



Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Year 10</p> <p>Crime and punishment will be used to help students understand the process of change and the nature of the process, including patterns; trends and turning points and the influence of factors inhibiting or encouraging change.</p> <p>Students will re-examine Norman England (covered in Y7) looking in depth at Anglo-Saxon England and changes brought about following William's victory at Hastings and lasting legacy surrounding the disputed succession following his death.</p> <p>Lastly students are given the opportunity to explore long term consequences of content covered at KS3 such as the Crusades and Holocaust in the Conflict in the Middle East Paper. Pupils will explore Britain's involvement in the establishment of Israel, on going negotiations for peace and the question of Palestinian nationhood.</p>	<p>Paper 1: Thematic and Historic environment Crime and punishment in Britain</p> <ul style="list-style-type: none"> Knowledge Content: criminal activity; methods used to enforce the law and methods used to punish criminals in England during: <ol style="list-style-type: none"> Medieval England c.1000-c.1500 Early modern England c.1500-c.1700 Eighteenth and nineteenth century Britain Modern Britain c.1900-present Link to Prior Learning: links to power in the medieval unit covered in Year 7 Spring 1. <p>Question types:</p> <ul style="list-style-type: none"> Describe two features of x (4) How useful are sources A and B for an enquiry into X? (8) How could you follow up source ...to find out about...? (4) Explain why...(12) 'The role of X was the most important factor affecting y.' How far do you agree? (16) 		<p>Paper 2: British Depth Study Anglo-Saxon & Norman England</p> <ul style="list-style-type: none"> Knowledge Content: Anglo-Saxon society; death, succession and claims to the throne in 1066; invasions and battles, including the battles of Gate Fulford, Stamford Bridge and Hastings; William I am establishing control; Anglo-Saxon resistance; Revolts of the earls; Feudalism, the Church and government; William I, his sons and the Norman aristocracy Link to Prior Learning: links to Norman England, Year 7, Autumn 2 <p>Question types:</p> <ul style="list-style-type: none"> Describe two features of x (4) Explain why...(12) 'The main x was y.' How far do you agree? (16) 		<p>Paper 2: Period Study Super Power relations and the Cold War, 1941-91</p> <ul style="list-style-type: none"> Knowledge Content: early tensions between east and west; the developments of the Cold War; the significance of the Arms Race; Cold war crises, 1958-70; construction of the Berlin Wall, 1961; Cuban Missile Crisis; the reaction to the crisis; attempts to reduce tension between East and West; flashpoints e.g., the Strategic Defence Initiative; the collapse of Soviet control of Eastern Europe. Link to Prior Learning: pupils in Year 9 pupils study the early twentieth century and nation building. Pupils also study the World Wars and events which led up to the Second World War. <p>Question types:</p> <ul style="list-style-type: none"> Explain two consequences...(8) Write a narrative...(8) Explain two of the following...(16) 	
Curriculum Skills	Describing features; utility of sources; following up sources; similarities and differences; writing to explain; making judgements		Describing features; writing to explain; making judgements		Explain consequences; writing narratives; explaining importance	
<p>Year 11</p> <p>Students focus in depth on Weimar and Nazi Germany to understand the complexity of German society and the interplay of different aspects within it. These include: social, economic, political, cultural and military aspects. Assessment will focus on student's abilities to analyse and evaluate contemporary source and later interpretations. They will study examples of evidence and consider ways in which it could give rise to and support different interpretations</p>	<p>Paper 3: Modern Depth Study Weimar and Nazi Germany, 1918-29</p> <ul style="list-style-type: none"> Knowledge Content: The Weimar Republic including origins, challenges and recovery; Hitler's rise to power including developments of the Nazi Party and growth in support; Nazi control and dictatorship including influencing attitudes, opposition, resistance and conformity; like in Nazi Germany, including policies towards women, the young, employment and the persecution of minorities. Link to Prior Learning: links to power in the twentieth century Y9 Spring 1 and Second World War, Spring 2. <p>Question types:</p> <ul style="list-style-type: none"> Give two things you can infer from Source A about...(4) Explain why...(12) How useful are sources A and B for an enquiry into...(8) Study interpretations 1 and 2...what is the main difference between these views? (4) Suggest one reason why interpretations 1 and 2 give different views about X. (4) How far do you agree with Interpretation X about Y? (20) 		<p>Revision</p> <ul style="list-style-type: none"> Space learning Exam questions booklet with allocated writing space for timed practice Knowledge organisers gap fills Timed assessments Mind maps 	<p>Revision</p>	<p>Revision</p>	
Curriculum Skills	Inference; causation; utility of sources; interpretations; judgement					