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| **Year** | **HT1** | **HT2** | **HT3** | **HT4** | **HT5** | **HT6** |
| **Year 10**  **Key knowledge** | **1. Crime and Punishment Unit One c.1000-1500.**  **Disciplinary knowledge:** Change and continuity,Causation, judging interpretations.  **Themes:** What were the lives of ordinary people like in the past? What did people believe in the past?  **Substantive concepts:** the Church, the Papacy, rebellion. | **3. Crime and Punishment Unit Three c.1700-1900.**  **Disciplinary knowledge:** Change and continuity,Causation, judging interpretations.  **Themes:** What were the lives of ordinary people like in the past? What did people believe in the past?  **Substantive concepts:** industrialisation, urbanisation, trade unions, working class, public opinion. | **5. Whitechapel Depth Study, c.1870-1900**  **Disciplinary knowledge: Inference,** source usefulness, following up a source.  **Themes:** What were lives of ordinary people like in the past?  **Substantive concepts:** Democracy, Communism, rebellion, suppression of rebellion, middle class, parliament, economics, trade unions, rights, republic. | **7. Superpower Relations and the Cold War Unit Two 1959-69.**  **Disciplinary knowledge:** Consequences, narrative, importance.  **Themes:** How did people gain power in the past? What did people believe in the past?  **Substantive concepts:** Communism, Capitalism, Cold War, economics, rebellion, suppression of rebellion, propaganda. | **8. Superpower Relations and the Cold War Unit Three 1970-91.**  **Disciplinary knowledge:** Consequences, narrative, importance.  **Themes:** How did people gain power in the past?  **Substantive concepts:** Communism, Capitalism, Cold War, economics, reform, propaganda. | **9. Early Elizabethan England, Unit 1 1558-1568 – Elizabeth’s problems at home and abroad.**  **Disciplinary knowledge:** Causation, judging interpretations.  **Theme:** How did people gain power in the past? What did people believe in the past?  **Substantive concepts:** the Church, Papacy, monarchy, authority, Catholic, Protestant, parliament. |
| **2. Crime and Punishment Unit Two c.1500-1700.**  **Disciplinary knowledge:** Change and continuity,Causation, judging interpretations.  **Theme:** What were the lives of ordinary people like in the past? What did people believe in the past?  **Substantive concepts:** the Church, Catholic, Protestant, rebellion, poverty. | **4. Crime and Punishment Unit Four c.1900-present day.**  **Disciplinary knowledge:** Change and continuity,Causation, judging interpretations.  **Themes:** What were the lives of ordinary people like in the past? What did people believe in the past?  **Substantive concepts:** rights, propaganda, public opinion. | **6. Superpower Relations and the Cold War Unit One 1941-1958.**  **Disciplinary knowledge:** Consequences, narrative, importance.  **Themes:** How did people gain power in the past? What did people believe in the past?  **Substantive concepts:** Communism, Capitalism, Cold War, democracy, economics, rebellion, suppression of rebellion, propaganda. |
| **Building and revisiting** | · Year 7 enquiry 2 & 3 – the impact of the Norman conquest.  · Year 7 enquiry 5 – life in Medieval England including the Hue and Cry, Trial by Ordeal, Statute of Labourers. Wider contextual understanding of medieval life.  · Year 7 enquiry 1 and year 9 enquiry 5 – change and continuity.  Year 7 enquiry two, year 8 enquiry 3 and year nine enquiry 4 – causation. | · Year 8 enquiry 2 – the impact of the industrial revolution. Growing cities and wider contextual understanding of the industrial period.  · Year 8 enquiry 4 – trade unions and the Tolpuddle Martyrs.  · Year 8 enquiry 5 – transportation to Australia. | · Year 8 enquiry 2 – the impact of the industrial revolution. Growing cities and wider contextual understanding of the industrial period linked to the environment of Whitechapel.  · Year 8 unit 4 - Victorian beliefs about poverty and Booth’s study in the East end of London.  · Year 9 enquiry 2 – antisemitic views in Whitechapel.  · Year 9 enquiry 1 & year 9 enquiry 4 – source usefulness. | · Year 10 units 6 – understanding how the Cold War began and developed.  · Year 7 enquiry 5 & year 9 enquiry 6 – consequences.  · Year 7 enquiry 1 and year 8 enquiry 1 – writing a narrative.  Year 7 enquiry 4 and year 8 enquiry 4 – significance/importance. | · Year 10 units 6 & 7 – understanding how the Cold War began, developed and ended.  · Year 7 enquiry 5 & year 9 enquiry 6 – consequences.  · Year 7 enquiry 1 and year 8 enquiry 1 – writing a narrative.  Year 7 enquiry 4 and year 8 enquiry 4 – significance/importance. | · Year 7 unit 6 – Henry VIII, Mary, Edward and Elizabeth. Catholic and Protestant divisions in England.  · Year 7 units 2 & 3 – hierarchies in England.  · Year 8 enquiries 1 & 4 – role of parliament.  Year 7 enquiry three, year 8 enquiry three, year 9 enquiry three – causation.  · Year 10 – Crime and Punishment Units 1-4 – causation questions, judging interpretations. |
| · Year 7 enquiry 6 – Catholic and Protestant beliefs in Early Modern England.  · Year 8 Enquiry 1 – the impact of the English Civil War. The impact of the Enlightenment.  · Year 8 enquiry 4 – the treatment of people in poverty. | · Year 8 enquiry 6 – the First World War and conscientious objectors.  · Year 9 enquiry 2 – the impact of the Second World War and the Holocaust on attitudes towards capital punishment.  · Year 9 enquiry 5 – the American Civil Rights movement and the criminalization of racial discrimination in Britain. | · Year 9 enquiry 1 – the legacy of the Russian revolution.  · Year 10 units 6 & 7 – understanding how the Cold War began.  · Year 7 enquiry 5 & year 9 enquiry 6 – consequences.  · Year 7 enquiry 1 and year 8 enquiry 1 – writing a narrative.  Year 7 enquiry 4 and year 8 enquiry 4 – significance/importance. |
| **Assessment** | **1. RAP:** How far do you agree question.  **2.** **RAP:** Explain why and how far do you agree questions. | **3. RAP:** Full Crime and Punishment section of Paper 1.  **KAST 1:** Full Crime and Punishment section of Paper One. | **5. RAP:** Full Whitechapel Depth Study section of Paper One.  **6. RAP:** Consequences question. | **7. RAP:** Narrative question.  **8. RAP:** Full assessment on Superpower Relations and the Cold War. |  | **KAST 2:** Full Paper One – Crime and Punishment with Whitechapel Depth Study. |