

Year	HT1	HT2	HT3	HT4	HT5	HT6
Year 10	<p>1. Crime and Punishment Unit One c.1000-1500.</p> <p>Disciplinary knowledge: Change and continuity, Causation, judging interpretations.</p> <p>Themes: What were the lives of ordinary people like in the past? What did people believe in the past?</p> <p>Substantive concepts: the Church, the Papacy, rebellion.</p>	<p>3. Crime and Punishment Unit Three c.1700-1900.</p> <p>Disciplinary knowledge: Change and continuity, Causation, judging interpretations.</p> <p>Themes: What were the lives of ordinary people like in the past? What did people believe in the past?</p> <p>Substantive concepts: industrialisation, urbanisation, trade unions, working class, public opinion.</p>	<p>5. Whitechapel Depth Study, c.1870-1900</p> <p>Disciplinary knowledge: Inference, source usefulness, following up a source.</p> <p>Themes: What were lives of ordinary people like in the past?</p> <p>Substantive concepts: Democracy, Communism, rebellion, suppression of rebellion, middle class, parliament, economics, trade unions, rights, republic.</p>	<p>7. Superpower Relations and the Cold War Unit Two 1959-69.</p> <p>Disciplinary knowledge: Consequences, narrative, importance.</p> <p>Themes: How did people gain power in the past? What did people believe in the past?</p> <p>Substantive concepts: Communism, Capitalism, Cold War, economics, rebellion, suppression of rebellion, propaganda.</p>	<p>8. Superpower Relations and the Cold War Unit Three 1970-91.</p> <p>Disciplinary knowledge: Consequences, narrative, importance.</p> <p>Themes: How did people gain power in the past?</p> <p>Substantive concepts: Communism, Capitalism, Cold War, economics, reform, propaganda.</p>	<p>9. Early Elizabethan England, Unit 1 1558-1568 – Elizabeth’s problems at home and abroad.</p> <p>Disciplinary knowledge: Causation, judging interpretations.</p> <p>Theme: How did people gain power in the past? What did people believe in the past?</p> <p>Substantive concepts: the Church, Papacy, monarchy, authority, Catholic, Protestant, parliament.</p>
Key knowledge	<p>2. Crime and Punishment Unit Two c.1500-1700.</p> <p>Disciplinary knowledge: Change and continuity, Causation, judging interpretations.</p> <p>Theme: What were the lives of ordinary people like in the past? What did people believe in the past?</p> <p>Substantive concepts: the Church, Catholic, Protestant, rebellion, poverty.</p>	<p>4. Crime and Punishment Unit Four c.1900-present day.</p> <p>Disciplinary knowledge: Change and continuity, Causation, judging interpretations.</p> <p>Themes: What were the lives of ordinary people like in the past? What did people believe in the past?</p> <p>Substantive concepts: rights, propaganda, public opinion.</p>	<p>6. Superpower Relations and the Cold War Unit One 1941-1958.</p> <p>Disciplinary knowledge: Consequences, narrative, importance.</p> <p>Themes: How did people gain power in the past? What did people believe in the past?</p> <p>Substantive concepts: Communism, Capitalism, Cold War, democracy, economics, rebellion, suppression of rebellion, propaganda.</p>			
Building and revisiting	<ul style="list-style-type: none"> · 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. 	<ul style="list-style-type: none"> · 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. 	<ul style="list-style-type: none"> · 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. 	<ul style="list-style-type: none"> · 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. 	<ul style="list-style-type: none"> · 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. 	<ul style="list-style-type: none"> · 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.
Assessment	<p>1. RAP: How far do you agree question.</p> <p>2. RAP: Explain why and how far do you agree questions.</p>	<p>3. RAP: Full Crime and Punishment section of Paper 1.</p> <p>KAST 1: Full Crime and Punishment section of Paper One.</p>	<p>5. RAP: Full Whitechapel Depth Study section of Paper One.</p> <p>6. RAP: Consequences question.</p>	<p>7. RAP: Narrative question.</p> <p>8. RAP: Full assessment on Superpower Relations and the Cold War.</p>		<p>KAST 2: Full Paper One – Crime and Punishment with Whitechapel Depth Study.</p>