

Forensic Learning Points in History at Kineton High School

	Key Stage 3			Key Stage 4	
Time	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn Term	<p>Topic: Who controlled medieval life?</p> <p>Curriculum end point:</p> <ol style="list-style-type: none"> 1. Recognise the role of religion in society in the Middle Ages (T1a) 2. Assess the emerging power of the King in medieval England after 1066 (T2a) 3. Consider the nature of medieval society (T3e) <p>Vocab: Battle of Hastings, Anglo-Saxon, Norman, Motte and Bailey, Concentric Castles, Church, Pope, Heaven, Hell, priest, mass, feudal system, describe, explain, factor, conclusion, compare, analyse, evaluate, cause, chronology</p> <p>Main Assessments:</p> <ol style="list-style-type: none"> 1. Baseline test 2. Battle of Hastings essay (S1) 3. Changing castles (S2) 	<p>Topic: Industry, Empire and Slavery: How did this shape the world?</p> <p>Curriculum end points:</p> <ol style="list-style-type: none"> 1. Assess the impact of new technological, economic, and political systems in the Industrial Revolution and British Empire (T2c and T3d) 2. Explore the longer term context of African history before slavery (T3d) 3. Assess the impact of slavery on individuals and society (T3e) 4. Evaluate religious motivation for individuals challenging authority over slavery (T1d) 5. Compare different factors that led to abolition, including protest leading to change (T3a) <p>Vocab:</p>	<p>Topic: How has law and order reflected a changing world?</p> <p>Curriculum end points:</p> <ol style="list-style-type: none"> 1. Identify the role religion has played in motivating change or continuity in law and order (T1d) 2. Assess the changing influence of the king and local communities over law and order (T2a and b) 3. Evaluate the impact of conflict and social change on law and order (T2d and T3e) 4. Evaluate the emerging role of politicians and parliament in crime and punishment (T2c) 5. Evaluate the impact of changing technology and belief systems (T2c) <p>Vocab: Change, continuity, hue and cry, social crime, tithing, trial by ordeal, royal</p>	<p>Topic: USA, 1954-75 (The development and progress of Civil Rights)</p> <p>Curriculum end points</p> <ol style="list-style-type: none"> 1. Assess the reasons for the growth and split in the Civil Rights Movement (T1d, T2c, T3a, T3b, T3c, and T3e) 2. Evaluate the progress of Civil Rights between 1954 and 1975 (T3a) <p>Vocab: Federal, State, Segregation, discrimination, literacy tests, NAACP, CORE, Brown v. Topeka, Little Rock High, Montgomery Bus Boycott, Rosa Parks, Supreme Court, Civil Rights Act (1957), SCLC, KKK, Emmet Till, White Citizens' Councils, Congress, Dixiecrats, Sit-ins, Freedom Rides, James Meredith, Birmingham March (1963), Washington March (1963), Freedom Summer, Mississippi Murders, Civil Rights Act (1964), Selma, Voting Rights</p>	<p>Topic 1: The Reigns of King Richard I and King John, 1189-1216</p> <p>Curriculum end point:</p> <ol style="list-style-type: none"> 1. Assess the nature of life and government in medieval England, including the feudal system, kingship, government, finance and society (T1a, T2c, T3b and T3e) 2. Evaluate the successes and failures of Richard and John's involvement overseas, including the Third Crusade and the loss of Normandy (T1a, T2a) 3. Consider the factors that resulted in King John's downfall, including the

