

INTENT-

- To develop knowledge and understanding of key themes and events of migration and crime and punishment over time.
- Students to apply this knowledge and explain change and continuity over time.
- Students will be able to support judgements with specified criteria to justify
- Students will be able to critically analyse sources.

The bigger picture:

This is a unit which builds on the knowledge and skills from the start of KS3, but puts them in a wider context, which better prepares students to access GCSE skills in KS4. This unit responds to changes in society over recent years to ensure the history curriculum is inclusive and relevant to all.

Bilton School Planning for Progress over Time Programme of Study 2020/21

- Knowledge and understanding of key events
- Explanation of cause and consequence. Analytical narratives
- Making inferences from primary sources and assessing them for utility
- Analysis of differing historian's interpretations

IMPLEMENTATION

	Term 1 Migration (Pre + Medieval / Early Modern Britain)	Term 2 Migration (18 th & 19 th Century / 20 th Century)	Term 3 C&P	Term 4 C&P	Term 5 C&P	Term 6 Whitechapel
KS3	31/08/20 07/09/20 14/09/20 21/09/20 28/09/20 05/10/20 12/10/20 19/10/20	02/11/20 09/11/20 16/11/20 23/11/20 30/11/20 07/12/20 14/12/20	04/01/21 11/01/21 18/01/21 25/01/21 01/02/21 08/02/21	24/02/21 01/03/21 08/03/21 15/3/21 22/03/21 29/03/21	19/04/21 26/04/21 03/5/21 10/05/21 17/05/21 24/05/21	07/06/21 14/06/21 21/06/21 28/06/21 05/07/21 12/07/21
Year 9	Cold War Recover lessons – L1 Why did Dr. Seuss write the Bitter Battler Book? L2 Which event caused the greatest tension? L3 Assessment L1 DIRT Assessment Introduction to the Migration through time unit. L2. Roman/Viking migration L3. Norman invasion L4. Jewish Expulsion L5 European migration in the middle ages. L6. Skills lesson – Explain why? How to use factors (FAR War Key) L7. Reformation (cause for tension & conflict) L8 Religious persecution of the Huguenots L9. European Jews/gypsies/merchants L10. African/Indian migration L11. End of topic summary L12. Empire – what/why significant?	L13. Irish migration – link to famine L14. European migration L15. Jewish migration (FAR comparison question) L16. African Migration L17. Asian Migration L18 End of topic summary L19 Impact of World Wars on migration (link to Royal family change of name) L20 Case study Windrush L21 Aliens and Internment camps L22 Influence of The Commonwealth L23 Refugees and Asylum seekers L24 Case study through time (Brick Lane?) L25 End of unit knowledge and How far judgement skill L26 DIRT and reteach, HOLIDAY: 2 WEEKS	L1 Intro to C & P c1000-present Overview of key features and factors L2 big picture of Mages – role of king, Church and ideas about. L3 Common Crimes and typical punishments in AS England. How the law was enforced in village communities. 4 Norman kings increase authority. New laws eg Forest L5 Law Enforcement changes new punishments and trials and how new and old were used in later MA. L6 Exam question lesson – focus. L2 mark (why Normans make changes P27 Pearson table) L7. Role of the Church L8 Henry II Trials and reduction of church influence L9 End of Topic Assessment (focus 12 mark) L10 DIRT/Re teach UPDATE SIMS L11 Overflow/reteach or further exam practice L1 Social change affecting C-P EMB – link to factors HOLIDAY: 1 WEEK	L4 Witchcraft L5 Matthew Hopkins L8 Overview of punishments Bloody code and Transportation. L9 Overflow – review of EMB L10 End of topic assessment both 12 and 16 mark L11 DIRT/Reteach. Update SIMS L1 Highway robbery rise and fall L2 Was law on poaching too harsh? L3 why was smuggling 'uncontrolled' for a long time? L4 Tolpuddle Martyrs. L5 Factors affecting Industrial Britain and shift towards crime prevention L6 Bow Street Runners and early policing HOLIDAY: 2 WEEKS	L9 Transportation – success/failure? L10 Development of prisons early problems, work of Elizabeth Fry L11 Pentonville Prison reflecting on changing attitudes towards punishments. L12 Review of Industrial Time L13 End of topic assessment L14 DIRT / Reteach L1 How far did crime really change – changes in crime/defs of crime and impact of technology. L2 were Cos really cowards? L3 Changes to policing. L4 How have prisons changed? L7 End of topic assessment L8 DIRT Reteach HOLIDAY: 1 WEEK	L1 Introduction to Whitechapel recap learning of life in Industrial Britain – link to historic environment and types of sources used. L2 What was Whitechapel like, living and working conditions. (Peabody and workhouses) L3 Why were L4 what was the public attitude towards the Mer (following up source) L5 How was the police organised and role of beat L6 What were the difficulties policing Whitechapel? (following up) L7 How did the police try to capture Jack the Ripper? L8 How did the press make it more difficult (source utility) L9 How well did the City and Metropolitan police work L10 Whitechapel Assessment L11 DIRT reteach – revision set up for July PPE.
Progress and assessment	Focus is on AO1 and 2 to secure skills in this area. Skills are developed in lessons and practiced for homework. They are formally assessed at the end of every unit, where formal progress can be measured. Students record progress in books so they can clearly see the skill areas to develop.	Focus is on AO1 and 2 to secure skills in this area. Skills are developed in lessons and practiced for homework. They are formally assessed at the end of every unit, where formal progress can be measured. Students record progress in books so they can clearly see the skill areas to develop. L14 – FAR comparison question – compare Jewish migration in Middle ages with 19 th century	Focus is on AO1 and 2 to secure skills in this area. Skills are developed in lessons and practiced for homework. They are formally assessed at the end of every unit, where formal progress can be measured. Students record progress in books so they can clearly see the skill areas to develop.	Focus is on AO1 and 2 to secure skills in this area. Skills are developed in lessons and practiced for homework. They are formally assessed at the end of every unit, where formal progress can be measured. Students record progress in books so they can clearly see the skill areas to develop.	Focus is on AO1 and 2 to secure skills in this area. Skills are developed in lessons and practiced for homework. They are formally assessed at the end of every unit, where formal progress can be measured. Students record progress in books so they can clearly see the skill areas to develop.	Focus is on AO1 and 2 to secure skills in this area. Introduce AO3, evaluating source utility. Skills are developed in lessons and practiced for homework. They are formally assessed at the end of every unit, where formal progress can be measured. Students record progress in books so they can clearly see the skill areas to develop.
