

Year 10 History Sequence



	Content Taught	Reference	Essential Knowledge	Assessment	Rationale
YEAR 10					
HT1	<p>Crime and Punishment 1000-1500</p> <p>Crime and Punishment 1500-1700</p>	<p>Paper 1: Thematic study and historic environment</p>	<p>Substantive Concepts</p> <p>Deterrence Protection Reform/Rehabilitation Capital punishment Corporal punishment Collective Punishment Authority Justice Deserving and Undeserving poor. High Treason Heresy Smuggling Poaching Maleficium Diabolism</p> <p>Disciplinary Knowledge</p> <p>Change and continuity Similarity and Difference Causation</p> <p>Essential Reading Consolidation</p>	<p>SA - Did the Church Help or Hinder Medieval Justice?</p> <p>SA - Knowledge Test</p> <p>FA - includes using daily reviews, weekly reviews to inform future planning. TLAC questioning is also part of our formative assessment approach</p>	<p>In the Year 10 scheme of learning essential knowledge is followed by lessons requiring students to BIAT.</p> <p>Justification for the Crime and Punishment 1000AD to 2000AD study:</p> <p>The Crime and Punishment unit aids teaching and learning by allowing the issues studied in the historic environment to be seen within a broader thematic context. It requires students to understand change and continuity across a long sweep of history, including the most significant characteristics of different ages from the medieval to modern periods.</p> <p>We chose Crime and Punishment because the developments and wider changes in society were of</p>

			Worst Jobs in History (Executioner) – Tony Robinson		greater relevance to students than Medicine or development of warfare. We felt it also connected well to students who had ambitions in the field of law, the prison service and the police and forensics. Furthermore, the historic environment study of Whitechapel allows students to make parallels with the modern day, between giving students an understanding of hidden poverty, the link between poverty and crime and attitudes towards immigration.
HT2	Crime and Punishment 1700-1900 Crime and Punishment 1900-2000	Paper 1: Thematic study and historic environment	Substantive Concepts Crime Punishment Law Enforcement Deterrence Protection Reform/Rehabilitation Capital punishment Corporal punishment Collective Punishment Transportation Forensic Science Policing Disciplinary Knowledge Change and continuity Similarity and Difference Causation Essential Reading Consolidation Worst Jobs in History (Chapter about workhouse jobs) – Tony Robinson	SA - Aim of punishment between 1500-1700? 16 Marks SA - 4 Mark Question Gunpowder Plot/Tolpuddle Martyr question SA - Why did the Bloody Code End? 12 Marker SA - Knowledge Test FA - includes using daily reviews, weekly reviews to inform future planning. TLAC questioning is also part of our formative assessment approach	
HT3	Crime and Punishment 1900-2000 Whitechapel.	Paper 1: Thematic study and historic environment	Substantive Concepts Poverty Hidden poverty Slum Housing Immigration	SA - Crime and Punishment Timed Exam: - How is smuggling different in the	

			<p>Anarchism Fenian Socialism</p> <p>Disciplinary Knowledge Change and continuity Similarity and Difference Causation Historical Enquiry</p> <p>Essential Reading Depth The Five – the Untold lives of the Women killed by Jack the Ripper. Introduction – A Tale of Two Cities.</p>	<p>20th Century compared to the 15th Century? - Why has the nature of punishment changed between 1700-2000?</p> <p>SA - Whitechapel Pastpaper on housing.</p> <p>SA - Knowledge Test</p> <p>FA - includes using daily reviews, weekly reviews to inform future planning. TLAC questioning is also part of our formative assessment approach.</p>	
HT4	Cold War 1941-1956	Paper 2: Period study	<p>Substantive Concepts Cold War Communism Capitalism Expansionism Containment Domino Theory Doctrine/Policy Dollar imperialism Brezhnev Doctrine Mutually-Assured Destruction Arms Race Collective Security</p> <p>Disciplinary Knowledge - Consequences</p>	<p>SA - Cold War 1941-56 Timed Test</p> <p>SA - Cold War 1956-1979 Timed Test</p> <p>SA - Knowledge Test</p> <p>FA - includes using daily reviews, weekly reviews to inform future planning. TLAC questioning is also part of our formative assessment approach.</p>	<p>Justification of the Cold War 1941-1991 The Cold War was selected due to the fact that it was the most contemporary of the topic available, which we believe would make it easier for the students to understand and enjoy the unfolding narrative. (alternatives were unpalatable, Spain and the New World; c1528–c1555; British America, 1713–83: empire and revolution and The American West, c1835–c1895)</p> <p>The Choice of the Cold War allows students to make links</p>

			<ul style="list-style-type: none"> - Narrative - Historical significance <p>Essential Reading – Breadth BBC Teach Joseph Stalin: National hero or cold-blooded murderer? - Joseph Stalin: National hero or cold-blooded murderer? - BBC Teach</p>		<p>with recent events, such as the reemergence of Russia as a global power under Vladimir Putin and the so-called “New Cold War” It also deals with contemporary issues such as the nuclear weapons technology.</p> <p>It also allows us to pursue a valuable field trip to Berlin for Year 10’s students which allows them to visualize one of the key ‘battlegrounds’ of the Cold War, visiting the Berlin Wall, Checkpoint Charlie, the DDR Museum.</p>
HT5	Cold War 1956-1979	Paper 2: Period study	<p>Substantive Concepts Brinkmanship Détente</p> <p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> - Consequences - Narrative - Historical significance <p>Essential Reading Depth Stasiland (Construction of the Berlin Wall) – Anne Funder</p>	<p>SA - Cold War 1956-1979 Timed Test</p> <p>SA - Knowledge Test</p> <p>FA - includes using daily reviews, weekly reviews to inform future planning. TLAC questioning is also part of our formative assessment approach.</p>	
HT6	Cold War 1979-1991	Paper 2: Period study	<p>Substantive Concepts Reagan Doctrine Rollback Communism New Cold War Glasnost Perestroika</p>	<p>SA - PPE Exam – Crime and Punishment and Whitechapel.</p> <p>SA - Cold War 1979-1991 Questions completed at home.</p>	

			<p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> - Consequences - Narrative <p>Historical significance</p> <p>Essential Reading Depth</p> <p>Stasiland (Fall of the Berlin Wall) – Anne Funder</p>	<p>SA - Knowledge Test</p> <p>FA - includes using daily reviews, weekly reviews to inform future planning. TLAC questioning is also part of our formative assessment approach</p>	
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