

KS4 Big Picture – History

<i>Autumn 01</i> <i>Weeks 1 – 7 (7 weeks)</i>		<i>Autumn 02</i> <i>Weeks 9– 15 (7 weeks)</i>	<i>Spring 01</i> <i>Weeks 18 - 23 (6 weeks)</i>
Content : Crime and Punishment <ol style="list-style-type: none"> 1. c1000–c1500: Crime and punishment in medieval England. Brief overview of the period: medieval England. 2. c1500–c1700: Crime and punishment in early modern England. Brief overview of the period: Britain 1500–1700. 		Content: Crime and Punishment <ol style="list-style-type: none"> 1. c1700–c1900: Crime and punishment in eighteenth- and nineteenth-century Britain. Brief overview of the period: Britain 1700–1900. 2. c1900–present: Crime and punishment in modern Britain. Brief overview of the period: Britain 1900 to present. 	Content: Key topic 1: The Weimar Republic 1918–29 <p><u>1 The origins of the Republic, 1918–19</u></p> <ul style="list-style-type: none"> ● The legacy of the First World War. The abdication of the Kaiser, the armistice and revolution, 1918–19. <p><u>2 The early challenges to the Weimar Republic, 1919–23</u></p> <ul style="list-style-type: none"> ● Reasons for the early unpopularity of the Republic, including the 'stab in the back' theory and the key terms of the Treaty of Versailles. ● Challenges to the Republic from Left and Right: Spartacists, Freikorps, the Kapp Putsch. ● The challenges of 1923: hyperinflation; the reasons for, and effects of, the French occupation of the Ruhr. <p><u>3 The recovery of the Republic, 1924–29</u></p> <ul style="list-style-type: none"> ● Reasons for economic recovery, including the work of Stresemann, the Rentenmark, the Dawes and Young Plans and American loans and investment. ● The impact on domestic policies of Stresemann's achievements abroad: the Locarno Pact, joining the League of Nations and the Kellogg-Briand Pact. <p><u>4 Changes in society, 1924–29</u></p> <ul style="list-style-type: none"> ● Changes in the standard of living, including wages, housing, unemployment insurance. ● Changes in the position of women in work, politics and leisure. ● Cultural changes: developments in architecture, art and the cinema
1 Nature and changing definitions of criminal activity <ul style="list-style-type: none"> ● Crimes against the person, property and authority, including poaching as an example of 'social' crime. ● Changing definitions of crime as a result of the Norman Conquest, including William I's Forest Laws. 	1 Nature and changing definitions of criminal activity <ul style="list-style-type: none"> ● Continuity and change in the nature of crimes against the person, property and authority, including highway robbery, poaching and smuggling. ● Changing definitions of crime exemplified in the ending of witchcraft prosecutions and treatment of the Tolpuddle Martyrs. 	2 The nature of law enforcement and punishment <ul style="list-style-type: none"> ● The role of the authorities and local communities in law enforcement in Anglo-Saxon, Norman and later medieval England, including tithings, the hue and cry, and the parish constable. ● The emphasis on deterrence and retribution, the use of fines, corporal and capital punishment. The use and end of the Saxon Wergild. 	2 The nature of law enforcement and punishment <ul style="list-style-type: none"> ● The role of the authorities and local communities in law enforcement, including the work of the Fielding brothers. The development of police forces and the beginning of CID. ● Changing views on the purpose of punishment. The use and ending of transportation, public execution and the Bloody Code. Prison reform, including the influence of John Howard and Elizabeth Fry.
3 Case studies <ul style="list-style-type: none"> ● The influence of the Church on crime and punishment in the early thirteenth century: the significance of Sanctuary and Benefit of Clergy; the use of trial by ordeal and reasons for its ending. 			Skills: Source analysis, interpretations, cause and consequence, significance.