Homework	Online activities to build on depth of knowledge – support back ground learning and develop skills in using resources that will be beneficial for KS4	Termly project. End result to be to produce With a weekly 'tick off you should have completed this ...'	Interweave knowledge activities and exam style questions through weekly homework.	Interweave knowledge activities and exam style questions through weekly homework.	Case study on Robert Peel and how important he was.	Developing contextual knowledge of Whitechapel Source utility questions
Key Vocabulary/literacy opportunities	Key Vocab embedded in PPT and includes general analysis terms as well as topic specific Conflict (link to Y8 study)	industrialisation, protest, abolition, poaching	Key Vocab embedded in PPT and includes general analysis terms as well as topic specific: Tithing, hue and cry, trial by ordeal, courts, wergild, jury, compensation, murder, community responsibility, deterrent, heresy, treason, witchcraft, debt, humiliation	industrialisation, protest, abolition, poaching	reform, separate system, silent system, transportation	Rookery Peabody Estate Migrants Workhouse Casual Ward CID Bloodhounds
Connected knowledge	Links to Y7 lessons on Norman conquest and the Tudors. AO1 & 2 skills developed throughout KS3. Focus for Romans and Norman migration is the influence of conquest L1 – introduces the idea of conflict and different meanings along with other key words for the unit. L4 Jewish Expulsion (A1 B3 – recap difference between Christianity and Judaism) L7-9 Impact of the reformation and Jewish migration in 16-18 th centuries. (A1/A2) Whole migration through time unit embraces the concept of diversity. Key lessons	Links to Y7 lessons looking at the Industrial Revolution and the growth of towns. Introduces learning that will be revisited in the Whitechapel unit looking at the effects of migration. L15 Jewish migration – (C2) L20 Windrush case study (C3) L23 Asylum seekers & refugees (C1) L25 – how far is religion a power for peace or conflict – build this in an assessment and link to SACRE – build in definition assessment here too.	Links to Y7 lessons on Norman conquest and how he established power in the country. AO1 & 2 skills developed throughout KS3, so students are familiar with how to reach a judgement and support their answer. Lessons on witchcraft link to Y9 English Term 5 Macbeth – role of James I Link back to Term 1 Y9 Crucible L7 Role of the church – understanding the role of Christianity in influencing law and order	Links to Y7 lessons looking at the Industrial Revolution and the growth of towns. Links to previous term and knowledge of Crime, Punishment and law enforcement to explain continuity and change. British Value link – Habeus Corpus – (Innocent until proven guilty) Foundation of our legal system	Develop links across previous terms to explain continuity and change and explain the influence of factors over time. L10 Influence of religion on Quaker Elizabeth Fry for her work to help prisoners. 1900-Present L2 – Understanding pacifism through case study of conscious objectors.	Link to Y7 learning about industrial towns. Link to Term 2 policing and development of police in Industrial Britain End of Y9 exam - to include reference to over arching question re religion source of conflict or peace – include knowledge questions linked to definitions etc
End Points	Students will have an understanding that migration is not a 21 st century concept and has a much deeper influence on lives and customs today. They will gain an understanding of key factors and how they influence change over time. By the end of this term, students will be able to select factors that influence change and start to explain these.	Students will develop their chronological understanding of migration and its impact on the 21 st century. They will be able to evaluate change over time and explain similarity and difference. Explanations will be more secure with clear use of connectives to encourage the supporting of judgements. Students will be able to evaluate the relative importance of factors.	Students will have a good knowledge of crime and punishment in the Middle Ages and Early Modern Britain. They will start to explain continuity and change and explain the influence of factors.	Students will have a good knowledge of crime and punishment from the Middle Ages into Industrial Britain. They will confidently assess continuity and change, explaining the influence of factors. They will develop explanations and will start to reach substantiated judgements.	Students will have a secure knowledge of the crime and punishment topic. They will have an in depth understanding of continuity and change and will be secure with their explanations and judgements.	Students will have a secure knowledge of the features of Whitechapel. They will start to analyse sources for utility and recognise how to follow up sources for a particular enquiry.

IMPACT: Students will be able to measure progress using tracking sheets in exercise books. As all assessments will use generic criteria, will be moderated through dept meetings it will be possible to measure progress over time within and across year groups.

At the end of Year 9 students will be able to:

- 1) **Have a secure knowledge of how history has shaped the British Isles from early times to the Present Day**
- 2) **Master the application of historical concepts**
- 3) **Rigorously assess sources**
- 4) **Analyse interpretations to explain how and why they have been constructed.**

They will be able to do this by:

- 1) **Demonstrating detailed factual recall of key events/changes studied across time**
- 2) **Explaining cause and consequence, and continuity and change. Use factors to do this effectively.**
- 3) **Evaluate the usefulness of sources, using the Nature, Origin, Purpose and typicality of the source.**
- 4) **Use understanding of the topics to be able to explain why a historian has reached an interpretation. To analyse and explain how far they agree with the interpretation put forward.**