

Subject History

Core skill focus Analyse. Transferable skills Aspiration. Historical skills Change and Continuity

Year group: 11

Module title: Crime and Punishment

Length of module: 6 weeks

Module intent / knowledge to be gained

The students will understand the ways in which Anglo Saxon society kept control and how Norman society kept control during the period. What punishments were used and why corporal and Capital punishments were relied upon for control.

The differences between the Crown and the Church in punishing the population and the impact this had on society.

The changing definitions and nature of crime up to the end of the 1500's. What crimes became more prevalent and the role this had on society, for example vagabonds and smuggling.

The role of religion and superstition in punishment of certain crimes will be evaluated.

Sequence – where does this module fit? Links to past and future learning

This module builds upon work completed in all key stages at History. It is paper one of the GCSE EDEXCEL examination. This module helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. Students have progressed through the development of Church, state and society in Medieval Britain 1066-1509 at key stage three and this builds upon this further. They also have covered in key stage four Anglo Saxon and Norman England 1060 -87 and so this module links in to this teaching module.

GCSE focus based upon the following;

AO1 demonstrate knowledge and understanding of the key features and characteristics of the period studied
 AO2 explain and analyse historical events and periods studied using second order historical concepts.
 AO3 analyse, evaluate and use sources (contemporary) to make substantiated judgements, in the context of historical events studied.
 AO4 analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of events studied

Key words: Crimes against the person, crimes against property, collective responsibility, shire reeve, moral crimes, oath, petty theft, maiming, capital punishment, corporal punishment, retribution, deterrent, peasant, poaching, brand, parliament, plague, high treason.

- Use multi-sensory teaching techniques that are visual, auditory and tactile. Support abstract concepts with concrete apparatus.
- Use of regular short breaks/natural movement breaks.

		<ul style="list-style-type: none"> - Use reward systems (e.g. stickers). - Provide visual or written reminders for organising materials and equipment - Use a task plan/task management board. - Be very specific about how much work you expect to be completed within a set time. - Prompt the child with key words or information to listen out for. This could be visual form. - Writing frames to be incorporated for lower ability groups. Writing ramps available for pupils who require them. Differentiated worksheets to target pupils based on ability. Stretch and challenge for the more able pupils. Extension tasks and challenge wall to be formulated. Chunking for weak readers. 	
Week number	Learning activity / intention of knowledge	Stretch & Support activities	Homework
1	What was the type of crime committed in Anglo Saxon communities, towns and villages? What were the trials by ordeal and what punishments were there?	Use of sources based on the Ordeals. Students produce extended writing to explain the role of religion.	Anglo Saxon crime
2 & 3	What were the Forest Laws and the Murdrum Law? What punishments were there in Norman England and how was the law enforced? What were the changes and continuity between Anglo Saxon and Norman punishments?	Compare and contrast Norman England with Anglo Saxon England and what the similarities and differences were.	Murdrum law
4	What was the impact of Henry ii and the punishments in the early middle ages? How powerful was the church in the early middle ages?	The power of the church discussion by peers. Extended writing based on their conclusions.	Why was Becket murdered?
5	What were the changing definition of crime during this period? What crimes became more prevalent, for example, vagabonds, smuggling, rural crimes and witchcraft.	Students to use pictures to identify different crimes and use a writing frame to explain how different crimes affected society.	Why was smuggling so prevalent?