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<p>1 Nature and changing definitions of criminal activity</p>	<ul style="list-style-type: none"> Continuity and change in the nature of crimes against the person, property and authority, including heresy and treason. New definitions of crime in the sixteenth century: vagabondage and witchcraft. 	<p>3 Case studies</p>	<ul style="list-style-type: none"> Pentonville prison in the mid nineteenth century: reasons for its construction; the strengths and weaknesses of the separate system in operation. Key individual: Robert Peel – his contribution to penal reform and to the development of the Metropolitan Police Force. 	<p>Cultural Capital: Use of propaganda and education to promote an ideology. Democracy and dictatorship.</p>
<p>2 The nature of law enforcement and punishment</p>	<ul style="list-style-type: none"> The role of the authorities and local communities in law enforcement, including town watchmen. The continued use of corporal and capital punishment; the introduction of transportation and the start of the Bloody Code. 			
<p>3 Case studies</p>	<ul style="list-style-type: none"> The Gunpowder Plotters, 1605: their crimes and punishment. Key individual: Matthew Hopkins and the witch-hunts of 1645–47. The reasons for their intensity; the punishment of those convicted. <p><i>How much did attitudes to criminal activity change during this period?</i></p> <p><i>How much did the nature of law enforcement and punishment change 1500–1700?</i></p> <p><i>How much did attitudes to crime and punishment change 1000–1700?</i></p> <p><i>Summary of the influence of key factors on change and continuity in the years c1500–1700.</i></p>	<p>1 Nature and changing definitions of criminal activity</p>	<ul style="list-style-type: none"> Continuity and change in the nature of crimes against the person, property and authority, including new forms of theft and smuggling. Changing definitions of crime, including driving offences, race crimes and drug crimes. 	
<p>Skills: cause, consequence, change and continuity.</p>				

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<p>Cultural capital: Medieval Britain its effect on crime and punishment. Changing definition of crime and punishment as society changes throughout time.</p>	<p>2 The nature of law enforcement and punishment</p> <ul style="list-style-type: none"> • The role of the authorities and local communities in law enforcement, including the development of Neighbourhood Watch. Changes within the police force: increasing specialisation, use of science and technology and the move towards prevention. • The abolition of the death penalty; changes to prisons, including the development of open prisons and specialised treatment of young offenders; the development of non-custodial alternatives to prison. 	
	<p>3 Case studies</p> <ul style="list-style-type: none"> • The treatment of Conscientious Objectors in the First and Second World Wars. • The Derek Bentley case: its significance for the abolition of the death penalty. • <i>How much did attitudes to criminal activity change during this period?</i> • <i>How much did the nature of law enforcement and punishment change 1900–present?</i> • <i>How much did attitudes to crime and punishment change 1000–present?</i> • <i>Summary of the influence of key factors on change and continuity in the years c1900–present.</i> 	<p>Skills: cause, consequence, change and continuity. Judgement and argument.</p>

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	<p>Cultural capital: Industrial England and modern England and the advancement of technology.</p>	
<p>Assessment Objectives Chronology, causes and significance. Introduction GCSE question types.</p> <p>Example: Explain why the Normans changed Anglo-Saxon law and order? (12 marks) Continue to expose students to GCSE style questions. Develop skills linked to causation and significance.</p> <p>Example: “Explain how social changes effected crime and punishment during 1500-1700” (12 marks)</p>	<p>Assessment Objectives Finish the Crime and Punishment unit and focus on comparisons between the different time periods, similarities and differences.</p> <p>Example: “Explain why Crime and Punishment changed so much during the 20th Century.” (12marks)</p> <p>Progress check: Whitechapel section.</p>	<p>Assessment Objectives Question 1: this target AO3, and focuses on making inferences from a source. Question 2: this targets AO1/AO2 and focuses on causation. Question 3 (a): this targets AO3 and uses two contemporary sources. One of them may be visual, but at least one will be written. Students assess the usefulness of both sources for a specified enquiry, making use of their knowledge of the historical context. Question 3 (b): this targets AO4 and uses two later written interpretations. Students explain how the two interpretations differ. Question 3 (c): this targets AO4 and uses the same interpretations as part (b). Students suggest why the two interpretations differ. Question 3 (d): this targets AO4 and re-uses the interpretations. It requires students to evaluate one interpretation, making use of the other interpretation and their knowledge of the historical context</p>
Mini test: Whitechapel section of Paper 1	<p>Mini test 1 extended writing</p> <p>Mini test 2 source analysis</p>	Big Test: Crime and Punishment paper
<p><i>Spring 02</i> <i>Weeks 25 – 30 (6 weeks)</i></p>	<p><i>Summer 01</i> <i>Weeks 33 – 38 (6 weeks)</i></p>	<p><i>Summer 02</i> <i>Weeks 40 – 46 (7 weeks)</i></p>

