

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 2023/24

- 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 Cold War								Term 2 Migration/Empire?							Term 3 C&P					Term 4 C&P					Term 5 C&P					Term 6 Whitechapel							
KS3	04/09/2023	11/09/2023	18/09/2023	25/09/2023	02/10/2023	09/10/2023	16/10/2023	23/10/2023	06/11/2023	13/11/2023	20/11/2023	27/11/2023	04/12/2023	11/12/2023	18/12/2023	08/01/2024	15/01/2024	22/01/2024	29/01/2024	05/02/2024	19/02/2024	26/02/2024	04/03/2024	11/03/2024	18/03/2024	08/04/2024	15/04/2024	22/04/2024	29/04/2024	06/05/2024	13/05/2024	03/06/2024	10/06/2024	17/06/2024	24/06/2024	01/07/2024	08/07/2024	15/07/2024
Year 9	L1 Overview of the Twentieth Century. L1 What was the Cold War? Causes. L2 Confabranes L3: Arms Race L4: Berlin Blockade and Airlift L5 Truman and Marshall L6 Berlin Wall L7: Berlin Wall: Escape Attempts L8: Cuban Missile Crisis L9: Cuba interpretations L10: Vietnam War L11: Vietnam: tactics L12: Vietnam: Opposition. L13 Space Race L14 Collapse of the Soviet Union and End of Cold War HOLIDAY: 1 WEEK								L1 Roman/Viking migration L2: Norman invasion L3: Jewish Expulsion L4 European migration in the middle ages L5 Religious persecution of the Huguenots L6 Jewish Migration L7: Irish migration – link to famine L8: European migration (19 th Century) L9: Jewish migration (FAR comparison question) L10: African Migration L11 Impact of World Wars on migration (link to Royal family change of name) L12 Case study Windrush L13 End of unit knowledge and How far judgement skill L14 DIRT and reteach, HOLIDAY: 2 WEEKS							L1 Intro to C & P 1000-present Overview of key features and factors L2 big picture of Magas – role of king, Church and ideas L3 Common Crimes and typical punishments in AS England How the law was enforced in village communities. 4 Norman kings increase authority. New Jews eg Forest L5 Law Enforcement changes new punishments and trials and how new and old were used in later MA. L6 Exam question lesson – 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 HOLIDAY: 1 WEEK					L11 Overflow/reteach or further exam practice L1 Social change affecting C&P EMB – link to factors L8 Overview of punishments Bloody code and Transportation. L9 Overflow – review of EMB communities for law enforcement L6 Overview of L10 End of topic assessment both 12 and 16 mark L11 DIRT/Re teach. 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. 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 /Re teach L1 How far did crime really change – changes in crime/dets of crime and impact of technology. L2 were Cos really coward? L3 Changes to policing. L4 How have prisons changed? L7 End of topic assessment L8 DIRT Reteach HOLIDAY: 1 WEEK					L1 Intro to Whitechapel L2 Intro to utility Booth Map (FAR) End of Year Exams L3 Employment and the Workhouse L4 Attempts to improve conditions. L5 Jewish Immigration L6 Irish Immigration L7 Anarchism and socialist tensions L8 Crime and Attitudes to crime L9 Policing (structure of MET) L10 Challenges facing the police L11 Investigating the Whitechapel murders L12 Obstacles facing the police (media and Vigilantes)							
Progress and assessment	Focus is on developing extended writing and using sources, with a particular focus on making inferences from sources.								Focus is on developing understanding of second order concepts. 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. L14 – FAR comparison question – compare Jewish migration in Middle ages with 19 th century							Focus is on developing understanding of second order concepts. 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.					Focus is on developing understanding of second order concepts. 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.					Focus is on developing source analysis skills, particularly evaluating utility.												
Homework	3 Educake quizzes will be set per term to reinforce learning from our lessons. Opportunities will be made available to complete more creative pieces of work through history department challenges. Information regarding these will be shared via class charts.								3 Educake quizzes will be set per term to reinforce learning from our lessons. Opportunities will be made available to complete more creative pieces of work through history department challenges. Information regarding these will be shared via class charts.							3 Educake quizzes will be set per term to reinforce learning from our lessons. Opportunities will be made available to complete more creative pieces of work through history department challenges. Information regarding these will be shared via class charts.					3 Educake quizzes will be set per term to reinforce learning from our lessons. Opportunities will be made available to complete more creative pieces of work through history department challenges. Information regarding these will be shared via class charts.					3 Educake quizzes will be set per term to reinforce learning from our lessons. Opportunities will be made available to complete more creative pieces of work through history department challenges. Information regarding these will be shared via class charts.												
Key Vocabulary/literacy opportunities	Cause Consequence Significance Communism Capitalism USSR USA Blockade Tension								Migration tolerance conflict peace Judaism merchant							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. This knowledge forms the foundation learning for the Superpower and Cold War GCSE unit in Y11. British Values Diversity Society Cultural Respect Links to SACRE Curriculum								Whole migration through time unit embraces the concept of diversity. Key lessons 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) L15 Jewish migration – (C2) L20 Windrush case study (C3) 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.. 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 Links to Industrial Britain topic in Y7. L6 Immigration looks at diversity of different migrant communities in Whitechapel 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 of twentieth century history that directly influences events in the news today. Students will continue to develop source skills analysing inferences, which will be revisited in Y11.								Students will develop 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: 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:

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

They will be able to do this by:

- Demonstrating detailed factual recall of key events/changes studied across time
- Explaining cause and consequence, and continuity and change. Use factors to do this effectively.
- Evaluate the usefulness of sources, using the Nature, Origin, Purpose and typicality of the source.
- 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.