6	How was law enforcement in the towns controlled? What impact did the Gunpowder plot have on the time period? James I and Witchcraft why was it decriminalised?	Source based lesson based on artefacts from the Gunpowder plot. Students to explain and understand how they affect outcomes.	Effect of the Gunpowder plot.
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Subject History		
Core skill focus Link. Transferable skills Independence. Historical skills Change and Continuity.		
Year group: 11	Module title: Crime and Punishment	Length of module: 7 weeks
<p>Module intent / knowledge to be gained</p> <p>Students to understand and gain knowledge of how crime and punishment developed. The role of Transportation and why penal reform became highlighted as an area of concern. The movement from punishment to rehabilitation. How modern policing has evolved will be evaluated. What techniques are used in modern society to detect crime and how is punishment different in today's society.</p> <p>A case study for the GCSE is studied on Whitechapel and the challenges that faced law enforcement in areas of high population density and high levels of poverty.</p>	<p>Sequence – where does this module fit? Links to past and future learning</p> <p>This module builds upon work completed in all key stages at History. It is paper one of the GCSE EDEXCEL examination. This module helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. Students have progressed through the development of Church, state and society in Medieval Britain 1066-1509 at key stage three and this builds upon this further. They also have covered in key stage four Anglo Saxon and Norman England 1060 -87 and so this module links in to this teaching module.</p> <p>GCSE focus based upon the following;</p> <p>AO1 demonstrate knowledge and understanding of the key features and characteristics of the period studied AO2 explain and analyse historical events and periods studied using second order historical concepts. AO3 analyse, evaluate and use sources (contemporary) to make substantiated judgements, in the context of historical events studied. AO4 analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of events studied.</p>	
<p>Key words: Bow Street Runners, Capital crime, Criminal Investigation department (CID) Customs officers, Detective department , Dick Turpin, Elizabeth Fry, Gaols Act 1823, Hawkhurst Gang of Smugglers, Henry Fielding, Highway robbery, Illegal, John Howard, Metropolitan Police Act, Municipal Corporations Act, Murder, Parish Constables, Penal Code, Pentonville Prison, Poaching Gangs, Police Act, 1856, Professional, Robert Peel,</p>	<p>Use multi-sensory teaching techniques that are visual, auditory and tactile. Support abstract concepts with concrete apparatus.</p> <ul style="list-style-type: none"> - Use of regular short breaks/natural movement breaks. - Use reward systems (e.g. stickers). - Provide visual or written reminders for organising materials and equipment - Use a task plan/task management board. 	

Retribution, Rural Constabulary Act, 1839, Smuggling, Town Constable, Tolpuddle Martyrs, Transportation to Australia, Unemployment, Waltham Black Act, 1723, Watchmen, Witchcraft Act 1736		<ul style="list-style-type: none"> - Be very specific about how much work you expect to be completed within a set time. - Prompt the child with key words or information to listen out for. This could be visual form. - Writing frames to be incorporated for lower ability groups. Writing ramps available for pupils who require them. Differentiated worksheets to target pupils based on ability. Stretch and challenge for the more able pupils. Extension tasks and challenge wall to be formulated. Chunking for weak readers. 	
Week number	Learning activity / intention of knowledge	Stretch & Support activities	Homework
7	What were the examples of Penal reform? What was Transportation? What were the alternatives to transportation and what were the changing views of crime and punishment?	Use of BBC video to explain key points. Students to view contemporary views using written sources.	How did prisons change?
6 & 9	What was the impact of the police being formed? What crime is prevalent in society today and how is it detected today? Use of science and technological developments. What is the view of punishment and rehabilitation in society today? The views of conscientious objectors in the war and the end of capital punishment with a case study of the Derek Bentley case.	Source based material used to explain the key points. How CO's were treated how views have changed over time (discussion between peers). Should Derek Bentley have hanged is a discussion followed by individual assessment.	Why was the police formed?
10 & 11	Case study of Whitechapel. To understand how the police force was organised during this period. To understand the local context of Whitechapel, demographics, population, immigration, crime and poverty. The growth of socialism during the period and effect it had on public consciousness.	Case study of the murder victims of Jack the Ripper. Use of newspaper reports and students to understand prevailing views of people at the time.	What was Whitechapel and what distinctive issues did it have?
12	How and why was Jack the Ripper able to get away with murder during the period? What were the lessons learnt by the police during the investigation that led to changes in policing and detection?	Failings and lack of technology discussion. Writing frame	How and why did Jack the Ripper flourish?

		introduced to answer exam style question.	
13	How to be successful in source based questions. What the role of evidence plays in presenting your judgements in the examination.	Understanding key answers. Examples of marked answers shown and discussed as to why they are successful.	Revision