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<p>Key topic 2: Hitler's rise to power, 1919–33</p> <p><u>1 Early development of the Nazi Party, 1920–22</u></p> <ul style="list-style-type: none"> • Hitler's early career: joining the German Workers' Party and setting up the Nazi Party, 1919–20. • The early growth and features of the Party. The Twenty-Five Point Programme. The role of the SA. <p><u>2 The Munich Putsch and the lean years, 1923–29</u></p> <ul style="list-style-type: none"> • The reasons for, events and consequences of the Munich Putsch. • Reasons for limited support for the Nazi Party, 1924–28. Party reorganisation and Mein Kampf. The Bamberg Conference of 1926. <p><u>3 The growth in support for the Nazis, 1929–32</u></p> <ul style="list-style-type: none"> • The growth of unemployment – its causes and impact. The failure of successive Weimar governments to deal with unemployment from 1929 to January 1933. The growth of support for the Communist Party. • Reasons for the growth in support for the Nazi Party, including the appeal of Hitler and the Nazis, the effects of propaganda and the work of the SA. <p><u>4 How Hitler became Chancellor, 1932–33</u></p> <ul style="list-style-type: none"> • Political developments in 1932. The roles of Hindenburg, Brüning, von Papen and von Schleicher. • The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933. <p>Skills: Source analysis, interpretations, cause and consequence, significance.</p> <p>Cultural Capital: Propaganda, politics, democracy and dictatorship</p>	<p>Content: Key topic 3: Nazi control and dictatorship, 1933–39</p> <p><u>1 The creation of a dictatorship, 1933–34</u></p> <ul style="list-style-type: none"> • The Reichstag Fire. The Enabling Act and the banning of other parties and trade unions. • The threat from Röhm and the SA, the Night of the Long Knives and the death of von Hindenburg. Hitler becomes Führer, the army and oath of allegiance. <p><u>2 The police state</u></p> <ul style="list-style-type: none"> • The role of the Gestapo, the SS, the SD and concentration camps. • Nazi control of the legal system, judges and law courts. • Nazi policies towards the Catholic and Protestant Churches, including the Reich Church and the Concordat. <p><u>3 Controlling and influencing attitudes</u></p> <ul style="list-style-type: none"> • Goebbels and the Ministry of Propaganda: censorship, Nazi use of media, rallies and sport, including the Berlin Olympics of 1936. • Nazi control of culture and the arts, including art, architecture, literature and film. <p><u>4 Opposition, resistance and conformity</u></p> <ul style="list-style-type: none"> • The extent of support for the Nazi regime. • Opposition from the Churches, including the role of Pastor Niemöller. • Opposition from the young, including the Swing Youth and the Edelweiss Pirates. <p>Skills: Source analysis, interpretations, cause and consequence, significance.</p> <p>Cultural Capital: Terror, resistance and opposition.</p>	<p>Key topic 4: Life in Nazi Germany, 1933–39</p> <p><u>1 Nazi policies towards women</u></p> <ul style="list-style-type: none"> • Nazi views on women and the family. • Nazi policies towards women, including marriage and family, employment and appearance. <p><u>2 Nazi policies towards the young</u></p> <ul style="list-style-type: none"> • Nazi aims and policies towards the young. The Hitler Youth and the League of German Maidens. • Nazi control of the young through education, including the curriculum and teachers. <p><u>3 Employment and living standards</u></p> <ul style="list-style-type: none"> • Nazi policies to reduce unemployment, including labour service, autobahns, rearmament and invisible unemployment. • Changes in the standard of living, especially of German workers. The Labour Front, Strength Through Joy, Beauty of Labour. <p><u>4 The persecution of minorities</u></p> <ul style="list-style-type: none"> • Nazi racial beliefs and policies and the treatment of minorities: Slavs, 'gypsies', homosexuals and those with disabilities. • The persecution of the Jews, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws and Kristallnacht. <p>Skills: Source analysis, interpretations, cause and consequence, significance.</p> <p>Cultural Capital: Society, role of women, persecution.</p>
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<p>Mini test 1: Extended writing</p>	<p>Mini test 1 source analysis</p> <p>Mini test 2 extended writing</p>	<p>Big test 2: Weimar and Nazi Germany paper</p>