	<p>4. End of unit knowledge test (S1)</p>	<p>Industrial Revolution, urbanisation, technology, mechanisation, factory system, Parliament, invention, Empire, Colony, slave trade, slavery, Abolitionist, resistance, Middle Passage, Underground Railroad, plantation, US Civil War, provenance, utility</p> <p>Main Assessments:</p> <ol style="list-style-type: none"> Children in the mills sources (S3) Abolition exam (S2) End of unit knowledge test (S1) 	<p>court, sanctuary, church courts, forest laws, Murdrum Fine, penance, superstition, printing press, vagabond, Witchfinder General, heresy, poverty, Gunpowder Plot, poaching, smuggling, highway robbery, Conscientious Objectors, hulks, Transportation, Elizabeth Fry, John Howard, Robert Peel, cybercrime, car crime</p> <p>Main Assessments:</p> <ol style="list-style-type: none"> Source test (S3) PEEL test (S2) End of unit knowledge test (S1) 	<p>Act (1965), Malcolm X, Black Power, Stokeley Carmichael, Mexico Olympics protest (1968), Black Panthers, Watts Riot, Kerner Report, Chicago Freedom Movement, assassination of Martin Luther King Jr</p> <p>Main Assessments:</p> <ol style="list-style-type: none"> Infer; explain Education test (S1 and S3) Factual recall (S1) Sources on Black Panthers (S3) End of unit knowledge test (S1) 	<p>Baron's Revolt (T2b)</p> <p>Vocab: Build on Y9 with the following - Feudal hierarchy, forfeiture, ritual, governance, Hubert Walter, Royal revenues, Royal Demesne, Aid, The Thirteenth, role of towns in the economy, Battle of Hattin, Pope Gregory VIII, Sicily, Cyprus, Ascalon, Leopold of Austria, Berengaria of Navarre, Philip II of France, Saladin tithe, Rouen, Norman Vexin, Battle of Vendome, Counts of Flanders and Toulouse, Battle of Mirebeau, William des Roches, Mathilda de Briouze, hostage, Stephen Langton, arbitrary power, Assassination plot of 1212, Battle of Bouvines 1214, Runnymede, Prince Louis, Lord Protector, Henry III, Siege of Rochester, Dover Castle, Losing the Crown Jewels in the Wash, succession, Battle of Lincoln, Battle of Sandwich</p> <p>Main Assessments:</p> <ol style="list-style-type: none"> Factual recall (S1)
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					<ol style="list-style-type: none"> 2. Two features and explain why (S1) 3. How far do you agree? (S1) 4. End of unit test (S1) 5. Mock exams
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	Key Stage 3			Key Stage 4	
Time	Year 7	Year 8	Year 9	Year 10	Year 11
Spring Term	<p>Topic: How did the medieval world begin to change?</p> <p>Curriculum end point:</p> <ol style="list-style-type: none"> 1. Consider how social and political instability challenged the Church and social roles in the Middle Ages (T1b and T3e) 2. Evaluate challenges to limit the King's power before 1500 (T2b) <p>Vocab:</p> <p>Black Death, flagellant, buboes, Peasants' Revolt, Archbishop of Canterbury, Thomas</p>	<p>Topic: Why was there so much conflict in the Twentieth Century?</p> <p>Curriculum end point:</p> <ol style="list-style-type: none"> 1. Assess the causes and impact of World War One (T2d) 2. Consider the emergence of dictatorship in Europe (T2c) 3. Evaluate the major turning points of the Second World War, including the dropping of the Atom Bomb (T2d and T3e) <p>Vocab:</p> <p>Militarisation, Alliances, Imperialism, Nationalism, Assassination of Archduke</p>	<p>Topic 1: Why was Jack the Ripper never caught?</p> <p>Curriculum end point:</p> <ol style="list-style-type: none"> 1. Identify the nature of the Whitechapel environment, c.1870-1900 (T3e) 2. Consider the challenges to policing in Whitechapel, especially in regard to the Ripper murders (T3b) <p>Vocab:</p> <p>Whitechapel, antisemitism, Ripper Letters, workhouse, Charles Booth's map, Old Bailey, Thames Police Court, H Division, 'The Beat', prostitution, trophy killer, slum</p>	<p>Topic: USA, 1954-75 (The development and reaction to the Vietnam war)</p> <p>Curriculum end point:</p> <ol style="list-style-type: none"> 1. Analyse the origins, escalation, and withdrawal of US involvement in Vietnam (T2c, T2d) 2. Contrast the levels of support and opposition back in the USA (T3b and T3e) <p>Vocab:</p> <p>Dien Bien Phu, Domino Theory, Ngo Dinh Diem, Strategic Hamlet, Vietcong, NLF, Gulf of Tonkin, Guerilla tactics, Search and Destroy, Operation Rolling Thunder,</p>	<p>Topic 1: Crime and Punishment through time, c.1000-present, including the historic environment of Whitechapel, c.1870-1900</p> <p>Curriculum end point:</p> <ol style="list-style-type: none"> 1. Assess changing definitions of crime across the period from c.1000-present (T1c, T2a, T2b, T2c, T3b, T3d, and T3e) 2. Analyse the nature of law enforcement across the period from c.1000-present (T1a, T1c, T1d, T2a, T2b, T2c, T2d, T3a, T3b, T3c, T3d, and T3e)