Subject History		
Core skill focus Identify. Transferable skill Active speaking. Historical skill Historical interpretation.		
Year group: 11	Module title: Weimar and Nazi Germany	Length of module: 6 weeks
<p>Module intent / knowledge to be gained</p> <p>Students to study the effect and impact of the First World War war on Germany. The challenges to the domestic government from both the Left and the Right. Challenges to the government will be evaluated during the period 1919 to 1923 which include hyperinflation, unemployment and the emergence of the Nazi party. A case study of the Munich Putsch will be studied to explain how a disastrous outcome was turned into a triumph for Hitler and his personal power base. The formulation of Nazi propaganda through Mein Kampf and students will discover his personal views emerging as he gains more power.</p>	<p>Sequence – where does this module fit? Links to past and future learning</p> <p>This module extends the knowledge of those students who have studied Germany at Key stage three. It allows them to build upon their knowledge and extend their skills from those students who do not go on past key stage three History. It builds upon knowledge gained at key stage one and two where students understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. This is built upon further at key stage three where students are expected to understand challenges for Britain, Europe and the wider world 1901 to the present day. It will allow students at key stage four to build their history knowledge and be able to understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>GCSE focus based upon the following;</p> <p>AO1 demonstrate knowledge and understanding of the key features and characteristics of the period studied AO2 explain and analyse historical events and periods studied using second order historical concepts. AO3 analyse, evaluate and use sources (contemporary) to make substantiated judgements, in the context of historical events studied. AO4 analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of events studied.</p>	

<p>Key words: Weimar Republic, legacy, interpretation, abdication, armistice, constitution, strengths and weaknesses, Reichstag, diktat, stabbed in the back, impact, Spartacist, Freikorps, revolt, hyperinflation, Ruhr, Dawes plan, Young plan, Locarno pact, leisure, unemployment, culture, paramilitary, Munich Putsch, Mein Kampf, totalitarianism, Bamberg conference, Wall street crash, SA, industry, von Papen, Chancellor, Hindenburg, von Schleicher.</p>		<p>Use multi-sensory teaching techniques that are visual, auditory and tactile. Support abstract concepts with concrete apparatus.</p> <ul style="list-style-type: none"> - Use of regular short breaks/natural movement breaks. - Use reward systems (e.g. stickers). - Provide visual or written reminders for organising materials and equipment - Use a task plan/task management board. - Be very specific about how much work you expect to be completed within a set time. - Prompt the child with key words or information to listen out for. This could be visual form. - Writing frames to be incorporated for lower ability groups. Writing ramps available for pupils who require them. Differentiated worksheets to target pupils based on ability. Stretch and challenge for the more able pupils. Extension tasks and challenge wall to be formulated. Chunking for weak readers. 	
Week number	Learning activity / intention of knowledge	Stretch & Support activities	Homework
14	What was the legacy of world war one on Germany? What challenges to government were there from the left and the right wing? Who were the Freikorps and the Spartacists and the effect they had on Germany as a whole during the period.	Sources based on the views of the Left and the Right. Students to compare and contrast how they are different	What was the Weimar Republic and what challenges did it face?
15	What were the challenges facing the Weimar government when it came into resistance between 1919 and 1923? What impact did the occupation of the Ruhr and hyperinflation have on Germany and the population during the period?	Piece of extended writing to explain the challenges facing the Weimar government. Students to conclude if they were successful in dealing with economic issues.	What were the conditions in Germany like up until 1924?
16 & 17	How did Germany recover between 1924 and 1929? What changes were there in German society in this same period? What were the origins of the Nazi party? How did Hitler gain control of the NSDAP and what was his personal appeal?	Source material plus use of video explaining how and why the economy improved. Extended writing to explain why this collapsed.	How did Germany recover from near economic collapse between 1924 and 1929?

18	What did the Munich Putsch teach the Nazi party? Why did the Nazi go through lean years of support between 1924 and 1929?	Contemporary source from the Putsch. Students to investigate why it was a total failure.	Why were the Nazis tied to economic hardship?
19	What was the impact of the Wall street crash? What sections of the population supported Hitler and why? How did Hitler become Chancellor?	Group discussion on why the Wall Street Crash was a disaster for Weimar. Writing frame introduced to explain how it helped the Nazis.	Why did Hitler become the Chancellor?

