to understand the complexity of a society or historical situation and the interplay of different aspects within it. Depending on the depth study chosen, these will include social, economic, political, religious and military aspects. (Early Elizabethan England)	Exam Season
---------------------	--	--	---	--	---	--	---	-------------