



Year 10	Autumn – 1a	Autumn – 1b	Spring – 2c	Spring – 2d	Summer – 3e	Summer – 3f
Content	Crime and punishment: Medieval and Early Modern 1250 – 1750	Crime and Punishment: Industrial – Present, 1750 - 2020	Living Under NAZI Rule	Living Under NAZI Rule	Kenilworth Castle	Kenilworth Castle
Skills including links with KS2 (Golden thread)	<p><b><u>Medieval Britain c. 1250 - 1500</u></b></p> <ul style="list-style-type: none"> <li>Crimes and criminals in medieval Britain</li> <li>Enforcing law and order including policing and different types of court</li> <li>Punishing offenders: capital punishment, fines, whipping, public humiliation and imprisonment</li> </ul> <p><b><u>Early Modern Britain c.1500–c.1750</u></b></p> <ul style="list-style-type: none"> <li>Major religious, political and social changes: an overview</li> <li>The changing nature of crime including vagrancy, moral crime and witchcraft</li> <li>Enforcing law and order including secular and church courts and the roles of different law enforcers</li> <li>Changes in punishment including the introduction of the 'Bloody Code'</li> </ul> <p><b><u>Industrial Britain c. 1750 - 1900</u></b></p> <p>The enlightenment, urbanisation and political change: an overview</p> <ul style="list-style-type: none"> <li>Crimes and criminals in industrial Britain including the increase in crime in the first half of the nineteenth century</li> <li>The introduction and development of the police force</li> <li>Changes in punishment including the growth of prisons, transportation to Australia and prison reform</li> </ul> <p><b><u>Britain since c.1900</u></b></p> <ul style="list-style-type: none"> <li>Major technological, social and political changes: an overview</li> </ul>		<p><b><u>Dictatorship</u></b></p> <ul style="list-style-type: none"> <li>Hitler and the Nazi Party in January 1933</li> <li>Establishing the dictatorship, January 1933 to July 1933</li> <li>Achieving total power, July 1933 to August 1934</li> </ul> <p><b><u>Control and Opposition, 1933–1939</u></b></p> <ul style="list-style-type: none"> <li>The machinery of terror including the SS, the law courts, concentration camps and the Gestapo</li> <li>The range and effectiveness of Nazi propaganda</li> <li>Opposition to Nazi rule including the Left, church leaders and youth groups <b><u>Changing Lives, 1933–1939</u></b></li> <li>Work and home: the impact of Nazi policies on men and women</li> <li>The lives of young people in Nazi Germany including education and youth movements</li> <li>Nazi racial policy: the growing persecution of Jews</li> </ul> <p><b><u>Germany in War</u></b></p> <ul style="list-style-type: none"> <li>The move to a war economy and its impact on the German people, 1939–1942</li> <li>Growing opposition from the German people including from elements within the army</li> <li>The impact of total war on the German people, 1943–1945</li> </ul> <p><b><u>Occupation</u></b></p> <ul style="list-style-type: none"> <li>The contrasting nature of Nazi rule in eastern and western Europe</li> <li>The Holocaust, including the Einsatzgruppen, ghettos and the death camps</li> <li>Responses to Nazi rule: collaboration, accommodation and resistance</li> </ul>		<p>This unit will look at how Kenilworth Castle has changed over the course of its existence, c. 1120 – present. Students will be required to consider the following questions:</p> <ol style="list-style-type: none"> <li>The reasons for the location of the site within its surroundings</li> <li>When and why people first created the site</li> <li>The ways in which the site has changed over time</li> <li>How the site has been used throughout its history</li> <li>The diversity of activities and people associated with the site</li> <li>The reasons for changes to the site and to the way it was used</li> <li>Significant times in the site's past: peak activity, major developments, turning points</li> <li>The significance of specific features in the physical remains at the site</li> <li>The importance of the whole site either locally or nationally, as appropriate</li> <li>The typicality of the site based on a comparison with other similar sites</li> <li>What the site reveals about everyday life, attitudes and values in particular periods of history</li> <li>How the physical remains may prompt questions about the past and how historians frame these as valid historical enquiries</li> <li>How the physical remains can inform artistic reconstructions and other interpretations of the site</li> </ol>	