Year 11

<p>Autumn 01 Weeks 1 – 7 (7 weeks)</p>	<p>Autumn 02 Weeks 8 – 15 (8 weeks)</p>	<p>Spring 01 Weeks 16 - 21 (6 weeks)</p>
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<p>Content: Superpower relations and the Cold War, 1941–91</p> <p>Key topic 1: The origins of the Cold War, 1941–58</p> <ol style="list-style-type: none"> Early tension between East and West <ul style="list-style-type: none"> The Grand Alliance. The outcomes of the Tehran, Yalta and Potsdam conferences. • The ideological differences between the superpowers and the attitudes of Stalin, Truman and Churchill. • The impact on US-Soviet relations of the development of the atomic bomb, the Long and Novikov telegrams and the creation of Soviet satellite states in Eastern Europe. The development of the Cold War <ul style="list-style-type: none"> • The impact on US-Soviet relations of the Truman Doctrine and the Marshall Plan, 1947. • The significance of Cominform (1947), Comecon (1949) and the formation of NATO (1949). • Berlin: its division into zones. The Berlin Crisis (blockade and airlift) of 1948–49 and its impact. The formation of the Federal Republic of Germany and German Democratic Republic. The Cold War intensifies <ul style="list-style-type: none"> • The significance of the arms race. The formation of the Warsaw Pact. • Events in 1956 leading to the Hungarian Uprising, and Khrushchev's response. • The international reaction to the Soviet invasion of Hungary. <p>Key topic 2: Cold War crises, 1958–70</p> <ol style="list-style-type: none"> Increased tension between East and West <ul style="list-style-type: none"> • The refugee problem in Berlin, Khrushchev's Berlin ultimatum (1958), and the summit meetings of 1959–61. • The Construction of the Berlin Wall 	<p>Content: Superpower relations and the Cold War, 1941–91</p> <p>Key topic 2: Cold War crises, 1958–70</p> <ol style="list-style-type: none"> Cold War crises <ul style="list-style-type: none"> • The construction of the Berlin Wall, 1961. • The events of the Cuban Missile Crisis. • The Brezhnev Doctrine and the re-establishment of Soviet control in Czechoslovakia. Reaction to crisis <ul style="list-style-type: none"> Impact of the construction of the Berlin Wall on US-Soviet relations. Kennedy's visit to West Berlin in 1963. • The consequences of the Cuban Missile Crisis, including the 'hotline'. Attempts at arms control: the Limited Test Ban Treaty (1963); the Outer Space Treaty (1967); and the Nuclear Non-Proliferation Treaty (1968). • International reaction to Soviet measures in Czechoslovakia. <p>Key topic 3: The end of the Cold War, 1970–91</p> <ol style="list-style-type: none"> Attempts to reduce tension between East and West <ul style="list-style-type: none"> Détente in the 1970s, SALT 1, Helsinki, and SALT 2. • The significance of Reagan and Gorbachev's changing attitudes. • Gorbachev's 'new thinking' and the Intermediate-Range Nuclear Force (INF) Treaty (1987). Flashpoints <ul style="list-style-type: none"> The significance of the Soviet invasion of Afghanistan, the Carter Doctrine and the Olympic boycotts. • Reagan and the 'Second Cold War', the Strategic Defence Initiative The collapse of Soviet control of Eastern Europe 	<p>Content: Key topic 1: Queen, government and religion, 1558–69</p> <p>1 The situation on Elizabeth's accession:</p> <ul style="list-style-type: none"> • Elizabethan England in 1558: society and government. • The Virgin Queen: the problem of her legitimacy, gender, marriage. Her character and strengths. • Challenges at home and from abroad: the French threat, financial weaknesses. <p>2 The 'settlement' of religion</p> <ul style="list-style-type: none"> • Religious divisions in England in 1558. • Elizabeth's religious settlement (1559): its features and impact. • The Church of England: its role in society. <p>3 Challenge to the religious settlement</p> <ul style="list-style-type: none"> • The nature and extent of the Puritan challenge. • The nature and extent of the Catholic challenge, including the role of the nobility, Papacy and foreign powers. <p>4 The problem of Mary, Queen of Scots</p> <ul style="list-style-type: none"> • Mary, Queen of Scots: her claim to the English throne, her arrival in England in 1568. • Relations between Elizabeth and Mary, 1568–69. <p>Skills: Cause, consequence, significance, narrative account.</p> <p>Cultural Capital: Ideologies- Capitalism, Communism, tension</p>
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<p>Skills: Cause, consequence, significance, narrative account.</p> <p>Cultural Capital: Ideologies- Capitalism, Communism, tension</p>	<ul style="list-style-type: none"> • The impact of Gorbachev's 'new thinking' on Eastern Europe: the loosening Soviet grip on Eastern Europe. • The significance of the fall of the Berlin Wall. • The collapse of the Soviet Union and its significance in bringing about the end of the Warsaw Pact. <p>Skills: Cause, consequence, significance, narrative account.</p> <p>Cultural Capital: Ideologies- Capitalism, Communism, tension</p>	
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<p>Progress check: Paper 1: Crime and Punishment</p>	<p>PPEs Paper3: Weimar and Nazi Germany and paper 2: Cold War</p>	<p>Mini tests</p>

