

Curriculum Map: History Year 11

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| <p>Content Declarative knowledge 'I Know'</p> | <p>GCSE: Crime and Punishment c1000 – the present</p> <ul style="list-style-type: none"> - the significance of sanctuary and Benefit of Clergy - trial by ordeal - the Gunpowder Plotters - Matthew Hopkins and the witch hunts - Pentonville Prison - Robert Peel - the treatment of conscientious objectors in WW1 and WW2 - the significance of the Derek Bentley case <p>Whitechapel, c1870-1900</p> <ul style="list-style-type: none"> - knowledge of local and national sources relevant to the issue - recognition of strengths and weaknesses of different sources for specific enquiries - local context of Whitechapel e.g. housing, poverty etc - the work of H Division - the difficulties of policing the slum area of Whitechapel | <p>Whitechapel, c1870-1900</p> <ul style="list-style-type: none"> - pressures caused by immigration - the Whitechapel Vigilance Committee - investigative policing in Whitechapel - dealing with the crimes of Jack the Ripper - the problems caused by the media - the national and regional context of policing - the role of the Home Secretary and Sir Charles Warren - framing of questions relevant to the pursuit of a specific enquiry - selection of appropriate sources for specific investigations | <p>Revision programme</p> <p>This programme will cover all aspects of the GCSE course tailored to the specific needs of each particular group</p> | <p>Revision programme</p> <p>This programme will cover all aspects of the GCSE course tailored to the specific needs of each particular group</p> | <p>Revision programme</p> <p>This programme will cover all aspects of the GCSE course tailored to the specific needs of each particular group</p> | |

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| Skills Procedural Knowledge 'I know how to' | Key concepts - power - monarchy - causation - cultural diversity Key processes - explaining the role of causes - using criteria to make a judgement - explaining similarity and difference - defining features of past societies - using evidence - follow up an enquiry | Key concepts - cultural diversity Key processes - defining features of past societies - using evidence - follow up an enquiry | The relevant key concepts and processes will be covered depending on the needs of each specific group | The relevant key concepts and processes will be covered depending on the needs of each specific group | The relevant key concepts and processes will be covered depending on the needs of each specific group | |
| Strategies Conditional Knowledge 'I know when to' | I know when to explain the relative importance of causes I know when to define criteria in order to evaluate the strength of an argument I know when to identify a similarity or a difference I know when to use contextual knowledge and provenance to judge the accuracy of a source I know when to identify and support features | I know when to identify and support features I know when to use contextual knowledge and provenance to judge the accuracy of a source I know when to identify a follow up question and how to follow this enquiry through | Students will embed their conditional knowledge in relation to the different skills and topics revised as part of the programme | Students will embed their conditional knowledge in relation to the different skills and topics revised as part of the programme | Students will embed their conditional knowledge in relation to the different skills and topics revised as part of the programme | |

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| Key Questions | <p>How much influence did the Church have on crime and punishment during the Middle Ages?</p> <p>Why were the gunpowder plotters punished so harshly?</p> <p>Was the whole of England really gripped by a witchcraze?</p> <p>When was the best time for John Walker to go to prison 1700-1900?</p> <p>Was Peel a 'great humanitarian'?</p> <p>When was it better to be a conscientious objector?</p> <p>How important was Bentley to the abolition of capital punishment?</p> <p>When was the best time to steal?</p> <p>How do we use sources?</p> <p>What does the story of Polly Nichols reveal to us about Whitechapel in the 1880s?</p> <p>How did conditions in the East End help the Ripper to commit his murders?</p> <p>How can we use sources for an enquiry into living conditions in Whitechapel?</p> <p>Why was Whitechapel so difficult to police?</p> | <p>Commander of H Division: Dream job or nightmare?</p> <p>How did the police try to catch the Ripper?</p> <p>Why did the Whitechapel police fear a race riot?</p> <p>How can you improve your source skills?</p> | <p>Key Questions will vary according to the needs of each specific group but will cover a range of specific GCSE content and skills</p> | <p>Key Questions will vary according to the needs of each specific group but will cover a range of specific GCSE content and skills</p> | <p>Key Questions will vary according to the needs of each specific group but will cover a range of specific GCSE content and skills</p> | |

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| Assessment topics | <p>Explain why trial by ordeal was used c1000-c1200.</p> <p>Practice Exam</p> <p>The most important factor in explaining witch hunts in the years c1500-c1700 was religion.' How far do you agree?</p> <p>Explain why there were changes in the prison system in the period c1700-c1900.</p> <p>Explain one way in which treatment of witchcraft in the period 1500-1750 was similar to the treatment of conscientious objection in the 20th century.</p> <p>Practice Exam</p> <p>Describe two features of living conditions in Whitechapel in the late 19th century.</p> <p>Describe two features of accommodation for poorer people in the Whitechapel area.</p> <p>How useful are Sources A and B for an enquiry into conditions in the Whitechapel workhouse?</p> <p>How could you follow up Source A to find out more about the problems of policing the Whitechapel neighbourhood in the period 1870-1900?</p> | <p>How useful are Sources A and B for an enquiry into the difficulties the police faced in trying to capture the Ripper?</p> <p>How useful are Sources A and B for an enquiry into the effectiveness of the police in Whitechapel in 1888?</p> <p>How could you follow up Source C to find out more about why the Ripper wasn't caught?</p> <p>How useful is Source A for an enquiry into conditions in the Whitechapel workhouse?</p> <p>How would you follow up Source A to find out more about conditions in the Whitechapel workhouse?</p> <p>Practice Exam</p> | <p>Assessment topics will vary according to the needs of each group but will cover all aspects of the GCSE course</p> | <p>Assessment topics will vary according to the needs of each group but will cover all aspects of the GCSE course</p> | <p>Assessment topics will vary according to the needs of each group but will cover all aspects of the GCSE course</p> | |

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| Cross curricular links/Character Education | Understanding of rights Understanding of prejudice and discrimination | Understanding of different cultures Understanding of prejudice and discrimination | These will be reinforced dependent on the particular topics being revised | These will be reinforced dependent on the particular topics being revised | These will be reinforced dependent on the particular topics being revised | |