	<ul style="list-style-type: none"> <li>• Changes in the crime rate and in types of crime</li> <li>• Changes in law enforcement including the use of new technology</li> <li>• Changes in punishment including the abolition of capital punishment and changes in prisons</li> </ul>				n) The challenges and benefits of studying the historic environment	
Why we have chosen this curriculum...	Links well with KS3 curriculum. Provides a logical, historical route through to other units allowing skills to be transferred and applied. A good, pacey unit which allows core skills and connections to explain consequences explored which are invaluable in the next unit		Comes on the back of the remembrance day in November and points considered around capital punishment and law enforcement from the last unit transposed into more modern times. Students seem to have more developed skills by this stage and can start to question evidence, make links between series of events to explain their impact. For example the putsch and how NAZIs came to power coming from the restrictions from WW1.		This unit works well with the coursework case study elements of the course. This involves the follow up to the trip and a chance to reconsider elements discussed in KS3. Homeworks lead well into this unit and it is a good way to link with next year.	
Assessment 1	9 and 10 mark exam questions. Short answer questions/knowledge test	9 and 10 mark exam questions. Short answer questions/knowledge test	How did Hitler consolidate his power?	Opposition to NAZI rule	Changing nature of Kenilworth Castle	Challenges facing historians studying Kenilworth Castle
	10 and 18 mark exam questions. Short answer questions/knowledge test	10 and 18 mark exam questions. Short answer questions/knowledge test				
Assessment 2	9 and 10 mark exam questions. Short answer questions/knowledge test	9 and 10 mark exam questions. Short answer questions/knowledge test	Changing lives of groups living under NAZI rule	The impact of World War Two on Germany.	End of year exam	Typicality of Kenilworth Castle
	10 and 18 mark exam questions. Short answer questions/knowledge test	10 and 18 mark exam questions. Short answer questions/knowledge test				
Links	GCSE POD	GCSE POD				
	OCR B School History	OCR B School History				
	Project Revision guide	Project Revision guide				



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Year 11	Autumn – 1a	Autumn – 1b	Spring – 2c	Spring – 2d	Summer – 3e	Summer – 3f
Content	The Making of America, 1789 - 1849	Making of America, 1849 - 1900	Revision	Revision		
Skills including links with KS2 (Golden thread)	<p><b><u>America’s expansion 1789–1838</u></b></p> <ul style="list-style-type: none"> <li>• How and why the USA expanded, from 1789 to 1838</li> <li>• The expansion of southern cotton plantations and of slavery, 1793–1838</li> <li>• The removal of indigenous people from the east, 1830–1838</li> </ul> <p><b><u>The West 1839–1860</u></b></p> <ul style="list-style-type: none"> <li>• The culture of the Plains Indians including a case study of the Lakota Sioux • The journeys of the early migrants to California and Oregon; the Mormon settlement of Utah</li> <li>• The nature and impact of the Californian Gold Rush (1848–1849) and the consequences of the Pikes Peak Gold Rush (1858–1859)</li> </ul> <p><b><u>Civil War and Reconstruction 1861–1877</u></b></p> <ul style="list-style-type: none"> <li>• Divisions over slavery and the causes of the Civil War</li> <li>• The African American experience of the Civil War, 1861–1865</li> <li>• Reconstruction and continuing limitations to African American liberty</li> </ul> <p><b><u>Settlement and conflict on the Plains 1861–1877</u></b></p> <ul style="list-style-type: none"> <li>• The causes and nature of white American exploitation of the Plains: railroads, ranches and cow towns • Homesteaders: living and farming on the Plains</li> <li>• The Indian Wars including Little Crow’s War (1862), Red Cloud’s War (1865–1868) and the Great Sioux War (1876–1877)</li> </ul> <p><b><u>American cultures 1877–1900</u></b></p>					



	<ul style="list-style-type: none"> <li>• Changes to the Plains Indians' way of life including the impact of reservations and the destruction of the buffalo</li> <li>• The impact of economic, social and political change on the lives of African Americans</li> <li>• The growth of big business, cities and mass migration</li> </ul>					
Why we have chosen this curriculum...	The Growth of America came at a great human cost; 1789 – 1839?	The Impact of the civil war and Reconstruction on the lives of African Americans; 1861 – 1877?	Exam practice	Exam practice Mock Exam		
Assessment 1	Did people only move west to find their fortune; 1840 – 1849?	Changing Lives; 1877 – 1900  Mock Exam	Exam practice	Exam practice		
Assessment 2	GCSE POD  OCR B School History Project Revision guide	GCSE POD  OCR B School History Project Revision guide				
Links						