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Spring 02 Weeks 22 – 27 (6 weeks)	Summer 01 Weeks 28 – 33 (6 weeks)	Summer 02 Weeks 34 – 39 (7 weeks)
<p>Content: Key topic 2: Challenges to Elizabeth at home and abroad, 1569–88</p> <p><u>1 Plots and revolts at home</u></p> <ul style="list-style-type: none"> • The reasons for, and significance of, the Revolt of the Northern Earls, 1569–70. • The features and significance of the Ridolfi, Throckmorton and Babington plots. Walsingham and the use of spies. • The reasons for, and significance of, Mary Queen of Scots' execution in 1587. <p><u>2 Relations with Spain</u></p> <ul style="list-style-type: none"> • Political and religious rivalry. • Commercial rivalry. The New World, privateering and the significance of the activities of Drake. <p><u>3 Outbreak of war with Spain, 1585–88</u></p> <ul style="list-style-type: none"> • English direct involvement in the Netherlands, 1585–88. The role of Robert Dudley. • Drake and the raid on Cadiz: 'Singeing the King of Spain's beard'. <p><u>4 The Armada</u></p> <ul style="list-style-type: none"> • Spanish invasion plans. Reasons why Philip used the Spanish Armada. • The reasons for, and consequences of, the English victory. <p>Content: Key topic 3: Elizabethan society in the Age of Exploration, 1558–88</p> <p><u>1 Education and leisure</u></p> <ul style="list-style-type: none"> • Education in the home, schools and universities. • Sport, pastimes and the theatre. <p><u>2 The problem of the poor</u></p> <ul style="list-style-type: none"> • The reasons for the increase in poverty and vagabondage during these years. • The changing attitudes and policies towards the poor. 	<p>Revision</p>	<p>GCSE exam season</p>

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<p><u>3 Exploration and voyages of discovery</u></p> <ul style="list-style-type: none"> • Factors prompting exploration, including the impact of new technology on ships and sailing and the drive to expand trade. • The reasons for, and significance of, Drake's circumnavigation of the globe. <p><u>4 Raleigh and Virginia</u></p> <ul style="list-style-type: none"> • The significance of Raleigh and the attempted colonisation of Virginia. • Reasons for the failure of Virginia. <p><u>Cultural capital:</u> Monarchy, interpreting art. Religious tolerance, Tudor theatre, discovery and development of the New World.</p>		
<p>Assessment Objectives</p> <p>Q1 (a): this is compulsory and targets AO1. It focuses on describing features.</p> <p>Q1 (b): this is compulsory and targets AO1/AO2. It focuses on causation.</p> <p>Q1 (c): students have a choice of two questions: (i) or (ii). These target AO1/AO2 and require a judgement. They may focus on any of the following: similarity, difference, change, continuity, causation or consequence.</p>		
<p>PPEs Papers 1,2 and 3.</p>	<p>GCSE</p>	

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