

## KS4 Long Term Curriculum Plan: History, Year 10

**Curriculum Aim:** The Year 10 curriculum seeks to open up the journey into GCSE History in a way that is accessible and also which builds both a clear chronological understanding of the past, but also which develops students' historical skills in a way that is clear and progressive. We aim to give students a broad historical narrative through a broad thematic study of Crime and Punishment, as well as beginning to build in the basics of all the key exam skills needed across all three papers by looking at knowledge evaluation and the basics of source skills, as these will then be developed further with the coming Year 11 curriculum where the skills requirement is increased. The aim of this year's curriculum is to empower students with a clear narrative that links to the other chronologies they will study, and to establish clear routines and methods for the main historical skills that can be enhanced as the course develops.

**Link to prior learning:** The Year 10 curriculum pulls together the chronological strands of the previous KS3 curriculum into one coherent narrative based on Crime and Punishment, and also seeks to refine and develop the essay and source handling skills that students have developed throughout KS3.

**Rationale of sequencing:** The GCSE curriculum starts with the breadth study as this gives our students a clear chronology for 1400 years of History, as well as encouraging them to develop strong essay writing and source handling skills at the entry levels of AO1 (knowledge and understanding), AO2 (Cause, consequence, significance), and AO3 (Evidence handling), which can also be developed across the full two year span, as these skills are required on every paper, as well as being vital before moving on to develop AO4 (Historical Interpretation) in Year 11, which can only be successfully encouraged with a strong understanding of AO3.

	Focus / Topic	Knowledge & Skills (from NC/Programmes of Study)	Assessment
Autumn 1	Saxon Crime  Norman Crime	The unit begins with a brief <b>thematic overview</b> of the issues of Crime and Punishment over time, and then focuses onto the specific key features of each distinct period of time in our breadth study. Alfred the Great Trials by Ordeal Blood Feud Wergild Norman conquest Forest Laws Tithings and Hundreds Mund Royal Authority	12 mark question on Saxon Punishment  Change and Continuity 12 mark question, 4 mark question on similarity and difference.
Autumn 2	Early Modern Crimes  18 <sup>th</sup> Century Crimes	The unit develops by introducing the two periods where the greatest amount of <b>change</b> is introduced in terms of crimes committed and levels of crime, and sets students up for the eventual arrival of a police force and prisons, though these will not be covered until after the Christmas Holiday. Begging Witchcraft Bloody Code Treason Heresy Smuggling Poaching Highway Robbery Bow Street Runners	<b>Assessment Week 1: Crime and Punishment Mock.</b>  12 mark question on Bloody Code, 16 Mark question on Witchcraft,  16 Mark question on Social Crimes, 16 Mark question on Fielding Brothers

Spring 1	Industrial Crimes  Modern Crimes	The unit ends with a study of the <b>development</b> of what we might refer to as ‘modern’ punishment and policing, and looking at the <b>causes of the</b> eventual end of capital punishment and the adoption of prisons as the primary form of punishment. End of the Bloody Code Transportation Prison Reform The Police Terrorism New Crimes, eg. Conscientious Objectors and Domestic Violence  <b>Skills:</b> • • Evidence • Change and continuity • Causation	16 Mark question on Pentonville, 12 mark question on Police  16 mark question on New Crimes, 4 mark question on modern policing and crimes against authority
Spring 2	Exam Technique  Historic Whitechapel	Exam Technique, Mock  This half term introduces students to a new unit on Historic Whitechapel, along with a new set of skills and competencies to master, involving <b>the use and evaluation of sources of evidence from the historic past.</b> Housing Social Groups Crimes Policing H Division Jack the Ripper Reforms  <b>Skills:</b> • • Evidence • Source analysis • Source Enquiry	<b>Crime and Punishment Mock</b>  8 mark source utility question 4 mark key features question 4 mark source enquiry follow up question
Summer 1	Exam Technique  Henry VIII and his Ministers	Exam Technique, Mock  We introduce students here to the third unit they will study in Year 10, and the first key ‘depth study’ that they complete. Students are now required to know the in-depth content of this unit, rather than broad changes and factors. Henry as King Tudor State Tudor Government  <b>Skills:</b> • Causation	<b>Historic Whitechapel Mock</b>  4 mark ‘key features’ questions 12 mark causation questions 16 mark ‘how far do you agree’ questions
Summer 2	Henry and Wolsey  The Break from Rome  The Rise and Fall of Thomas Cromwell	Students are introduced to the key personalities and events of the Henry VIII unit, and the major <b>turning points that influence the rest of the narrative</b> of this course. Students are asked to look at <b>cause and effect</b> throughout this period. Wolsey Domestic Policy Foreign Policy The Divorce Case Act of Supremacy and Act of Succession Religious change, the Pilgrimage of Grace, and Rebellion Cromwell, Government, and the Cleves Marriage  <b>Skills:</b> • • Evidence • Causation	<b>End of Year Exam: Unit 1 mock.</b>  4 mark ‘key features’ questions 12 mark causation questions 16 mark ‘how far do you agree’ questions

Further Information

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html>

<https://spartacus-educational.com/> <https://www.bbc.co.uk/history/british/>

<https://www.bbc.com/bitesize/subjects/zj26n39>

