

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 :	Crime: Poaching Treason Heresy Highway Robbery Nature Law Enforcement: Collective Responsibility Trials Bow Street Runners Met Police Specialisation Punishment: Deterrent Rehabilitation Retribution Corporal Punishment Capital Punishment	Whitechapel: Poverty Immigration H Division Whitechapel Vigilante Committee Penny Dreadful Germany (1) Constitution Democracy Reichstag Armistice Communist	Germany (2) Socialist DAP Reichstag Putsch Mein Kampf Germany (3) Totalitarian Censorship Propaganda Gestapo Concordat Germany (4) Antisemitism Aryan Kinder, Kuche, Kirche Nuremberg Laws Eugenics	American West (1) Plains Nomadic Tipi Government Sheriff American West (2) Civil War Homesteaders Ranchers Narrative Cattle Reservation American West (3) Exodus Assimilation Destruction Massacre Dawes Act	Elizabeth (1) Illegitimate Privy Council Religious Settlement Act of Uniformity Puritan Catholic Elizabeth (2) Revolt Plot Walsingham New World Sea Beggars Elizabeth (3) Printing Press Enclosure Poor Laws Circumnavigation Colony	<i>Complete teaching of Early Elizabeth England</i> <i>Revision</i> <i>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 factors affected Crime and Punishment 1000-Present? How has the <u>nature</u> of CRIME changed since 1000? How has the <u>role</u> of LAW ENFORCEMENT changed since 1000? How has the <u>purpose</u> of PUNISHMENT changed since 1000?	How did the environment of Whitechapel cause an increase in Crime? Why was Whitechapel a difficult area to police? What economic, political and social challenges did Germany face, 1919-29? How well did the Weimar republic recover from the political and economical threats by 1923 – was there a German 'Golden Age'?	How and why was Hitler able to rise to power by 1933? How the Nazi party increase their control of the German people 1933-1939? Did life improve for German citizens under the Nazi party, 1933-1939?	What factors encouraged the settlement of the Western USA? How did increased white migration impact on the way of life for Plains Indians? Why were there problems enforcing law and order in new Western towns? How far was the traditional way of life for Plains Indians destroyed by 1895?	Explain the main challenges Elizabeth faced when she came to the throne 1558? Was the main threat facing Elizabeth in between 1558- 1588? (Reference to Catholics Plots, Foreign Powers and the Armada). Was Elizabethan society a 'Golden Age'?	

