

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	<p>The unit begins with a brief thematic overview 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.</p> <ul style="list-style-type: none"> • Alfred the Great • Trials by Ordeal • Blood Feud • Wergild • Norman conquest • Forest Laws • Tithings and Hundreds • Mund • Royal Authority <div> Skills: <ul style="list-style-type: none"> • Evidence • Change and continuity • Causation </div>	<p>12 mark question on Saxon Punishment</p> <p>Change and Continuity 12 mark question, 4 mark question on similarity and difference.</p>
Autumn 2	Early Modern Crimes 18 th Century Crimes	<p>The unit develops by introducing the two periods where the greatest amount of change 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.</p> <ul style="list-style-type: none"> • Begging • Witchcraft • Bloody Code • Treason • Heresy • Smuggling • Poaching • Highway Robbery • Bow Street Runners <div> Skills: <ul style="list-style-type: none"> • Evidence • Change and continuity • Causation </div>	<p>Assessment Week 1: Crime and Punishment Mock.</p> <p>12 mark question on Bloody Code, 16 Mark question on Witchcraft,</p> <p>16 Mark question on Social Crimes, 16 Mark question on Fielding Brothers</p>

Spring 1	Industrial Crimes Modern Crimes	<p>The unit ends with a study of the development of what we might refer to as ‘modern’ punishment and policing, and looking at the causes of the eventual end of capital punishment and the adoption of prisons as the primary form of punishment.</p> <ul style="list-style-type: none"> • End of the Bloody Code • Transportation • Prison Reform • The Police • New Crimes • Conscientious Objectors • Domestic Violence • Terrorism <div> Skills: <ul style="list-style-type: none"> • Evidence • Change and continuity • Causation </div>	<p>16 Mark question on Pentonville, 12 mark question on Police</p> <p>16 mark question on New Crimes, 4 mark question on modern policing and crimes against authority</p>
Spring 2	Exam Technique Historic Whitechapel	<p>Exam Technique, Mock</p> <p>This half term introduces students to a new unit on Historic Whitechapel, along with a new set of skills and competencies to master, involving the use and evaluation of sources of evidence from the historic past.</p> <ul style="list-style-type: none"> • Housing • Social Groups • Crimes • Policing • H Division • Jack the Ripper • Reforms <div> Skills: <ul style="list-style-type: none"> • Evidence • Source analysis • Source Enquiry </div>	<p>Crime and Punishment Mock</p> <p>8 mark source utility question 4 mark key features question 4 mark source enquiry follow up question</p>
Summer 1	Exam Technique Henry VIII and his Ministers	<p>Exam Technique, Mock</p> <p>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.</p> <ul style="list-style-type: none"> • Henry as King • Tudor State • Tudor Government <div> Skills: <ul style="list-style-type: none"> • Causation </div>	<p>Historic Whitechapel Mock</p> <p>4 mark key features question on Tudor State and Tudor Government</p>
Summer 2	Henry and Wolsey The Break from Rome	<p>Students are introduced to the key personalities and events of the Henry VIII unit, and the major turning points that influence the rest of the narrative of this course. Students are asked to look at cause and effect throughout this period.</p> <ul style="list-style-type: none"> • Wolsey • Domestic Policy • Foreign Policy • The Divorce Case • Act of Supremacy • Act of Succession <div> Skills: <ul style="list-style-type: none"> • Evidence • Causation </div>	<p>End of Year Exam: Unit 1 mock.</p> <p>12 mark question on Wolsey</p>

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>