

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

- 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						
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 (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 c1000-present Overview of key features and factors L2 Big picture of Mages – 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 12 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 HOLIDAY: 2 WEEKS	L11 Pentonville Prison reflecting on changing attitudes towards punishments. L12 Review of Industrial Time period/overflow L13 End of topic assessment L14 DIRT/Reteach L1 How far did crime really change – changes in crime/deaths 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 Banards) 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 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 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.	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 Tithing, 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	Structured Guided reading tasks taught across the unit Rookery Peabody Estate Migrants Workhouse Casual Ward CID Bloodhounds
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	Understanding the impact of social inequality
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. Character and Culture Coding: British Values Diversity Society Cultural Respect Links to SACRE Curriculum	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 16-18 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.	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 conscientious 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 21 st 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: 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			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.		