What we want our students to do	Students will increasingly demonstrate progression in providing historical <i>explanations of cause and consequence</i> , change and continuity and in using <i>historical evidence</i> both contemporary to the period studied and relating to <i>historical interpretations</i>	Demonstrate excellence in these skills :	<p>Explain aspects of <i>causation</i> – what factors led to the changing nature of crime, punishment and law enforcement.</p> <p>Pupils are able to <i>categorise and compare factors</i> by social, political or economic motivation.</p> <p>Explain aspects of causation what factors led to an increase in Witch hunts (1500-1700).</p> <p>Explain aspects of change and causation with specific reference to the role of the modern police force.</p> <p>Pupils are able to make a substantiated judgement regarding <i>historical significance</i> and <i>turning points in history</i> with specific reference to the use of prisons as a punishment.</p>	<p>Pupils are able to <i>use <u>historical evidence</u></i> to explain a historical event – using their <i>own knowledge</i> and the <i>content</i> of the evidence – primary sources in the <i>context of Whitechapel in the late 19th century</i>.</p> <p>Explain aspects of <i>causation and consequences</i> – what factors led to the unpopularity of the Weimar Republic before 1929?</p>	<p>Pupils are able to <i>use <u>historical evidence</u></i> to explain a historical event – using their <i>own knowledge</i> and the <i>content</i> of the evidence – primary sources in the <i>context of Hitler’s rise to power</i>.</p> <p>Explain aspects of <i>causation</i> – what factors led to the success of Nazi propaganda.</p> <p>Use <i>historical interpretations</i> to explain the significance of an event in History and show a <i>comparison</i> between two interpretations.</p> <p>Pupils are able to <i>use <u>historical evidence</u></i> to make an inference about a Historic event.</p>	<p>Explain aspects of <i>change and consequence</i>: What were the results of migration to the west, through a <i>chronological narrative</i> account of the development of settlements in the US.</p> <p>Explain aspects of <i>consequence</i> in relation to a specific event in American History.</p> <p>Pupils are able to make a <i>judgement</i> on <i>historical important</i> – with relation to events, people or factors.</p>	<p>Explain aspects of change and causation.</p> <p>Pupils are able to make a substantiated judgement regarding <i>historical significance</i> and <i>turning points in history</i> with specific reference to early reign of Elizabeth I</p> <p>Explain aspects of <i>causation and consequences</i> – what factors led to the failure of the Spanish Armada</p> <p>Explain aspects of <i>causation and consequences</i> – what factors led to the changing nature of the treatment of Elizabethan Poor.</p>	
Key assessment questions:			<p><i>Enquiry Questions:</i></p> <p>‘How far has crime changed since c.1000?’ ‘How far has law enforcement changed since c.1000?’ ‘How far has the nature and type of punishment changed since c.1000?’</p> <p><i>Deep Mark Questions:</i></p> <p>‘The most important factor in causing the increase in witch hunts in the years c1500-c1700 was religion’ How far do you agree?</p> <p>‘The Norman Conquest led to significant changes in law enforcement in medieval England’ How far do you agree?</p> <p>Explain why there have been changes to the work</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 was the Weimar Republic unpopular 1918-1929?’</p> <p><i>Deep Mark Questions:</i></p> <p>How useful are sources A and B for an enquiry into ... (problems for immigrations)</p> <p>Explain why the Weimar Republic was unpopular 1919-1923? (2021)</p>	<p><i>Enquiry Questions:</i></p> <p>How did Hitler rise to power in the years 1919-1933?</p> <p>How did the Nazi party control Germany 1933-1939?</p> <p>Did life improve under the Nazi party 1933-1939?</p> <p><i>Deep Mark Questions:</i></p> <p>How useful are source B and C for an enquiry into why Hitler became Chancellor in 1933? (2022)</p> <p>Explain why the use of propaganda helped the Nazis to control the attitudes of the German</p>	<p><i>Enquiry Questions:</i></p> <p>How was the west settled between the years 1835-1862?</p> <p>How were the Plains developed 1862-1876?</p> <p>Why was there conflict on the Plains 1876-1895?</p> <p><i>Deep Mark Questions:</i></p> <p>Write a narrative account of the Mormon Migration 1846 -1847.</p> <p>Write a narrative account analysing the ways in which the cattle industry changed in the years 1876-1890?</p> <p>Write a narrative account analysing the destruction of the traditional way of</p>	<p><i>Enquiry Questions:</i></p> <p>What were the challenges of 1558-1569 for Elizabeth?</p> <p>What were the challenges faced by Elizabeth 1569-1588?</p> <p>What was Elizabethan society like in 1558-1588?</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 the Spanish Armada failed in 1558 (2024)</p>	

			<p>of the police in 1900- Present day.</p> <p>'The establishment of Pentonville Prison was a turning point in the use of prisons in the years c1700-present' How far do you agree?</p>		<p>people in the years 1933- 39 (EQ- 2022)</p> <p>Mock Exam to take place – all skills to be assessed for Paper 1 and Paper 3.</p>	<p>life of the Plains Indians 1876-1895?</p>	<p>Explain why treatment of the poor changed in the period 1558-88. (EQ- 2022)</p>	
Disciplinary Rigour		<p>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?</p>	<p>The thematic study of crime and punishment requires students to understand <u>change and continuity</u> across a long sweep of history (1000- present), including the most significant characteristics of different ages from the medieval to modern periods.</p> <p>They include people, events and developments and reveal wider changes in aspects of society over the centuries and allow comparisons (similarity and difference) to be made between different periods of history.</p>	<p>Students will learn about a <u>historic environment</u> that is linked to a thematic study and focuses on that <u>site in its historical context</u>.</p> <p>Students will focus on a <u>European depth study</u>. 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 (<u>Germany 1919-39</u>), these will include social, economic, political, cultural and military aspects</p>	<p>Students will focus on a <u>European depth study</u>. 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 (<u>Germany 1919-39</u>), these will include social, economic, political, cultural and military aspects</p>	<p>The <i>world period study</i> focuses on a substantial and coherent time span of at least 50 years and require students to understand the <u>unfolding narrative of substantial developments and issues associated with the period. (<u>American West 1835-1895</u>)</u></p>	<p>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.</p> <p>Depending on the depth study chosen, these will include <u>social, economic, political, religious and military aspects</u>. (Early Elizabethan England 1558-1588)</p>	<p>Exam Season</p>