

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 2024/25

- 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 Holocaust							Term 2 Migration/Empire?							Term 3 C&P							Term 4 C&P							Term 5 C&P							Term 6 Whitechapel																																															
KS3	02/09/2024	09/09/2024	16/09/2024	23/09/2024	30/09/2024	07/10/2024	14/10/2024	21/10/2024	04/11/2024	11/11/2024	18/11/2024	25/11/2024	02/12/2024	09/12/2024	16/12/2024	06/01/2025	13/01/2025	20/01/2025	27/01/2025	03/02/2025	10/02/2025	24/02/2025	03/03/2025	10/03/2025	17/03/2025	24/03/2025	31/03/2025	07/04/2025	28/04/2025	05/05/2025	12/05/2025	19/05/2025	02/06/2025	09/06/2025	16/06/2025	23/06/2025	30/06/2025	07/07/2025	14/07/2025																																												
Year 9	L1 Leon (Authentic Encounters)	L2 History of Antisemitism L3 Life in Germany before 1933	L4 Persecution L5 Life in the Ghettos	L6 Final Solution L7 Holocaust Narrative FAR (R)	L8 Resistance L9 Stories of the Holocaust	L10 Stories of the Holocaust L11 Who was responsible?	L12 Liberation L13 Boy in the Striped Pyjamas Historical inaccuracies	L14/L15 Lessons learned and consequences in modern society	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 (19th 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 Flow for judgement skill	L14 DIRT and reteach,	HOLIDAY: 2 WEEKS							L1 Intro to C & P c1000-present Overview of key features and factors L2 Big picture of Moags - role of king, Church and ideas about family influence C&P in AS England	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	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	L11 Overflow/reteach or further exam practice L1 Social change affecting C&P EMB - link to factors	HOLIDAY: 1 WEEK							L8 Overview of punishments Bloody code and Transportation. L9 Overflow - review of EMB communities for law enforcement L6 Overview of punishments	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.	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 period/overflow	L13 End of topic assessment L14 DIRT / Reteach	HOLIDAY: 2 WEEKS							L1 How far did crime really change - changes in crime/dets 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	Preparation for End of Year Exams							HOLIDAY: 1 WEEK							L1 Context of Whitechapel L2 Improvements (Peabody and Banardo)	End of Year Exams	L3 Intro to utility Booth Map (FAR) L4 Jewish Migration	L5 Irish Migration L6 National/Regional context of police and organisation of H division	L7 Problems facing the police including Vigilance Committee ?	L8 Source utility practice FAR effectiveness of police	L9 Jack the Ripper (Why is he relevant to the Whitechapel topic)	L10 Police methods of investigation	L11 How the police tried to catch the Ripper
Progress and assessment	Focus is on developing extended writing and using sources, with a particular focus on making inferences from sources. (L1 - teachers to read and provide comment on student reflection to Task 5 to ensure all have engaged with the new topic)							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 19th 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.																																																						
Literacy (Including Reading)	Structured Guided reading tasks taught across the unit Antisemitism prejudice persecution resistance liberate religion Judaism							Structured Guided reading tasks taught across the unit Migration tolerance conflict peace Judaism merchant							Structured Guided reading tasks taught across the unit Titling, hue and cry, trial by ordeal, courts, wergild, jury, compensation, murder, community responsibility, deterrent, heresy, treason, witchcraft, debt, humiliation							Structured Guided reading tasks taught across the unit industrialisation, protest, abolition, poaching							Structured Guided reading tasks taught across the unit reform, separate system, silent system, transportation																																																						
Connected knowledge								Whole migration through time unit embraces the concept of diversity. Key lessons							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							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.							Develop links across previous terms to explain continuity and change and explain the influence of factors over time.							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.																																															
Cultural Capital	Understand the impact of prejudice on society							Understanding of the history behind many British traditions and the diverse history these are based around							Understand the development of the justice system in Britain							Understand the development of the justice system in Britain							Understand the development of the justice system in Britain																																																						
Social, Moral, Spiritual and Cultural Development	Links to Cultural Respect and SACRE about peace and conflict, when looking at how religion can cause conflict etc.							L1 - introduces the idea of conflict L4 Jewish Expulsion (A1 B3 - recap difference between Christianity and Judaism) L7-9 Impact of the reformation and Jewish migration in 16-18th 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.							L7 Role of the church - understanding the role of Christianity in influencing law and order							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.							L6 Immigration looks at diversity of different migrant communities in Whitechapel																																																						
Fundamental British Values	Links to Democracy and Dictatorship topic in Y8. Supports future learning in Y10 when looking at life in Nazi Germany.							Tolerance and respect for a multi-cultural society							Recognising the development of the rule of law							British Value link - Habeus Corpus - (Innocent until proven guilty) Foundation of our legal system							Recognising the development of the rule of law							Rule of law																																															
End Points	Students will have a good knowledge of the causes and events surrounding the Holocaust. They will develop an understanding of why it is important to still study the topic today and the relevance in today's society, linking to current events around the world.							Students will develop chronological understanding of migration and its impact on the 21st century. They will be able to evaluate change over time and explain similarity & difference. Explanations will be more secure with clear use of connectives to support 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 & change and will be secure with their explanations & 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:																				They will be able to do this by:																																																														
	1) Have a secure knowledge of how history has shaped the British Isles from early times to the Present Day																				1) Demonstrating detailed factual recall of key events/changes studied across time																																																														
	2) Master the application of historical concepts																				2) Explaining cause and consequence, and continuity and change. Use factors to do this effectively.																																																														