Subject History		
Core skill focus Describe. Transferable Skill Active Speaking. Historical skill Historical interpretation.		
Year group: 11	Module title: Weimar and Nazi Germany	Length of module: 5 weeks
<p>Module intent / knowledge to be gained</p> <p>Students will study and understand how the Nazis came to power. How they were able to control the population and how Hitler was able to exert his authority over the country. How the Nazis viewed women will be studied in detail and the importance of the family as a means of control. What successes did the Nazis have in Germany, for example their effect on the economy and the relative success of their foreign policy. Students will evaluate the persecution of minorities and the impact this had on German society at all levels.</p>	<p>Sequence – where does this module fit? Links to past and future learning</p> <p>This module extends the knowledge of those students who have studied Germany at Key stage three. It allows them to build upon their knowledge and extend their skills from those students who do not go on past key stage three History. It builds upon knowledge gained at key stage one and two where students understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. This is built upon further at key stage three where students are expected to understand challenges for Britain, Europe and the wider world 1901 to the present day. It will allow students at key stage four to build their history knowledge and be able to understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>GCSE focus based upon the following;</p> <p>AO1 demonstrate knowledge and understanding of the key features and characteristics of the period studied AO2 explain and analyse historical events and periods studied using second order historical concepts. AO3 analyse, evaluate and use sources (contemporary) to make substantiated judgements, in the context of historical events studied. AO4 analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of events studied.</p>	

<p>Key words: Dictatorship, police state, Enabling Acts, Night of the Long Knives, Hindenburg, Gestapo, legal system, protestant church, catholic, Goebbels, propaganda, media, rallies, Olympics, support, opposition, resistance, family, roles, Hitler youth, League of German Maidens, Labour service, unemployment, living standards, Strength through joy, Anti – Semitism, Nuremberg laws, Kristallnacht.</p>		<p>Use multi–sensory teaching techniques that are visual, auditory and tactile. Support abstract concepts with concrete apparatus.</p> <ul style="list-style-type: none"> - Use of regular short breaks/natural movement breaks. - Use reward systems (e.g. stickers). - Provide visual or written reminders for organising materials and equipment - Use a task plan/task management board. - Be very specific about how much work you expect to be completed within a set time. - Prompt the child with key words or information to listen out for. This could be visual form. - Writing frames to be incorporated for lower ability groups. Writing ramps available for pupils who require them. Differentiated worksheets to target pupils based on ability. Stretch and challenge for the more able pupils. Extension tasks and challenge wall to be formulated. Chunking for weak readers. 	
Week number	Learning activity / intention of knowledge	Stretch & Support activities	Homework
20	How did Hitler and the Nazis create a Dictatorship in Germany legally? What aspects of German rule made it a Police State?	Comparison lesson use of sources to that students can understand key concepts.	What was the Nazi Dictatorship?
21	How did the Nazis control their population and influence their attitudes? What opposition and resistance was there to Nazi rule? Was Nazi control of German society complete in this period? What was life like in Germany under Nazi rule?	Primary sources used to understand contemporary attitudes. Use of extended writing to argue the differences between the two.	How did the Nazis control their population?
22	What were the German policies towards women and families during this period? What impact did Nazi policies have on the youth of Germany? What was Kinde, Kirche, Kuche?	Definitions of key words. Students will then use them to understand how Hitler structured his society, writing frame used to support and stretch.	How were women viewed?

23	What impact did Nazi policies have on employment and the standard of living in Germany during this period? How successful were Nazi economic policies on ordinary families?	Graphs used to ascertain success of employment targets of the Nazis.	How did the Nazis alleviate unemployment?
24	How and why did the Nazis persecute minorities? What was the impact of Kristallnacht on German society	Kristallnacht case study used to inform students of the actions taken. Students challenged to turn this information into a considered piece of writing.	How were Minorities persecuted?