	<p>Beckett, King John, significance, consequence, infer, context, interpretation</p> <p>Local History: Kineton in the Middle Ages</p> <p>Main Assessments:</p> <ol style="list-style-type: none"> 1. Sources test (S3) 2. Interpretations of John (S4) 3. End of unit knowledge test (S1) 	<p>Franz Ferdinand, Dreadnought, Arms and Naval Race, long term, short term, trigger, turning point, Home Front, propaganda, trenches, Treaty of Versailles, Fascism, Communism, dictatorship, democracy, gestapo, Atom Bomb</p> <p>Main Assessments:</p> <ol style="list-style-type: none"> 1. Causes of WWI (S1) 2. Turning points in WWII (S2) 3. End of unit knowledge test (S1) 	<p>Main Assessments:</p> <ol style="list-style-type: none"> 1. Ripper explanation (S1) <p>Topic 2: Who helped shape the Angevin world?</p> <p>Curriculum end point:</p> <ol style="list-style-type: none"> 1. Identify the structure of the Angevin world (T1a, T1b, T3e) 2. Consider the impact of key individuals in the 12th Century (T2a) 3. Evaluate the reasons behind antisemitic pogroms in England (T3b) <p>Vocab: Angevin, Homage, Overlord, Freeman, Villein, barons, coronation, role of the priest, labour service, knight service, scutage, tallage, tithe, charter, guild, Eleanor of Aquitaine, William Marshal, Henry II, The Anarchy, Richard I, pogrom, usury</p> <p>Main Assessments:</p> <ol style="list-style-type: none"> 1. Interpretation (S4) 	<p>Napalm, Agent Orange, Tet Offensive, Vietnamisation, Nixon Doctrine, Attack on Cambodia and Laos, Diplomacy Through Terror, draft, My Lai massacre, Kent State Shootings, Red Scare, Hard Hats, Silent Majority, Paris Peace Agreement, Ho Chi Minh Trail</p> <p>Main Assessments:</p> <ol style="list-style-type: none"> 1. Factual Recall (S1) 2. Sources on US tactics (S3) 3. Interpretation of reasons for US failure (S4) 4. End of unit knowledge test (S1) 	<ol style="list-style-type: none"> 3. Use sources to analyse the nature of crime, policing and the inner city in Whitechapel, c.1870-1900 (T3b and T3e) <p>Vocab: <i>Build on Y9 with the following -</i></p> <p>Wergild, corporal punishment, capital punishment, deterrence, retribution, reform, crimes against the person/property/authority, Parish Constable, Sheriff and Posse, Black Act 1723, Bloody Code, Royal Assizes, “the world turned upside down”, Benefit of the Clergy, Pentonville Prison, Enlightenment, Act of Supremacy, Foxes Book of Martyrs, JPs, Town Watchmen, Habeus Corpus, Home Office, Tolpuddle Martyrs, Deamonology, Witchcraft Act (1734), Thomas Harman, Hate Crimes, Race Relations Act (1965), Sex Discrimination Act (1974), Separate System, Silent system, Military tribunal, Metropolitan Police, CID, Penal reform, Gaols Act (1823), Forensics, non-custodial sentence,</p>
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electronic tagging,
Neighbourhood Watch,
Parole, Probation, DNA,
Derek Bentley, Ruth Ellis,
timothy Evans, Open
Prisons, Borstal, YOI

Main Assessments:

1. Factual Recall (S1)
2. Explain one similarity; and explain why (S2)
3. Sources; and how far? (S3 and S2)
4. End of unit test (S1)
5. Mock exam

Revision from this point

Topic 2: USA, 1954-75

Curriculum end point:

1. Revisit and expand upon topic end points from Y10

Vocab:

Build on Y10 with the following -

Civil Rights –

Thurgood Marshall,
Autherine Lucy, President
Eisenhower, Plessy v.
Ferguson, Orval Faubus, Jet
Magazine, Southern
Manifesto, Anniston bomb,
James Farmer, SNCC,

					<p>Office for Minority Business Enterprise, Swann v. Charlotte Mecklenburg, Nation of Islam, J. Edgar Hoover, Ten Point Programme</p> <p>Vietnam – La Drang Valley, Khe Sahn, Hue, Saigon embassy, Chu Chi Tunnels, Punji sticks, heroin, fragging, draft dodgers, Vietnam Veterans Against the War, Walter Kronkite, Operation Phoenix, Pentagon Papers, USS Maddox, Gulf of Tonkin Resolution</p> <p>Main Assessments:</p> <ol style="list-style-type: none"> 1. Factual Recall (S1) 2. Interpretation (S4)
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	Key Stage 3			Key Stage 4	
Time	Year 7	Year 8	Year 9	Year 10	Year 11
Summer Term	Topic: How was modern Britain made?	Topic: What can we learn from the Twentieth Century?	Topic: How did tensions grow for the kings of England, 1189-1216?	Topic: Superpower Relations and the Cold War	Topic: Cold War
					Curriculum end point:

	<p>Curriculum end point:</p> <ol style="list-style-type: none"> 1. Identify emerging religious divisions across Britain and Europe during the Reformation (T1c) 2. Consider conflict in the Civil War and the impact this had on the King and Parliament (T2b and T2d) 3. Assess the role of historical immigration and its impact on the UK (T3c and T3e) <p>Vocab: Catholic, Protestant, Break with Rome, Dissolution of the Monasteries, Civil War, Battle of Edgehill, Parliamentary, Royalist, Roundhead, Cavalier, immigration, Huguenots, Windrush Generation</p> <p>Local History: The Battle of Edgehill</p> <p>Main Assessments:</p> <ol style="list-style-type: none"> 1. The Break with Rome (S1) 2. Interpretations of Cromwell (S4) 	<p>Curriculum end point:</p> <ol style="list-style-type: none"> 1. Reflect upon the causes and impacts of the Holocaust (T2c and T2d) 2. Identify social and political change since 1900 (T3c, 3d and T3e) 3. Evaluate the role of protest in creating contested change (T3a and T3b) <p>Vocab: Holocaust, perpetrator, Concentration Camp, Death Camp, Auschwitz, discrimination, persecution, scapegoat, liberation, Suffragist, Suffragette, Feminism, Apartheid, LGBTQ+, Gandhi, Amritsar massacre, partition, Cold War, genocide, Rwanda, ICC</p> <p>Main Assessments:</p> <ol style="list-style-type: none"> 1. Suffrage sources (S3) 2. Interpretations of the Twentieth Century (S4) 3. End of unit knowledge test (S1) 	<p>Curriculum end point:</p> <ol style="list-style-type: none"> 1. Assess the impact of the Crusades (T1a) 2. Compare the reigns of Richard I and John (T2a) 3. Evaluate the reasons for challenges to King John's power (T2b) <p>Vocab: First Crusade, Jerusalem, taking the cross, indulgence, Saladin, Acre, Battle of Arsuf, Treaty of Jaffa, ransom, Chateau Gaillard, Arthur of Brittany, Treaty of Le Goulet, interdict, excommunication, reconciliation, Magna Carta, Baron's Revolt</p> <p>Main Assessments:</p> <ol style="list-style-type: none"> 1. Sources test (S3) 2. End of unit knowledge test (S1) 	<p>Curriculum end point:</p> <ol style="list-style-type: none"> 1. Analyse the causes of the Cold War, 1943-58 2. Evaluate the events of the height of the Cold War, 1958-70 3. Assess the events of the end of the Cold War, 1970-91 <p>Vocab: Grand Alliance, Tehran, Yalta, Potsdam, Long and Novikov Telegram, Satellite States, Truman Doctrine, Marshall Plan, Cominform, Comecon, NATO, Berlin Blockade and Airlift, FRG, DDR, Warsaw Pact, Hungarian Uprising, Berlin Ultimatum, Paris and Vienna Summit, Berlin Wall, Cuban Revolution, Bay of Pigs, Cuban Missile Crisis, Czechoslovakian Uprising, Prague Spring, Brezhnev Doctrine, Limited Test Ban Treaty, Outer Space Treaty, Nuclear Non-proliferation Treaty, Détente, SALT I and II, Helsinki Agreements, Soviet invasion of Afghanistan, Carter Doctrine, Boycott of Moscow Olympics (1980), Reagan, SDI, Gorbachev's 'New Thinking', Perestroika, Glasnost, INF, abandoning the Brezhnev Doctrine 'Second Cold War'</p>	<ol style="list-style-type: none"> 1. Revisit and expand upon topic end points from Y10 <p>Vocab: Build on Y10 with the following -</p> <p>Iron Curtain, Percentages Deal, Bizonia, Deutschmark, Buffer Zone, Eastern Bloc, Smallholder's Party, Rakosi, Nagy, Soviet Sphere of Influence, La Brigada 2506, CIA, JFK's TV Address, The Thirteen Days, The October Crisis, Khrushchev's letters, MAD, NUTS, 'Socialism with a human face', Novotny, Dubcek, Hotline, Yom Kippur War, Apollo-Soyuz Space link-up, Mujahideen, 'The evil empire', 'star wars', START, Malta Summit, Gang of Eight, Katyn massacre, 'we win, they lose'</p> <p>Main Assessments:</p> <ol style="list-style-type: none"> 1. Factual Recall (S1) 2. Narrative and importance (S1)
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1. Factual Recall (S1)
2. Consequences (S1)
3. Narrative (S1)
4. Importance (S1)
5. Mock exam